

Veille de l'IREDU n°7

2 avril 2012

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1. Ressources sur le Web

Alternatives-economiques.fr

Marie Ladier-Fouladi. [Iran : jeunes et diplômées](#). Alternatives Economiques Poche, n°51, septembre 2011

Marie Duru-Bellat. [Petits agacements avec le 8 mars...](#) (blog)

Laurent Jeanneau. [La formation des enseignants, un fiasco](#). Alternatives Economiques n° 311 - mars 2012

Amue.fr

Délégation Interministérielle à l'intelligence économique. [Guide de l'intelligence économique pour la recherche](#).

La DIZE (délégation interministérielle à l'intelligence économique) a publié un « Guide de l'intelligence économique pour la recherche ». Il présente cinq fiches thématiques, consacrées à la « veille stratégique », à la « gestion du patrimoine immatériel », à la « politique de sécurité des systèmes d'information », au « développement de l'interface entre la recherche et le monde socio-économique » et à la « politique internationale ». Pour les auteurs, il constitue une véritable aide pour la gouvernance des établissements dans la définition d'une charte de l'IE (intelligence économique).

cafepedagogique.net

Nathalie Mons : [Les propositions gouvernementales visent à déconstruire les cadres externes et nationaux de l'éducation](#)

Régionales. Le Francilien n°24 : [Lutter contre le décrochage scolaire](#)

[Grandir avec Facebook](#)

Les jeunes sont-ils dépendant des réseaux sociaux ? Une étude de l'IUT de Poitiers, département STID Niort, portant sur près de 2400 lycéens de 6 établissements du sud des Deux Sèvres apporte une vision objective et nuancée. Elle montre que seulement 8% des lycéens n'ont pas créé de profil sur des réseaux sociaux comme Facebook. IL s'agit de jeunes de famille aisée et plutôt dans le privé. Les autres utilisent Facebook avec un rythme plus raisonné en terminale qu'en seconde. Globalement, les lycéens ont un "comportement raisonnable" sur les réseaux sociaux, estiment les auteurs. Leur niveau de consciences des risques est à améliorer . Seulement 5% des lycéens sont des utilisateurs excessifs.

Christophe Michaut & Pascal Guibert. [Pourquoi les étudiants trichent-ils ?](#) Notes du CREN, n°8, février 2012

Philippe BONNETTE. [L'éducation musicale : quelle place à l'école ?](#) Notes du CREN, n°9, mars 2012

Mélanie Julien (coord.). [L'assurance qualité à l'enseignement universitaire : une conception à promouvoir et à mettre en œuvre](#)

Le Conseil supérieur de l'éducation rend public aujourd'hui un avis intitulé L'assurance qualité à l'enseignement universitaire : une conception à promouvoir et à mettre en œuvre. Celui-ci fait suite à la demande d'avis de la ministre de l'Éducation, du Loisir et du Sport reçue en novembre dernier et portant sur l'opportunité d'ajuster les mécanismes d'assurance qualité à l'enseignement universitaire.

Le Conseil répond par l'affirmative à la question que lui a adressée la ministre : oui, il lui apparaît opportun de réviser les mécanismes d'assurance qualité à l'enseignement universitaire au Québec. Aux yeux du Conseil, cette position se justifie non seulement par les tendances internationales en la matière, mais surtout par l'importance que revêtent l'amélioration continue de l'expérience étudiante, l'imputabilité des universités et la visibilité de la qualité des formations, y compris sur la scène internationale. Ce sont ces visées que doit poursuivre l'assurance qualité à l'enseignement universitaire au Québec. Le Conseil promeut ainsi une conception de l'assurance qualité qui s'inscrit dans sa vision de l'éducation comme bien public et qui s'articule autour des six principes suivants :

- la valorisation des spécificités institutionnelles et disciplinaires;
- le respect de l'autonomie universitaire et de la liberté académique;
- la quête de l'amélioration continue de l'expérience étudiante;
- la nécessité de pouvoir témoigner de la qualité de l'enseignement universitaire, y compris sur la scène internationale;
- l'efficacité des processus;
- la crédibilité des instances, des processus et des personnes impliquées.

ECS RESEARCH STUDIES DATABASE

SPECIAL POPULATIONS - A recently entered [research study](#) explores the achievements of Asian American and Pacific Islander (AAPI) students. The authors found that while many educators have a monolithic view of AAPI students as high achievers with little need for educational services, evidence indicates that AAPI students are diverse in their achievements, and demonstrate a continuum of academic performance.

Teacher Quality - A recently entered [research study](#) explores the long term impacts of high quality teachers, as identified through value-added measures. The authors found that good teachers have substantial long term impacts on students, that value-added measures are helpful in identifying such

teachers, and that improving the quality of teaching, whether using value-added or other tools, is likely to have large economic and social impacts.

COLLEGE READINESS - This [issue](#) of The Progress of Education Reform considers potential ways states might define "college readiness," identifying for each approach: potential benefits, potential drawbacks and key components to consider.

STATE OF THE STATES - This ECS [brief](#) provides a summary of the top education issues highlighted in the 2012 state of the state addresses. A summary of each address can be found [here](#).

EXIT EXAMS - This ECS [report](#) provides information on states that require students enrolled in courses that have an end-of-course (EOC) exam to take the EOC.

MATHEMATICS - This ECS [report](#) identifies the number of Carnegie units or specific courses in mathematics that students must complete to earn the standard high school diploma in their state.

POSTSECONDARY SUCCESS - A recently-entered [research study](#) analyzes the predictive validity of one of the most commonly used assessments and examines whether other measures of preparedness, such as high school background and prior college-preparatory units completed, might be equally or even more predictive of college success.

COLLEGE READINESS - This [study](#) investigates gaps between actual and desirable math achievement trajectories for students' college readiness. The results suggest that entrance into and completion of two-year versus four-year colleges requires substantially different levels of math achievement in earlier education periods. Further, the authors found that meeting national versus state proficiency standards leads to differences in postsecondary education outcomes and can mean the difference between bachelor's and associate's degree attainment.

WHAT STATES ARE DOING

PARTNERSHIPS - MINNESOTA Governor Mark Dayton [announced](#) the Adopt-A-School [initiative](#), which recognizes and encourages the creation of partnerships between schools and businesses. Partnerships include volunteering or mentoring in a school, technology assistance and expertise, or help organizing a school-based community event.

REFORM - CONNECTICUT's Department of Education has put together a [guide](#) to 2012 proposed education reforms. Included in the report are investing in a Tiered Quality Rating and Improvement System (TQRIS), establishing a community schools approach or strengthening wraparound services for students, and improving leadership through a Connecticut School Leadership Academy for current and aspiring leaders.

WAIVERS - MISSOURI's Department of Elementary and Secondary Education has [released](#) a side-by-side [comparison](#) of the state's accountability plan, NCLB requirements and waiver guidelines. The Department has been seeking public input and will decide today whether Missouri will submit an application to the U.S. Department of Education for a flexibility waiver.

HIGHER EDUCATION - The National Center for Public Policy and Higher Education released a [report](#) on *Performance and Policy in MARYLAND Higher Education*. The authors found that Maryland's higher education system is leaving poor, urban, black, Hispanic and native-born Marylanders behind. However, they note that the state is in a good position to better serve these individuals going forward. Also available are the [executive summary](#) and related [presentation](#).

CAREER TECHNICAL EDUCATION - CALIFORNIA State Superintendent of Public Instruction Tom Torlakson [unveiled](#) his Career Readiness Initiative, which will integrate career technical education (CTE) into today's high school curriculum and link students with California business and industry in order to lower dropout rates and help the state rebound from its economic recession.

ACCOUNTABILITY - NEW HAMPSHIRE Commissioner of Education Virginia M. Barry, together with a taskforce of local superintendents, principals, teachers, parents and other stakeholders, has [decided](#) not to apply for a federal flexibility waiver in this round, opting instead to develop accountability system that will meet the unique needs of the state. New Hampshire will take advantage of a new federal opportunity to freeze its annual proficiency targets at 2010-11 levels while the state develops its accountability system, which is set to be piloted in the 2012-13 school year.

POSTSECONDARY SUPPORTS - The University of **NORTH CAROLINA** [announced](#) a three-year, \$1 million grant from the North Carolina GlaxoSmithKline Foundation to help UNC campuses better meet the needs of students who learn differently. The grant will support "College STAR" (Supporting Transition, Access and Retention), A UNC-System Project that combines direct support for students, instructional support for faculty members, and partnerships with public schools. Participating campuses have an opportunity to learn together and to put in place effective strategies for teaching students with varying learning differences in postsecondary settings.

P-3 - The state of **WASHINGTON** [passed](#) a bill ([HB2586](#)) that would provide a structure for families, teachers and early learning providers to work together to improve outcomes for students beginning kindergarten. The three-part *Washington Kindergarten Inventory of Developing Skills* includes components for family connection, kindergarten inventory, and early learning collaboration.

TEACHER QUALITY - SOUTH DAKOTA Governor Dennis Daugaard [announced](#) new legislation, [HB1234](#), which rewards effective teachers and provides incentives to teach in critical need areas, among other provisions.

POSTSECONDARY ATTAINMENT - The State Council of Higher Education for **VIRGINIA** released a [report](#) entitled *Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia Four-Year Institutions*. This report is part of a broader effort by stakeholders in Virginia's higher education system to increase degree and credential attainment by working-age adults (age 25-64), and to tailor programs to more effectively serve these non-traditional students. Click [here](#) for a report summary and [here](#) for a two-page fact sheet.

POSTSECONDARY OPPORTUNITIES - SOUTH DAKOTA launched a [Web portal](#) aimed at aligning college preparation efforts with South Dakota workforce initiatives. The site links users to information about all public postsecondary education opportunities in the state. In addition to helping high school students navigate the college selection process, the site also tailors information to the needs of transfer students and adult learners.

CAREER AND TECHNICAL EDUCATION - The **RHODE ISLAND** Board of Regents for Elementary and Secondary Education [approved](#) new regulations on Career and Technical Education that will go into effect in July. The regulations are designed to provide students exposure to the world of work, to offer students the opportunity to learn technical and career-based skills aligned with industry standards, and to enable students to earn credentials that will prepare them for postsecondary education and training programs or for entry into challenging careers.

LITERACY -KENTUCKY Governor Steve Beshear [proclaimed](#) March 5-9 as Kentucky Literacy Celebration Week. Citizens of Kentucky will celebrate the state's second-annual Literacy Celebration which includes literacy events, such as family reading days, in communities throughout the state.

FULL-DAY KINDERGARTEN - Indiana Governor Mitch Daniels signed into law [H.B.1376](#), which provides a grant of \$2,400 per child for full-day kindergarten. Notably, charter schools are eligible to receive funding, and schools are not permitted to charge a fee for enrolling or participating in full-day kindergarten.

AT-RISK- Utah legislators transmitted [H.B.513](#) to Governor Gary R. Herbert. The bill creates an early intervention program for at-risk students that would be delivered partly through an enhanced kindergarten program at school districts and charter schools choosing to offer it. Governor Herbert recently signed into law [S.B.151](#), which directs the Education Interim Committee to conduct a study of programs and initiatives to assist students at risk of academic failure.

TECHNOLOGY -California State Superintendent of Public Instruction Tom Torlakson [announced](#) the creation of an Education Technology Task Force to recommend how to bring 21st century tools into California's classrooms. The 48-member task force will work in sub-groups to explore education technology in five key areas: learning, assessment, teaching, infrastructure and productivity.

COMMON CORE - California's Superintendent of Public Instruction Tom Torlakson [presented](#) the Common Core State Standards (CCSS) Systems Implementation Plan for California to the executive and legislative branches of state government. The CCSS Systems Implementation Plan for California describes the major phases and activities in the implementation of the CCSS throughout California's educational system.

GRADUATION -"Graduation Matters" grants were [awarded](#) to 22 **Montana** schools to increase the number of students who graduate prepared for college and careers. The Office of Public Instruction was awarded \$450,000 over three years from the Dennis and Phyllis Washington Foundation to support community-based initiatives.

STANDARDS - The **Colorado** Department of Education has made [available](#) PowerPoint presentations and other resources from the Standards Implementation Summit that took place in March. Topics covered include developing an action plan for successful standards transition, effective instructional leadership through reform efforts, and utilizing free resources and expertise to improve professional development.

STEM - Maine provides K-12 STEM resources including programs, internships, and summer camps on its STEM resource [Web site](#).

GOOD READS

P-3 ASSESSMENT - This [report](#) from the Educational Testing Service (ETS) summarizes the challenges and current state approaches to assessing the learning outcomes of children enrolled in pre-K.

INTERNATIONAL COMPARISONS - This [site](#) is home to the Center on International Education Benchmarking (CIEB), a new Center launched by the National Center on Education and the Economy (NCEE) that will conduct research on the world's most successful education systems. The site offers access to information, analysis and opinions on education systems in the top-performing countries from around the world.

P-3 - A new [study](#) from Florida's Office of Program Policy Analysis and Government Accountability (OPPAGA) included the finding that, for students attending voluntary pre-k [VPK], having a teacher with a bachelor's degree or higher did not substantially influence kindergarten readiness. Researchers also found that children participating in school-year programs fared better on kindergarten readiness assessments than those attending summer programs.

RURAL CHARTER SCHOOLS -The latest [publication](#) from the National Alliance for Public Charter Schools explores how public charter schools can meet the educational needs of rural communities. The authors assert that flexibility afforded to charter schools can assist rural communities as they navigate complex funding, human capital and transportation obstacles. The issue brief offers practical solutions for growing the number of high quality public schools for students in rural communities.

COLLEGE-LEVEL SUBSTANCE ABUSE- This [Data Spotlight](#) from the Center for Behavioral Health Statistics and Quality presents data on substance abuse treatment admissions among college students, highlighting the high rates of alcohol and marijuana use among this group as compared to their non-student peers.

PARENTAL INVOLVEMENT - This recent [publication](#) from the Educational Testing Service (ETS) provides highlights from an ETS symposium addressing the role of family in education. The article discusses the elements of home life that influence education and suggests ways to strengthen struggling families and build connections between the home and school.

TEACHER PREPARATION - The U.S. Department of Education released its latest [report](#) on how states are preparing and credentialing teachers. The report is based on state-submitted data from 2008, 2009 and 2010.

P-3 - The RAND Corporation released [testimony](#) before the committee of the whole council of the District of Columbia on *Building Blocks for a Strong Preschool to Early Elementary Education System*. The document highlights core elements of strong P-3 systems that address readiness gaps and support children's development as they progress through the early elementary grades.

P-20 - [Read a post](#) on ECS' P-20 blog on how governors plan to improve opportunities for early college credit.

TEACHER INDUCTION - A policy [report](#) from the New Teacher Center provides a comprehensive look at induction policies in each of the 50 states for the 2010-11 school year. For each state, NTC summarizes existing policies related to 10 key criteria most critical to the provision of universal, high-quality induction and mentoring support for beginning educators. Click [here](#) for an interactive 50-state map.

SCHOOL SAFETY - The National Center for Education Statistics (NCES) released a new [report](#) which includes the most recent data on school crime and student safety, and covers topics such as victimization, teacher injury, bullying, weapons, and student use of drugs and alcohol. Indicators of crime and safety are compared across different population subgroups and over time.

DIGITAL LEARNING - The Digital Textbook Collaborative released a [Digital Textbook Playbook](#), which offers information about determining broadband infrastructure for schools and classrooms, leveraging home and community broadband to extend the digital learning environment, and understanding necessary device considerations. It also provides lessons learned from school districts that engaged in successful transitions to digital learning.

P-3 WORKFORCE - The U.S. Government Accountability Office (GAO) released a [report](#) outlining the state of the workforce in the early childhood care and education (ECCE) field based on data from a 2009 Census survey. Researchers found that the majority of the ECCE workforce has relatively low levels of education and income. In fact, average annual income ranged from \$11,500 for a child care worker working in a child's home to \$18,000 for a preschool teacher. Nearly half of all child care workers had a high school degree or less, as did 20% of preschool teachers.

See also a new [book](#) entitled *The Early Childhood Care and Education Workforce: Challenges and Opportunities*, which summarizes issues explored during a 2011 workshop conducted by the Board on Child, Youth, and Families of the Institute of Medicine and National Research Council. (Free PDF download)

TEACHER QUALITY - Scholastic and the Bill & Melinda Gates Foundation released the latest edition of [Primary Sources](#), in which the authors asked more than 10,000 teachers about their schools and classrooms, about student and teacher performance and the ways it should be evaluated, supported and rewarded. The data reflects responses from educators in every state and at every grade level, and from those teaching students of all income levels and of all learning abilities.

PROGRESS - The annual update to [Building a Grad Nation](#), a collaboration of Civic Enterprises, Everyone Graduates Center at Johns Hopkins University, America's Promise Alliance, and Alliance for Excellent Education is now available for 2012. The report shows that high school graduation rates continue to improve nationally and across many states and school districts, with 12 states accounting for the majority of new graduates over the last decade.

TEACHER QUALITY - This [report](#) from the Center for Teaching Quality offers a new model for teaching and learning aimed at keeping teachers in the profession of teaching while giving them the ability to move up in stature, experience, responsibility, authority and pay.

COLLEGE READINESS - This [checklist](#) from the Data Quality Campaign serves as a guide to the key considerations policymakers must address as they develop policies to ensure that every student graduates college and career ready.

URBAN SCHOOLS - New Schools for New Orleans released a [report](#) offering insights and lessons learned from the city's post-Katrina effort to develop a choice-based, predominantly charter system.

P-3 - A new [report](#) from the Brookings Institution examines the reasons why poor children are less ready for school and evaluates three interventions for improving their school readiness. The authors find that, of the three interventions they considered, preschool programs offer the most promise for increasing children's school readiness.

INTERNATIONAL COMPARISONS - The Council on Foreign Relations released a [report](#) titled *U.S. Education Reform and National Security*. An independent task force chaired by Joel I. Klein and Condoleezza Rice asserts that educational failure puts the United States' future economic prosperity, global position and physical safety at risk.

RTTT - This [report](#) from the Center for American Progress examines the efforts of states that won Race to the Top (RTTT) grants. The authors evaluated the states on their efforts and benchmarked their success against a set of key indicators. A summary is available [here](#).

TEACHING QUALITY - A new [publication](#) from OECD evaluates education systems around the world, identifies the best ways to improve the quality of teaching, provides available research about what

can make educational reforms effective, and highlights examples of reforms that have produced specific results, show promise, or illustrate imaginative ways of implementing change.

DATA - This [report](#) from the Data Quality Campaign provides an analysis of whether each state has a high school feedback data system, and if they do, who is providing the information, what components are included, and where it can be found.

SCHOOL IMPROVEMENT GRANTS - Based on a winter 2011-12 survey of state directors of the federal Title I program, this [report](#) from the Center on Education Policy examines the first year of state implementation of the School Improvement Grants (SIG) program. It focuses on state processes for renewing the SIG awards made for school year 2010-11, state assistance to schools, and general perceptions of the ARRA SIG program requirements.

ED FACT

SCHOOL FINANCE - "For regular school districts, median current expenditures per pupil were \$9,791 in FY 09. Median current expenditures per pupil on instruction and instruction-related activities in regular school districts were \$6,275." Source: Cornman, S.Q., and Noel, A.M. (2011). *Revenues and Expenditures for Public Elementary and Secondary School Districts: School Year 2008-09* (Fiscal Year 2009) (NCES 2012-313). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 12, 2012 from <http://nces.ed.gov/pubsearch>.

WORKFORCE DEVELOPMENT - "Occupations in which a master's degree is typically needed for entry are expected to grow by 21.7%, faster than the growth rate for any other education category. Among occupations in which a high school diploma or the equivalent is typically needed for entry, occupations that have apprenticeships as the typical kind of on-the-job training are projected to be the fastest growing and to have higher pay." Source: U.S. Department of Labor, U.S. Bureau of Labor Statistics (2012). "Employment Outlook: 2010-2020," *Monthly Labor Review*, January 2012. <http://www.bls.gov/opub/mlr/2012/01/mlr201201.pdf>, (accessed February 27, 2012).

TEACHING QUALITY - "Fifty-four percent of mathematics teachers and 58% of science teachers had earned a master's or higher degree in 2007, compared with 48% and 52%, respectively, in 2003." Source: National Science Board. 2012. *Science and Engineering Indicators 2012*. Arlington VA: National Science Foundation (NSB 12-01), <http://www.nsf.gov/statistics/seind12/pdf/seind12.pdf>, (accessed February 27, 2012).

NEW ECS PRODUCTS

COMMON CORE - ECS has launched Core Commons, a new Web site devoted to issues surrounding the Common Core State Standards. Click [here](#) to explore research, policy summaries and the Core Commons blog.

P-3 - A new ECS [brief](#) examines policies to promote 3rd-grade reading proficiency, including early identification of and intervention for struggling readers, as well as retention as an action of last resort. The authors outline case studies in both Florida and New York City, and identify decisions policymakers must consider as they implement policies around 3rd-grade literacy.

SERVICE-LEARNING - This [brief](#) summarizes the results of a 50-state policy scan on service-learning and community service conducted by ECS' National Center for Learning and Citizenship (NCLC). NCLC

found that Inclusion in state statute and code gives service-learning validity and stability, and ensures that it is not subject to the varying interests and priorities of specific leaders.

Education.gouv.fr

[Filles et garçons sur le chemin de l'égalité de l'école à l'enseignement supérieur](#)

Statistiques - publications annuelles - Édition 2012

Eduscol.education.fr

[Brochure sur la mixité des publics en formation professionnelle](#)

La mixité des publics dans la formation professionnelle a pour objectif de développer cette formation sous toutes les formes, notamment dans une perspective de formation tout au long de la vie. Elle vise aussi à encourager l'apprentissage en EPLE.

Epaas.asu.edu

Isabell van Ackeren, Rainer Block, Esther Dominique Klein, Svenja Mareike Kühn. [The Impact of State-Wide Exit Exams in Germany: A Descriptive Case Study](#). Education policy analysis archives, vol. 20, 2012

This study analyzes the possible intended and unintended impact of statewide exit exams as a governance tool used by education authorities. In a descriptive case study based on quantitative empirical research, three German states (Baden-Württemberg, Rhineland-Palatinate, North Rhine-Westphalia) with differing exit exam traditions (statewide versus school-based) are compared. Consistent with other recent research findings, the potential influences of statewide exit exams on teaching and learning processes can be detected for mathematics, but not for German or biology. In particular, these influences show in the fact that teachers whose students have to take a statewide exit exam are less responsive to students' interests regarding the choice of topics in the classroom, perceive a tendency to narrow the delivered curriculum and increase cooperation with other teachers. In addition, both teachers and students feel a higher pressure to perform and perceive their roles to be different –they see themselves as allies preparing for an externally set exam. Teachers also tend to feel “de-professionalized”. In those areas where statewide exams do seem to affect schooling, most of the results are consistent with what was intended by the authorities when they introduced the exams, and there are only few unintended side-effects. From a governance perspective, however, a general capacity of statewide exit exams to move schooling in a desired direction remains rather doubtful, particularly considering the fact that the exam procedures that have recently been implemented in the German states are very heterogeneous and only partly standardized.

Ministère de l'Enseignement supérieur et de la Recherche. [L'état de l'enseignement supérieur et de la recherche](#), décembre 2011

Parution du bilan annuel chiffré du système d'enseignement supérieur et de recherche français.

Sylvie Kleinholt. [Les élèves nouveaux arrivants non francophones](#). Note d'information, n° 12.01, Mars 2012

"Après avoir connu un maximum de 40 100 élèves en 2004-2005, le nombre de nouveaux arrivants non francophones de plus de 6 ans a fortement diminué jusqu'à 34 700 en 2008-2009, pour remonter à 38 100 élèves durant l'année scolaire 2010-2011. Rapportés à la population scolaire, les élèves nouveaux arrivants représentent à peine 0,4 % de l'ensemble des élèves de métropole et 0,8 % des élèves scolarisés dans les départements d'outre-mer. S'y ajoutent près de 1 700 jeunes de plus de 16 ans pris en charge par les missions générales d'insertion et les Greta."

Conférence des présidents d'université (CPU). [Compétences et responsabilités des présidents d'université : guide juridique](#), Février 2012

Ce guide rend accessible et compréhensible les grands principes du droit des universités : règles de forme, procédures de délégation, consultations obligatoires, droit des personnels, principes de la responsabilité, engagement de la responsabilité individuelle... à l'attention des présidents des universités.

Salima SAA. «[Une chance de réussite pour tous : L'ouverture sociale dans l'enseignement supérieur](#) », Mars 2012

À la suite d'un diagnostic et de l'inventaire des politiques déjà mises en œuvre, ce rapport émet des préconisations pour améliorer l'ouverture sociale dans l'enseignement supérieur.

Dares. [Les métiers en 2020 : progression et féminisation des emplois les plus qualifiés : dynamisme des métiers d'aide et de soins aux personnes](#). Dares Analyses-Dares Indicateurs, mars 2012

Eurogroup Consulting, Direction générale de l'administration et de la fonction publique (DGAFP), Direction générale de la modernisation de l'État (DGME). [L'art du management de l'innovation dans le service public](#), Mars 2012

Cette étude réfléchit à l'innovation dans l'action, à l'organisation interne de l'administration et pose la question du management de l'innovation. Quel est le rôle du manager public dans le processus d'innovation, quelles comparaisons peut-on faire avec les entreprises privées et autres administrations étrangères ? Quelles actions mettre en œuvre pour faire du manager public un acteur efficace de l'administration innovante ? Quelle part d'initiative est laissée aux agents, quelle valorisation de leurs succès, quelle gestion de leurs échecs ? Quelle place pour les usagers et quel dialogue des managers publics avec eux ?

[Expérimentations : innovation, méthodologie, évaluation](#), Éducation & formations n° 81, mars 2012

"Ce numéro thématique d'Éducation & formations rassemble des contributions d'origines diverses dont le regroupement vient éclairer les multiples facettes de l'importance prise par la dynamique des

expérimentations dans le système éducatif français. La variété des auteurs répond volontairement à la variété des acteurs qui façonnent la transformation de ce système."

Girsef.ucl.ac.be

C. Vermandele, V. Dupriez, C. Maroy et V. Dupriez . « [Réussir à l'université : l'influence persistante du capital culturel de la famille](#) », Cahier de Recherche du Girsef, n° 87

Dont voici un résumé : Cette recherche porte sur l'influence du parcours scolaire des jeunes et du capital culturel (institutionnalisé) des familles sur la réussite en fin de première année à l'université et dans la suite du parcours académique (redoublement, réussite de la première année universitaire au bout de deux ans). L'analyse de données empiriques collectées en Belgique francophone met en évidence une influence du diplôme des parents sur la réussite de la première année universitaire, même après contrôle de variables relatives à la trajectoire scolaire antérieure. De même, la décision, suite à un premier échec, de redoubler à l'université plutôt que de « partir » vers l'enseignement non universitaire ou le marché du travail, est influencée par le diplôme du père. Ces résultats sont discutés en prenant notamment en considération les spécificités du contexte de l'enseignement secondaire et supérieur en Belgique francophone.

halshs.archives-ouvertes.fr

Philippe Cordazzo, Nicolas Sembel . [Du Master à l'aide sociale : déclassement immédiat, piège statutaire et nouvelles trajectoires de pauvreté](#). L'Orientation Scolaire et Professionnelle 41, 1 (Inégalités sociales et orientation - I) (2012)

Le déclassement statutaire immédiat de diplômés du supérieur inscrits, aussitôt leurs études terminées, au Revenu Minimum d'Insertion (aujourd'hui RSA), est peu connu. Une analyse secondaire de données du Cereq et une recherche sur l'entrée au RMI en Gironde décrivent un phénomène qui touche toutes les filières ; et les étudiants de toutes origines sociales, mais différemment : les plus indifférents au RMI étant d'origine défavorisée, et les plus sensibles de catégorie intermédiaire. Et si, globalement, tous gardent des ambitions professionnelles élevées, leur nouveau statut précaire se révèle être pour près de la moitié d'entre eux un " piège statutaire " dans lequel ils restent enfermés au moins deux ans.

Patrick Rayou, Luc Ria. [Former les nouveaux enseignants. Autour des statuts, de l'organisation et des savoirs professionnels](#). Education et Sociétés, 23 (2009)

Les situations d'enseignement ont été profondément modifiées par l'ouverture de l'école à des élèves peu familiers des exigences liées à des scolarités de plus longue durée. Elles nécessitent de la part des enseignants chargés de les y faire réussir des compétences professionnelles d'un nouveau genre. Celles-ci ne peuvent plus s'acquérir par la transmission entre générations d'enseignants de modes de faire bien déterminés, mais se construisent dans l'alternance entre des mises en situation d'exercice et leur reprise conceptuellement étayée. Ce nouveau mode de professionnalisation, intellectuellement séduisant, peine cependant à se mettre en place car il est exigeant sur la légitimité

des formateurs, l'opérationnalité des circuits de la formation et la nature des savoirs qui y circulent. Des enquêtes sur l'entrée dans le métier de jeunes enseignants, croisant des approches de sociologie et d'ergonomie cognitive, montrent des évolutions à l'œuvre. Les praticiens débutants acceptent d'autant plus de se confronter aux savoirs de la formation et de la recherche que l'accompagnement dont ils bénéficient part de la réalité de leur travail et leur permet d'entrevoir collégialement des manières de faire à la fois partagées et spécifiques de chacun.

Jean-Philippe Georget, Baptiste Labrousse. [Expérimentation d'une ressource pour une situation de recherche et de preuve entre pairs](#). Espace mathématique francophone, Genève : Suisse (2012)

This paper is about an experiment with the goal of testing a primary teacher's resource. This is the next part of a research presented at EMF2009. This resource must help a teacher to practice a research and proof activity between peers with her pupils even she had never done this before. The paper presents the problems given by this project and describes the means to build the resource and the methodology of the experiment with some classmates. The results are given illustrating the complexity of the underlying process.

Inegalites.fr

[Le niveau de diplôme des Français](#)

13 % de la population dispose d'un diplôme d'études supérieures à bac+2 et 30 % détient au mieux le certificat d'études primaires. On est loin de la vision d'une société où le diplôme serait la norme.

Manon Domingues Dos Santos, Yannick L'Horty, Elisabeth Tovar. [Ségrégation urbaine et accès à l'emploi : une introduction](#). *Document de travail du centre d'études de l'emploi*, n° 123, novembre 2009

Aux Etats-Unis comme en Europe, des études tentent de déterminer dans quelle mesure le lieu de résidence dans les villes s'explique par la catégorie socio-professionnelle ou l'origine ethnique des personnes. Un document de travail du Centre d'études de l'emploi.

Si les sciences sociales ont produit une très vaste littérature théorique et empirique afin d'expliquer la logique de formation de quartiers socialement différenciés, ainsi que les effets de cette spécialisation sur de nombreuses variables économiques et sociales, un constat s'impose : l'essentiel des travaux demeure focalisés sur la ségrégation résidentielle entre minorités ethniques et dans un contexte spatial très particulier, celui des grands centres urbains américains. Certes, des sociologues et des géographes ont mis assez tôt l'accent sur la dimension socio-économique de la ségrégation dans les villes du Vieux Continent. Mais les travaux d'économistes européens – et a fortiori français – restent rares dans ce domaine. La majeure partie des contributions dédiée à la ségrégation demeure consacrée à la ségrégation professionnelle et non à la ségrégation résidentielle ni a fortiori aux interactions entre ces deux phénomènes. Cet article est une introduction à ces thématiques. Il présente les grandes tendances de la ségrégation urbaine en Europe et en France avant de souligner l'intérêt qu'il y a à aborder ses interactions avec l'accès à l'emploi.

Pierre Cahuc , Stéphane Carcillo , Olivier Galland et André Zylberberg. [L'école : une machine à trier](#)

Le niveau global d'éducation s'est amélioré en France mais en revanche nous sommes toujours dans le peloton de tête des pays de l'OCDE, voire les premiers, pour l'inégalité et l'élitisme que secrète

notre système scolaire. Le point de vue de Pierre Cahuc , Stéphane Carcillo , Olivier Galland et André Zylberberg. Extrait de "La machine à trier".

Insee.fr

Dominique Demailly, Dares, Diane Marlat et Laurence Rioux. [Les déterminants du coût du travail en France](#). INSEE première, n°1393, février 2012

La France en Bref en 2011 : [Travail Emploi](#)

La France en Bref en 2011 : [Enseignement](#)

Institut français de l'éducation

Laure Endrizzi et Rémi Thibert . [Quels leaderships pour la réussite de tous les élèves ?](#) Dossier d'actualité Veille et Analyses, n° 73, avril 2012

Sean F. Reardon . [The Widening Academic Achievement Gap between the Rich and the Poor: New Evidence and Possible Explanations](#). Center for Education Policy Analysis, 2012

L'auteur montre comment la relation entre les caractéristiques socio-économiques de la famille et la réussite scolaire a changé au cours des cinquante dernières années. Il analyse en particulier, dans quelle mesure l'inégalité croissante des revenus des quatre dernières décennies s'est accompagnée d'une augmentation similaire dans le gradient de la réussite scolaire.

[State Strategies for Awarding Credit to Support Student Learning](#). National Governors Association, février 2012

36 États américains ont voté des lois qui autorisent les Districts scolaires à décerner des diplômes en fonction des compétences des élèves sur un sujet particulier plutôt que sur la base du temps passé à l'école (opposition présenciel/cours virtuels). Cette étude montre ainsi diverses approches destinées à stimuler les élèves à finir leur cursus selon des méthodes alternatives, en particulier les diplômes "on line".

Craig D. Jerald. [Movin' It and Improvin' It!: Using Both Education Strategies to Increase Teaching Effectiveness](#). American Progress, 01/2012

Ce rapport du Center for American Progress considère comment les évaluations des enseignants devrait être utilisées afin d'augmenter l'efficacité des enseignants. L'auteur suggère qu'un programme de développement professionnel aidant les enseignants à améliorer leur méthodes devrait être mis en place tout en élaborant des stratégie visant à "éliminer" les enseignants inefficaces des écoles.

Lawrence S. Lerner, Ursula Goodenough, John Lynch, Martha Schwartz, and Richard Schwartz. [The State of State Science Standards 2012](#). Thomas B. Fordham Institute, 01/2012

Ce rapport examine les standards dans les curriculum scolaire pour l'enseignement des sciences des 51 États américains, ainsi que le cadre d'évaluation scientifique du NAEP (National Assessment of

Educational Progress). L'objectif du rapport est d'évaluer, et noter" la validité scientifique et la carté des programmes dans cette discipline. Un des gros points noirs restent l'enseignement de l'évolution toujours autant polémique aux États-Unis (pas ou peu de progrès depuis 1925). Les auteurs affirment également que les standards et les théories scientifiques restent trop vagues, qu'il y a peu d'expérimentations en classe, qu'on en donne plus de statistiques ni de calcul aux élèves. État par État, le niveau en science est noté. Seuls 5 États obtiennent un A.

ALASSAF Abir. [Construction d'une offre de services pour le public universitaire en Syrie — Une approche managériale](#). Thèse en Sciences de l'information et de la communication, soutenue le 22 novembre 2011, sous la dir. de Mohamed HASSOUN (Université Lumière - Lyon II)

« Aujourd'hui, les bibliothèques universitaires (BU) en Syrie sont confrontées à une évolution de leur environnement liée en grande partie à la mutation de l'enseignement supérieur et l'arrivée de nouvelles technologies. Ainsi, les BU se trouvent dans l'obligation de s'interroger sur la pertinence de leurs offres de services. En effet, les besoins et les attentes des universitaires ne sont plus les mêmes qu'auparavant. Ces bibliothèques doivent, par conséquent, suivre cette évolution et répondre à leurs nouveaux besoins pour pouvoir survivre dans un contexte où elles ne sont plus la seule source d'information. L'objectif de cette thèse est de contribuer à la réflexion sur l'adéquation entre l'offre et les besoins. Pour y parvenir, des enquêtes quantitative et qualitative ont été menées auprès d'étudiants, d'enseignants, de dirigeants et de bibliothécaires dans cinq universités syriennes. Cette enquête a été réalisée dans le but de connaître la situation actuelle des BU et des besoins informationnels de leurs publics. Nous avons, ensuite, élargi et diversifié la gamme de services proposés aux universitaires tout en partant de leurs besoins tant exprimés qu'implicites. »

BEAUD Philippe. Réussite scolaire et intégration culturelle des Indiens quechuaphones des Andes du Pérou. Thèse en sciences de l'éducation, soutenue le 30 novembre 2010, sous la dir. de Michel CORBILLON (Université Paris Ouest Nanterre La Défense - Paris X)

« Cette thèse explore un domaine encore peu répertorié dans les sciences de l'éducation, la réussite scolaire dans les cultures vernaculaires et l'impact de l'éducation familiale sur cette réussite. Les sujets de cette recherche sont des hommes et des femmes diplômés de l'enseignement supérieur et originaires des communautés paysannes quechuaphones des Andes du nord du Pérou. Cette recherche explore l'hypothèse selon laquelle la réussite scolaire dans les familles paysannes a été encouragée par des stratégies, des attitudes et des ethnothéories éducatives particulières. Ces dernières émanent de figures guidantes situées dans la niche de développement de l'enfant. Les pratiques et les dynamiques éducatives au sein des familles ont été analysées à partir de récits de vie et de questionnaires dans le cadre théorique de la niche écoculturelle du développement. Cette analyse a mis en évidence la présence de figures guidantes dont les attitudes éducatives sont mémorisées par les sujets sous la forme d'images guidantes, ou images guidantes. Ces dernières agissent implicitement sur le comportement des sujets. Elles soutiennent le processus scolaire et aussi le processus d'acculturation qui est indissociable de la réussite scolaire en situation interculturelle. Partant du principe que le système scolaire est un universel importé de l'occident, ce travail s'inspire des recherches européennes sur la réussite scolaire dans les familles populaires et celles issues de l'immigration. L'utilisation de références occidentales a aussi apporté une perspective interculturelle à cette recherche.

[Suivi de la mise en œuvre de la réforme du lycée d'enseignement général et technologique.](#)

Inspection générale de l'éducation nationale, 03/2012

"Les inspections générales ont présenté leur deuxième rapport sur le "suivi de la mise en œuvre de la réforme du lycée d'enseignement général et technologique" le vendredi 9 mars 2012. Le nouveau lycée est entré en application à la rentrée 2010 dans les classes de seconde et à la rentrée 2011 dans les classes de première. Il fait l'objet d'un suivi mené conjointement par l'inspection générale de l'éducation nationale (IGEN) et l'inspection générale de l'administration de l'éducation nationale et de la recherche (IGAENR). Le rapport s'appuie sur des entretiens avec les autorités académiques et sur la visite de 40 lycées dans sept académies. Les inspecteurs généraux ont rencontré les proviseurs, leurs adjoints, plus de 400 enseignants et presque autant d'élèves."

Les observations et les échanges montrent que la réforme est réellement engagée dans la grande majorité des lycées visités. Ils mettent aussi en exergue que les acteurs ont besoin d'en parler, d'être écoutés, d'être formés par rapport aux difficultés réelles qu'ils rencontrent. L'ampleur, la rapidité et la complexité des changements attendus et les responsabilités nouvelles données aux chefs d'établissement et aux enseignants sont encore plus prégnantes que l'an dernier du fait que deux niveaux d'enseignement sont désormais concernés (seconde et première). La mission d'inspection générale souligne une nouvelle fois qu'on ne peut pas porter une appréciation sur la mise en œuvre de la réforme sans tenir compte de ce contexte et que ce processus demande du temps, pour l'appropriation, pour la conception, pour la mise en œuvre.

Lynn A. Karoly. [A Golden Opportunity: Advancing California's Early Care and Education Workforce Professional Development System.](#) RAND, 02/2012

Une étude américaine qui évalue les programmes de formation initiale et continue des professionnels de la petite enfance et du préscolaire, soignants, enseignants et administrateurs...Ce projet a été mis en place par le CAELQIS (California Early Learning Quality Improvement System) et suivi par RAND.

BARON-GUTTY Audrey. [Paradigme politique et évolution des institutions éducatives. Le cas d'une société non-occidentale : la Thaïlande.](#) Thèse en science politique, soutenue le 28 novembre 2011, sous la dir. de Yvelines LECLER (Université Lumière - Lyon II)

« Cette thèse de doctorat s'est attachée à montrer comment les politiques d'éducation thaïlandaises ont été influencées par un modèle exogène, un paradigme politique en termes d'institutions éducatives. Elle a souligné que des éléments fondamentaux sont transférés au sein de l'espace transnational et contribuent à formuler des programmes de politiques éducatives en apparence similaires. Cependant, souvent il ne s'agit que de mots-clés, hybridés et appropriés par les acteurs et les institutions de l'espace national, dans le but de servir leurs intérêts et assurer leur pérennité. Cette thèse montre l'importance de la dépendance au sentier mais également des mécanismes de domination dans l'espace politique, qu'il soit national, international ou même transnational. »

ROUSSET Fabienne. [Effet du rapport au savoir sur le choix de formation et la poursuite d'études dans l'enseignement supérieur : spécificités des choix d'orientation en IUT GEA et à l'université section AES.](#) Thèse en Psychologie, psychologie clinique, psychologie sociale, soutenue le 8 novembre 2011, sous la dir. de Myriam de LEONARDIS & Patricia ROSSI-NEVES (Université de Toulouse II - Le Mirail).

« Depuis une cinquantaine d'années, la dynamique d'orientation est au centre des préoccupations sociale, politique et éducative. De nombreux chercheurs ont conceptualisé les déterminants à

l'œuvre dans l'élaboration des choix d'orientation : Bourdieu et Passeron (1964) adoptent un point de vue sociologique avec leur modèle de reproduction sociale, quand d'autres développent l'angle psychologique du processus d'orientation, et notamment la notion de projet (Dubet, 1973 ; Boutinet, 1990,1992, 1993 ; Dumora, 1990 ; Guichard, 2006). Nous souhaitons contribuer à l'effort de construction de connaissances en développant un modèle explicatif des choix d'orientation au moment de l'entrée dans l'enseignement supérieur et des poursuites d'études, peu développé encore en France : l'influence du rapport au savoir sur les choix des étudiants. Nous construisons notamment notre modèle théorique sur la base des recherches de l'équipe Escol (Charlot, Bautier, Rochex) sur le rapport au savoir des élèves et de Rey et al. (2005), qui travaillent en Belgique sur le rapport au savoir des étudiants. Pour circonscrire ce vaste domaine de recherche, nous faisons l'hypothèse que le choix d'orientation à l'entrée en IUT GEA ou en université section AES dépend de l'interaction de variables socio-biographiques (telles que la qualité du cursus antérieur, le sexe, ou l'origine sociale), et de variables subjectives, avec notamment un rapport au savoir spécifique. Autrement dit, l'interaction entre ces deux classes de variables permet de saisir le rapport au savoir singulier en jeu dans les processus d'orientation et de poursuite d'études. En adoptant un angle longitudinal sur 3 ans après l'inscription dans l'enseignement supérieur nous espérons mettre en évidence des spécificités de rapport au savoir explicatives des choix d'orientation et des poursuites d'études. En temps 1 notre échantillon est composé de 265 étudiants, avec 147 étudiants inscrits en première année d'IUT GEA, et 118 étudiants inscrits en première année de Licence AES à l'université. Pour respecter les objectifs comparatifs de l'étude longitudinale, nous n'avons conservé que les étudiants des temps 2 et 3 " repérables " par rapport au temps 1. Aussi, en temps 2, nous avons 81 étudiants (58 étudiants inscrits en deuxième année d'IUT G.E.A., et 23 étudiants inscrits en L2 de la section AES à l'université) et en temps 3 nous avons 25 étudiants (19 étudiants diplômés du DUT GEA l'année précédente, et 6 étudiants inscrits en L3 de la section AES à l'université). Pour recueillir les données, nous avons conçu un questionnaire en deux parties principales : l'une portant sur les raisons des choix d'orientation et l'autre sur le rapport au savoir des étudiants (Rey et al., 2005). Nos résultats révèlent que les choix d'orientation et de poursuites d'études sont effectivement influencés par les caractéristiques socio-biographiques (notamment l'origine sociale et la qualité du parcours antérieur) et psychologiques des étudiants. Par ailleurs, les choix d'orientation et de poursuites d'études sont également déterminés par des types de rapport au savoir spécifiques. »

La documentation française

René Lasserre. *L'apprentissage en Allemagne*. Problèmes économiques, n° 3037, février 2012

Nber.org

Naci H. Mocan, Duha Tore Altindag. [Education, Cognition, Health Knowledge, and Health Behavior](#), NBER Working Paper, No. 17949

Using data from the NLSY97 we analyze the impact of education on health behaviors, measured by smoking and heavy drinking. Controlling for health knowledge does not influence the impact of education on health behaviors, supporting the productive efficiency hypothesis. Although cognition, as measured by test scores, appears to have an effect on the relationship between education and

health behaviors, this effect disappears once the models control for family fixed effects. Similarly, the impact of education on smoking and heavy drinking is the same between those with and without a learning disability, suggesting that cognition is not likely to be a significant factor in explaining the impact of education on health behaviors.

Esther Duflo, Pascaline Dupas, Michael Kremer. [School Governance, Teacher Incentives, and Pupil-Teacher Ratios: Experimental Evidence from Kenyan Primary Schools](#), NBER Working Paper, n° 17939
We examine a program that enabled Parent-Teacher Associations (PTAs) in Kenya to hire novice teachers on short-term contracts, reducing class sizes in grade one from 82 to 44 on average. PTA teachers earned approximately one-quarter as much as teachers operating under central government civil-service institutions but were absent one day per week less and their students learned more. In the weak institutional environment we study, civil-service teachers responded to the program along two margins: first, they reduced their effort in response to the drop in the pupil-teacher ratio, and second, they influenced PTA committees to hire their relatives. Both effects reduced the educational impact of the program. A governance program that empowered parents within PTAs mitigated both effects. Better performing contract teachers are more likely to transition into civil-service positions and we estimate large potential dynamic benefits of contract teacher programs on the teacher workforce.

Gregory F. Branch, Eric A. Hanushek, Steven G. Rivkin. [Estimating the Effect of Leaders on Public Sector Productivity: The Case of School Principals](#). NBER Working Paper, n° 17803, February 2012

Although much has been written about the importance of leadership in the determination of organizational success, there is little quantitative evidence due to the difficulty of separating the impact of leaders from other organizational components – particularly in the public sector. Schools provide an especially rich environment for studying the impact of public sector management, not only because of the hypothesized importance of leadership but also because of the plentiful achievement data that provide information on institutional outcomes. Outcome-based estimates of principal value-added to student achievement reveal significant variation in principal quality that appears to be larger for high-poverty schools. Alternate lower-bound estimates based on direct estimation of the variance yield smaller estimates of the variation in principal productivity but ones that are still important, particularly for high poverty schools. Patterns of teacher exits by principal quality validate the notion that a primary channel for principal influence is the management of the teacher force. Finally, looking at principal transitions by quality reveals little systematic evidence that more effective leaders have a higher probability of exiting high poverty schools.

Roland G. Fryer, Jr. [Aligning Student, Parent, and Teacher Incentives: Evidence from Houston Public Schools](#). NBER Working Paper, n° 17752, January 2012

This paper describes an experiment designed to investigate the impact of aligning student, parent, and teacher incentives on student achievement. On outcomes for which incentives were provided, there were large treatment effects. Students in treatment schools mastered more than one standard deviation more math objectives than control students, and their parents attended almost twice as many parent-teacher conferences. In contrast, on related outcomes that were not incentivized (e.g. standardized test scores, parental engagement), we observe both positive and negative effects. We argue that these facts are consistent with a moral hazard model with multiple tasks, though other explanations are possible.

C. Kirabo Jackson. [Do High-School Teachers Really Matter?](#) NBER Working Paper, n° 17722, January 2012

Unlike in elementary schools, high school teacher effects may be confounded with unobserved track-level treatments (such as the AVID program) that are correlated with individual teachers. I present a strategy that exploits detailed course-taking information to credibly estimate the effects of 9th grade Algebra and English teachers on test scores. I document substantial bias due to track-specific treatments and I show that traditional tests for the existence of teacher effects are flawed. After accounting for bias, I find sizable algebra teacher effects and little evidence of English teacher effects. I find little evidence of teacher spillovers across subjects.

David J. Deming, Claudia Goldin, Lawrence F. Katz. [The For-Profit Postsecondary School Sector: Nimble Critters or Agile Predators?](#) NBER Working Paper, n° 17710, December 2011

Private for-profit institutions have been the fastest growing part of the U.S. higher education sector. For-profit enrollment increased from 0.2 percent to 9.1 percent of total enrollment in degree-granting schools from 1970 to 2009, and for-profit institutions account for the majority of enrollments in non-degree granting postsecondary schools. We describe the schools, students, and programs in the for-profit higher education sector, its phenomenal recent growth, and its relationship to the federal and state governments. Using the 2004 to 2009 Beginning Postsecondary Students (BPS) longitudinal survey we assess outcomes of a recent cohort of first-time undergraduates who attended for-profits relative to comparable students who attended community colleges or other public or private non-profit institutions. We find that relative to these other institutions, for-profits educate a larger fraction of minority, disadvantaged, and older students, and they have greater success at retaining students in their first year and getting them to complete short programs at the certificate and associate degree levels. But we also find that for-profit students end up with higher unemployment and “idleness” rates and lower earnings six years after entering programs than do comparable students from other schools, and that they have far greater student debt burdens and default rates on their student loans. Nces.ed.gov

Alexander M. Gelber, Adam Isen. [Children's Schooling and Parents' Investment in Children: Evidence from the Head Start Impact Study.](#) NBER Working Paper, n° 17704, December 2011

Parents may have important effects on their children, but little work in economics explores whether children's schooling opportunities crowd out or encourage parents' investment in children. We analyze data from the Head Start Impact Study, which granted randomly-chosen preschool-aged children the opportunity to attend Head Start. We find that Head Start causes a substantial increase in parents' involvement with their children—such as time spent reading to children, math activities, or days spent with children by fathers who do not live with their children—both during and after the period when their children are potentially enrolled in Head Start. We discuss a variety of mechanisms that are consistent with our findings, including a simple model we present in which Head Start impacts parent involvement in part because parents perceive their involvement to be complementary with child schooling in the production of child qualities.

Costas Meghir, Mårten Palme, Emilia Simeonova. [Education, Health and Mortality: Evidence from a Social Experiment.](#) NBER Working Paper, n° 17932, March 2012

We study the effect of a compulsory education reform in Sweden on adult health and mortality. The reform was implemented by municipalities between 1949 and 1962 as a social experiment and

implied an extension of compulsory schooling from 7 or 8 years depending on municipality to 9 years nationally. We use detailed individual data on education, hospitalizations, labor force participation and mortality for Swedes born between 1946 and 1957. Individual level data allow us to study the effect of the education reform on three main groups of outcomes: (i) mortality until age 60 for different causes of death; (ii) hospitalization by cause and (iii) exit from the labor force primarily through the disability insurance program. The results show reduced male mortality up to age fifty for those assigned to the reform, but these gains were erased by increased mortality later on. We find similar patterns in the probability of being hospitalized and the average costs of inpatient care. Men who acquired more education due to the reform are less likely to retire early.

Benjamin A. Olken, Junko Onishi, Susan Wong. Should Aid Reward Performance? [Evidence from a Field Experiment on Health and Education in Indonesia](#). NBER Working Paper, No. 17892, March 2012.

This paper reports an experiment in over 3,000 Indonesian villages designed to test the role of performance incentives in improving the efficacy of aid programs. Villages in a randomly-chosen one-third of subdistricts received a block grant to improve 12 maternal and child health and education indicators, with the size of the subsequent year's block grant depending on performance relative to other villages in the subdistrict. Villages in remaining subdistricts were randomly assigned to either an otherwise identical block grant program with no financial link to performance, or to a pure control group. We find that the incentivized villages performed better on health than the non-incentivized villages, particularly in less developed areas, but found no impact of incentives on education. We find no evidence of negative spillovers from the incentives to untargeted outcomes, and no evidence that villagers manipulated scores. The relative performance design was crucial in ensuring that incentives did not result in a net transfer of funds toward richer areas. Incentives led to what appear to be more efficient spending of block grants, and led to an increase in labor from health providers, who are partially paid fee-for-service, but not teachers. On net, between 50-75% of the total impact of the block grant program on health indicators can be attributed to the performance incentives.

Latika Chaudhary, Aldo Musacchio, Steven Nafziger, Se Yan. [Big BRICs, Weak Foundations: The Beginning of Public Elementary Education in Brazil, Russia, India, and China](#). NBER Working Paper N° 17852, February 2012

Our paper provides a comparative perspective on the development of public primary education in four of the largest developing economies circa 1910: Brazil, Russia, India and China (BRIC). These four countries encompassed more than 50 percent of the world's population in 1910, but remarkably few of their citizens attended any school by the early 20th century. We present new, comparable data on school inputs and outputs for BRIC drawn from contemporary surveys and government documents. Recent studies emphasize the importance of political decentralization, and relatively broad political voice for the early spread of public primary education in developed economies. We identify the former and the lack of the latter to be important in the context of BRIC, but we also outline how other factors such as factor endowments, colonialism, serfdom, and, especially, the characteristics of the political and economic elite help explain the low achievement levels of these four countries and the incredible amount of heterogeneity within each of them.

Daron Acemoglu, David Autor. [What Does Human Capital Do? A Review of Goldin and Katz's The Race between Education and Technology](#). NBER Working Paper, No. 17820, February 2012

Goldin and Katz's *The Race between Education and Technology* is a monumental achievement that supplies a unified framework for interpreting how the demand and supply of human capital have shaped the distribution of earnings in the U.S. labor market over the 20th century. This essay reviews the theoretical and conceptual underpinnings of this work and documents the success of Goldin and Katz's framework in accounting for numerous broad labor market trends. The essay also considers areas where the framework falls short in explaining several key labor market puzzles of recent decades and argues that these shortcomings can potentially be overcome by relaxing the implicit equivalence drawn between workers' skills and their job tasks in the conceptual framework on which Goldin and Katz build. The essay argues that allowing for a richer set of interactions between skills and technologies in accomplishing job tasks both augments and refines the predictions of Goldin and Katz's approach and suggests an even more important role for human capital in economic growth than indicated by their analysis.

David M. Cutler, Adriana Lleras-Muney. [Education and Health: Insights from International Comparisons](#). NBER Working Paper, n° 17738, January 2012

In this review we synthesize what is known about the relationship between education and health. A large number of studies from both rich and poor countries show that education is associated with better health. While previous work has thought of the effect of education separately for rich and poor countries, we argue that there are insights to be gained by integrating the two. For example, education is associated with lower malnutrition in most countries, but in richer countries the educated have lower BMIs whereas in poor countries the educated have higher BMIs. This suggests that the behaviors associated with better health differ depending on the level of development. We illustrate this approach by comparing the effects of education on various health and health behaviors around the world, to generate hypotheses about why education is so often (but not always) predictive of health. Finally, we review the empirical evidence on the relationship between education and health, paying particular attention to causal evidence and evidence on mechanisms linking education to better health.

Eric A. Hanushek, Kuzey Yilmaz. [Land Use Controls and the Provision of Education](#). NBER Working Paper, n° 17730, January 2012

Considerable prior analysis has gone into the study of zoning restrictions on locational choice and on fiscal burdens. The prior work on zoning - particularly fiscal or exclusionary zoning - has provided both inconclusive theoretical results and quite inconsistent empirical support of the theory. More importantly, none of this work addresses important questions about the level and distribution of public goods that are provided under fiscal zoning. Since fiscal issues and Tiebout demands are central to much of the motivation for exclusionary zoning, we expand the theoretical analysis to encompass the interplay between land use restrictions and public good provision. In this, we focus on schooling outcomes, since the provision of education is one of the primary activities of local jurisdictions. We develop a general equilibrium model of location and the provision of education. Some households create a fiscal burden, motivating the use by local governments of exclusionary land-use controls. Then, the paper analyzes what the market effects of land-use controls are and how successful they are. The policies considered (minimum lot size zoning, local public finance with a head tax, and fringe zoning) demonstrate how household behavior directly affects the equilibrium outcomes and the provision of the local public good.

Verónica C. Frisancho Robles, Kala Krishna. [Affirmative Action in Higher Education in India: Targeting, Catch Up, and Mismatch](#). NBER Working Paper, n° 17727, January 2012

Affirmative action policies in higher education are used in many countries to try to socially advance historically disadvantaged minorities. Although the underlying social objectives of these policies are rarely criticized, there is intense debate over the actual impact of such preferences in higher education on educational performance and labor outcomes. Most of the work uses U.S. data where clean performance indicators are hard to find.

Using a remarkably detailed dataset on the 2008 graduating class from an elite engineering institution (EEI) in India we evaluate the impact of affirmative action policies in higher education on minority students focusing on three central issues in the current debate: targeting, catch up, and mismatch. In addition, we present preliminary evidence on labor market discrimination. We find that admission preferences effectively target minority students who are poorer than the average displaced non-minority student. Moreover, by analyzing the college performance of minority and non-minority students as they progress through college, we find that scheduled caste and scheduled tribe students, especially those in more selective majors, fall behind their same-major peers which is the opposite of catching up. We also identify evidence in favor of the mismatch hypothesis: once we control for selection into majors, minority students who enrol in more selective majors as a consequence of admission preferences end up earning less than if they would have had if they had chosen a less selective major. Finally, although there is no evidence of discrimination against minority students in terms of wages, we find that scheduled caste and scheduled tribe students are more likely to get worse jobs, even after controlling for selection.

OCDE.fr

OCDE. [How are girls doing in school – and women doing in employment – around the world?](#)
Education Indicators In Focus – 2012/03 (March)

Repec.org

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

Iftikhar Hussain

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

[Pupils' progress: how children's perceptions influence their efforts](#)

Amine Ouazad ; Lionel Page

What is the impact of a pupil's perceptions of how their teachers will treat them on their motivation, efforts and educational achievements? To explore this question, Amine Ouazad and Lionel Page have conducted an experiment in which school children could use pocket money to place small bets on their performance in an exam.

[Does Money Buy Strong Performance in PISA?](#)

OECD

This issue will show that strong performers do not invest scarce resources in smaller classes, but in higher teachers' salaries. They are neither the countries that spend the most on education, nor are they the wealthiest countries; rather they are the countries that are committed to providing high-quality education to all students in the belief that all students can achieve at high levels.

[Persistence and Academic Success in University](#)

Dooley, Martin D. ; Payne, A. Abigail ; Robb, A. Leslie

We use a unique set of linked administrative data sets to explore the determinants of persistence and academic success in university. The explanatory power of high school grades greatly dominates that of other variables such as university program, gender, and neighbourhood and high school characteristics. Indeed, high school and neighbourhood characteristics, such as average standardized test scores for a high school or average neighbourhood income, have weak links with success in university.

[Long-term effects of class size](#)

Fredriksson, Peter (Stockholm University) ; Öckert, Björn (IFAU - Institute for Evaluation of Labour Market and Education Policy) ; Oosterbeek, Hessel (University of Amsterdam)

This paper evaluates the long-term effects of class size in primary school. We use rich administrative data from Sweden and exploit variation in class size created by a maximum class size rule. Smaller classes in the last three years of primary school (age 10 to 13) are not only beneficial for cognitive test scores at age 13 but also for non-cognitive scores at that age, for cognitive test scores at ages 16 and 18, and for completed education and wages at age 27 to 42. The estimated effect on wages is much larger than any indirect (imputed) estimate of the wage effect, and is large enough to pass a cost-benefit test.

[To Be or Not to Be... a Scientist?](#)

Chevalier, Arnaud (Royal Holloway, University of London)

Policy makers generally advocate that to remain competitive countries need to train more scientists. Employers regularly complain of qualified scientist shortages blaming the higher wages in other occupations for luring graduates out of scientific occupations. Using a survey of recent British graduates from Higher Education we report that fewer than 50% of science graduates work in a scientific occupation three years after graduation. The wage premium observed for science graduates stems from occupational choice rather than a science degree. Accounting for selection into subject and occupation, the returns to working in a scientific occupation reaches 18% and there is no return to a science degree outside scientific occupations. Finally, scientists working in a scientific occupation are more satisfied with their educational and career choices, which suggests that those not working in these occupations have been pushed out of careers in science.

[Improving Second-level Education: Using Evidence for Policy Development](#)

Smyth, Emer ; McCoy, Selina

Second-level education has a crucial role to play in Ireland's long-term economic prosperity, as well as being intrinsically valuable, allowing young people to develop intellectually, socially and personally. Much of the debate internationally has focused on how countries compare against international benchmarks and indicators like PISA. This paper argues that, while we can potentially learn from what other systems have 'got right', it is important that we do not fall into the trap of engaging in 'policy borrowing'. Furthermore we now have a rich evidence base in Ireland on 'what works' in terms of school organisation and process. The paper reviews this evidence in a number of key areas: ability grouping, school climate, teaching and learning methods, and curriculum and assessment. The discussion reviews how these aspects of school policy and practice can make a substantive impact on student outcomes and act as 'drivers' of improvement, often requiring relatively modest levels of expenditure.

[Peer Heterogeneity, School Tracking and Students' Performances: Evidence from PISA 2006](#)

Michele Raitano ; Francesco Vona

The empirical literature using large international students' assessments tends to neglect the role of school composition variables in order not to incur in a misidentification of peer effects. However, this could lead to an error of higher logical type since the learning environment crucially depends on peer variables. In this paper, using PISA 2006, we show how peer heterogeneity is a key determinant of students' attainments. Interestingly, the effect of peer variables differs depending on the country tracking policy: peer heterogeneity reduces efficiency in comprehensive systems whereas it has a non-linear impact in early-tracking ones. In turn, linear peer effects are larger in early-tracking systems. Results remain robust in both student- and school-level regressions and when we add school-level dummies and several controls correlated with the school choice to alleviate the selectivity bias.

[The Impact of Childhood Health on Adult Educational Attainment: Evidence from Modern Mandatory School Vaccination Laws](#)

Dara Lee (Department of Economics, University of Missouri-Columbia)

This paper evaluates the economic consequences of mandatory school vaccination laws that were passed from the mid-1960s to late-1970s. After the invention of a number of key vaccines, states began to require proof of immunization against certain infectious diseases for children entering school for the first time. I exploit the staggered implementation of the laws across states to identify both the short-run impacts on health and long-term effects on educational attainment. First, I show that the mandatory school vaccination laws were very successful in reducing the incidence rates of the targeted diseases. There is less evidence that mortality rates were affected. Finally, I find sizable and positive effects on educational outcomes as measured by years of schooling and high school completion. The effect on educational attainment is twice as large for non-whites relative to whites.

[Borders that Divide: Education and Religion in Ghana and Togo since Colonial Times](#)

Denis Cogneau ; Alexander Moradi

When European powers partitioned Africa, individuals of otherwise homogeneous communities were divided and found themselves randomly assigned to one coloniser. This provides for a natural experiment: applying a border discontinuity analysis to Ghana and Togo, we test what impact coloniser's policies really made. Using a new data set of men recruited to the Ghana colonial army 1908-1955, we find literacy and religious beliefs to diverge between British and French mandated part of Togoland as early as in the 1920s. We attribute this to the different policies towards missionary schools. The British administration pursued a "grant-in-aid" policy of missionary schools, whereas the French restricted missionary activities. The divergence is only visible in the Southern part. In the North, as well as at the border between Ghana and Burkina Faso (former French Upper Volta), educational and evangelization efforts were weak on both sides and hence, did not produce any marked differences. Using contemporary survey data we find that border effects originated at colonial times still persist today.

[Misreported Schooling, Multiple Measures and Returns to Educational Qualifications](#)

Battistin, Erich (University of Padova) ; De Nadai, Michele (University of Padova) ; Sianesi, Barbara (Institute for Fiscal Studies, London)

We provide a number of contributions of policy, practical and methodological interest to the study of the returns to educational qualifications in the presence of misreporting. First, we provide the first reliable estimates of a highly policy relevant parameter for the UK, namely the return from attaining any academic qualification compared to leaving school at the minimum age without any formal qualification. Second, we provide the academic and policy community with estimates of the accuracy and misclassification patterns of commonly used types of data on educational attainment: administrative files, self-reported information close to the date of completion of the qualification, and recall information ten years after completion. We are in the unique position to assess the temporal patterns of misreporting errors across survey waves, and to decompose misreporting errors into a systematic component linked to individuals' persistent behaviour and into a transitory part reflecting random survey errors. Third, by using the unique nature of our data, we assess how the biases from measurement error and from omitted ability and family background variables interact in the estimation of returns. On the methodological front, we propose a semi-parametric estimation approach based on balancing scores and mixture models, in particular allowing for arbitrarily heterogeneous individual returns.

[Mundus academicus: arhitectura și adaptarea la fluxurile globalizării \(II\)](#)

Hălăngescu, Constantin I.

This second part of the study, contains the presentation, in the same manner, of the viewpoints on the last region in the academic world map considered in my analysis: Europe. Of course, globalization and building a united Europe, strong growth of labour markets and capital flows, human resources and information, visible disparities of regional education systems in Europe, North America and Asia-Pacific countries, multiplying "factorial" higher education providers, increasing global competition between and/or the universities – all key elements in what I would call the domino allow between

Bologna process innovations and values triumph. Bologna created and resized European values, he scaled a more or less in global manner, imposed a new way of thinking and designing the whole system of European higher education. Without doubt, the internationalization of European academic mobility system generated by specially designed programs, led to the development of integrated services, more and more professional. Romanian higher education can not ignore these changes, but is far from the requirements of a globally competitive higher education. For real reform, the change must be guided by a clear conception of the strategies, competence and critical, to have political support and substantial funding. Academic education and scientific research today gives the measure of value and strength of a nation in the great European and global concert. Reform does not admit, therefore, alternative: the only solution for the better future among civilized countries is success. And success is quality, efficiency and performance in education and research, competitiveness in Europe and worldwide.

[The Short-Term Effectiveness of a Remedial Mathematics Course: Evidence from a UK University](#)

Di Pietro, Giorgio (University of Westminster)

Whilst in the US there is a growing debate about the effectiveness of remedial university courses, this issue is less questioned in the UK. Using a regression discontinuity approach and data from a large School of a post-1992 UK university, we estimate the effect of remediation on student outcomes. We find no evidence that attending a math remedial program improves student performance in the first year. This finding is consistent and complements that of a recent study by Lagerlöf and Seltzer (2009), which is based on data from a pre-1992 UK university. Taken together, these results may call for a review of the remediation policy offered at university level in the UK.

[Mundus academicus: arhitectura și adaptarea la fluxurile globalizării \(I\)](#)

Hălăngescu, Constantin I.

Education and particularly the higher education have the task not only to react to the quasi-globalization trends, but rather to play a role in the development of desirable future society, leading to qualitative changes designed to preserve the identity of diverse communities and tolerance based on communication knowledge and understanding the interests of each participant in this process. Without claiming to discuss in a general register this topic (although very broad in its essence), I just tried to achieve a brief scan of the bidirectional impact of globalization-internationalization (whether as understood in the literature – Americanization, Europeanization, homogenization, diversification) it has in higher education. Of course, the approach was focused mainly on the effects of the opportunities of internationalization of global education they have or should have on higher education and research in Romania. This paper reviews the international realities of higher education for three important poles of the global space: U.S.A., Asia-Pacific and Europe until the beginning of the current financial crisis. Imagining a correspondance between the general profile of each region and the name of concepts of ludic space, I associated a certain notion (Monopoly, Dominoes and Puzzle) to each of the mentioned regions, arguing that associations by illustrating the most significant aspects of the transformations that flows globalization have forced regional systems analyzed. Considerations about the U.S. as a magnet for resources, China and the miracle of the structural

reform of higher education, performance lessons that Japan offers to the world, the domino effect of novelty almost envied (Bologna process with all the innovation system) and traditional values (Humboldtian construction) in Europe, provides a summary of opinions and research of existing literature overflow. In this first part of the paper, analyzes are focused on the first two regions: USA! and Asi a-Pacific.

[The Policy Impact of PISA: An Exploration of the Normative Effects of International Benchmarking in School System Performance](#)

Simon Breakspear

Little research has been done into how the results of the Programme for International Student Assessment (PISA) affect national educational reform and policy-making. This paper examines the normative impact of PISA by investigating how, and the extent to which, national policy actors use PISA in policies and practices, to evaluate and improve school-system performance. Drawing on the results of a survey of country practices, the study shows that PISA has become accepted as a reliable instrument for benchmarking student performance worldwide, and that PISA results have had an influence on policy reform in the majority of participating countries/economies.
À ce jour, rares sont les recherches ciblant l'impact des résultats de l'enquête PISA (Programme international pour le suivi des acquis des élèves) sur les réformes et l'action publique dans les pays. Le présent document examine l'impact normatif du PISA en cherchant à déterminer comment et dans quelle mesure les acteurs politiques des pays utilisent le PISA dans l'établissement de politiques et pratiques, afin d'évaluer et d'améliorer les performances de leur système d'éducation. À partir des résultats d'une enquête sur les pratiques des pays, cet étude montre que le PISA est aujourd'hui communément accepté en tant qu'instrument fiable pour évaluer la performance des élèves dans le monde entier et que les résultats au PISA exercent une influence réelle sur les réformes politiques dans la majorité des pays et économies participants.

[The Intergenerational Transmission of Education: Evidence from Taiwanese Adoptions](#)

Hammitt, James ; Liu, Jin-Tan ; Tsou, Meng-Wen

This paper examines the causal effect of parental schooling on children's schooling using a large sample of adoptees from Taiwan. Using birth-parents' education to help control for selective placement of children with adoptive parents, we find that adoptees raised with more highly educated parents have higher educational attainment, measured by years of schooling and probability of university graduation. We also find evidence that adoptive father's schooling is more important for sons' and adoptive mother's schooling is more important for daughters' educational attainment. These results support the notion that family environment (nurture) is important in determining children's educational outcomes, independent of genetic endowment.

[Equality of Opportunity in Education in the Middle East and North Africa](#)

Djavad Salehi-Isfahani ; Nadia Belhaj Hassine

This paper is an empirical investigation of inequality of education opportunities in the Middle East and North Africa (MENA). We use student scores from tests administered by the international

consortium Trends in Mathematics and Science Study (TIMSS) for a number of MENA countries and over time since 1999 to estimate the effect of circumstances children are born into on their academic achievement in science and mathematics. From the variation in inequality of education opportunities across countries and over time we draw lessons on the influence of different education systems or changes in policy on equality of opportunity. We find that inequality of opportunities explains a significant part of the inequality in educational achievements in most MENA countries, but in a few cases, notably Algeria, its role is small. Family background variables are the most important determinants of inequality in achievement, followed by community characteristics. Inequality of education opportunities are high in several MENA countries, and have either stayed the same or worsened in recent years. The results show that, despite great efforts in past decades to invest in free public education, in most MENA countries are less opportunity equal in educational achievement than European countries, and several are less equal than Latin America countries and the United States. There is plenty of room for policy to further level the playing field in education. We discuss how our results shed light on policy choices in education that can contribute to greater equality of education and income in the region.

[The Evolution of Education: A Macroeconomic Analysis](#)

Diego Restuccia ; Guillaume Vandenbroucke

Between 1940 and 2000 there has been a substantial increase of educational attainment in the United States. What caused this trend? We develop a model of human capital accumulation that features a non-degenerate distribution of educational attainment in the population. We use this framework to assess the quantitative contribution of technological progress and changes in life expectancy in explaining the evolution of educational attainment. The model implies an increase in average years of schooling of 24 percent which is the increase observed in the data. We find that technological variables and in particular skill-biased technical change represent the most important factors in accounting for the increase in educational attainment. The strong response of schooling to changes in income is informative about the potential role of educational policy and the impact of other trends affecting lifetime income.

[GINI DP 22: Institutional Reforms and Educational Attainment in Europe](#)

Michela Braga (Facolta' di Scienze Politiche (DEAS), Universita' degli Studi di Milano) ; Daniele Checchi (Universita'degli Studi di Milano, Facolta'di Scienze) ; Elena Meschi (Institute of Education , Room 405, University of London)

In this paper we analyse the effects of changes in the institutional design of the educational system on school attainment. In particular, we test whether alternative reforms have increased the average educational attainment of the population and whether various deciles of the education distribution have been differentially affected. We constructed a dataset of relevant reforms occurred at the national level over the last century, and match individual information to the most likely set-up faced when individual educational choices were undertaken. Thus our identification strategy relies on temporal and geographical variations in the institutional arrangements, controlling for time/country fixed effects, as well as for confounding factors. We also explore who are the individual most likely

affected by the reforms. We also group different reforms in order to ascertain the prevailing attitudes of policy makers, showing that reforms can belong to either “inclusive” or “selective” in their nature. Finally we correlate these attitudes to political coalitions prevailing in parliament, finding support to the idea that left wing parties support reforms that are inclusive in nature, while right wing parties prefer selective ones.

[Education, cognitive skills and earnings of males and females](#)

Buchner Charlotte ; Smits Wendy ; Velden Rolf van der (METEOR)

This paper analyzes the relationship between cognitive skills, measured at age 12, and earnings of males and females at the age of 35, conditional on their attained educational level. Employing a large data set that combines a longitudinal school cohort survey with income data from Dutch national tax files, our findings show that cognitive skills and specifically math skills are rewarded on the labor market, but more for females than for males. The main factor driving this result is that cognitive skills appear to be better predictors of schooling outcomes for males than for females. Once males have achieved the higher levels of education, they more often choose programs with high earning perspectives like economics and engineering, even if their level of math skills is relatively low.

[Gains from child-centred Early Childhood Education: Evidence from a Dutch pilot programme](#)

Bauchmüller, Robert (UNU-MERIT/MGSoG, University of Maastricht)

Early Childhood Education (ECE) programmes are presumed to have positive effects in particular for children who are at risk of failing during their school careers. However, there is disagreement on whether such programmes should be more teacher and curriculum based or rather centred on the individual child. In this paper I study child-centred ECE programmes that are used at preschools in the Dutch province of Limburg, which is in fact mainly a study of 'Speelplezier', a new child-centred programme which has recently been certified as being 'in theory' effective in raising children's school readiness, but which has not yet been evaluated. I use a rich dataset covering the first three grades at elementary schools in the Southern part of Limburg for the year 2008/09 to evaluate the impact of child-centred ECE versus alternative preschool options. I estimate ordinary least squares effects of attending a preschool applying child-centred ECE onto test scores from the beginning of elementary schooling, under the control of alternative childcare experiences and various child and family related characteristics and re-weighting observations of the studied sample to represent population averages. I argue that access to a preschool kindergarten applying child-centred ECE is to some degree exogenously determined. In a further effort to identify causal effects, I also use propensity score matching and instrumental variable estimation techniques. I find no evidence of the expected short-term effects on language or on cognitive development who attended a child-centred ECE preschool as compared to preschools applying other or no early education programmes. In order to reach measurable benefits, the child-centred methods and their applications need to be intensified and extended to all disadvantaged groups of children. Yet I find some evidence that children of low educated parents who have been placed in a child-centred ECE preschool tend to have higher language and cognitive outcomes.

[Educational Upgrading and Returns to Skills in Latin America. Evidence from a Supply-Demand Framework, 1990-2010](#)

Leonardo Gasparini (CEDLAS - UNLP) ; Sebastián Galiani (Washington University in St. Louis) ; Guillermo Cruces (CEDLAS-UNLP and CONICET) ; Pablo Acosta (World Bank, Human Development, Latin America and Caribbean Region)

It has been argued that a factor behind the decline in income inequality in Latin America in the 2000s was the educational upgrading of its labor force. Between 1990 and 2010, the proportion of the labor force in the region with at least secondary education increased from 40 to 60 percent. Concurrently, returns to secondary education completion fell throughout the past two decades, while the 2000s saw a reversal in the increase in the returns to tertiary education experienced in the 1990s. This paper studies the evolution of wage differentials and the trends in the supply of workers by educational level for 16 Latin American countries between 1990 and 2000. The analysis estimates the relative contribution of supply and demand factors behind recent trends in skill premia for tertiary and secondary educated workers. Supplyside factors seem to have limited explanatory power relative to demandside factors, and are only relevant to explain part of the fall in wage premia for highschool graduates. Although there is significant heterogeneity in individual country experiences, on average the trend reversal in labor demand in the 2000s can be partially attributed to the recent boom in commodity prices that could favor the unskilled (nontertiary educated) workforce, although employment patterns by sector suggest that other withinsector forces are also at play, such as technological diffusion or skill mismatches that may reduce the labor productivity of highlyeducated workers.

[School-to-work transitions in Europe: Paths towards a permanent contract](#)

Garrouste, Christelle ; Loi, Massimo

In a context of intensive and global economic competition, European countries are growingly concerned with the consequences of increasing numbers of young people temporarily or permanently prevented from entering the job market and the difficulties faced by college and university graduates to find adequate employment. This study is concerned with analyzing the speed of transition of students to permanent employment as a proxy of professional stability, and by identifying possible discriminatory effects in selected countries. The research questions are addressed with a Cox survival model and a continuous-time Markov chain model where each individual can transit non-sequentially between the following Markov states: (1) education; (2) inactivity; (3)unemployment; (4) fixed-term/temporary employment; and (5) permanent employment (the 5th state being a non-absorbing steady state). The model is tested using the longitudinal ECHP data in thirteen EU member countries, over the period 1994-2001, controlling for individual and household characteristics and labour market characteristics (e.g., youth employment rate and share of temporary contracts). Overall, we find that the Mediterranean countries are the ones where the transition is the most hazardous both in terms of length and number of steps, but that in other countries, the speed of convergence is not necessarily correlated to the number of spells at intermediate states. Moreover, we find that the gender discrimination that affected most of

the countries at the beginning of the 1990s, faded away by the end of the decade, replaced by a positive discrimination in favour of the graduates from vocationally oriented programmes.

[Non-Native Speakers Of English In The Classroom: What Are The Effects On Pupil Performance?](#)

Charlotte Geay, Sandra McNally, Shqiponja Telhaj

In recent years there has been an increase in the number of children going to school in England who do not speak English as a first language. We investigate whether this has an impact on the educational outcomes of native English speakers at the end of primary school. We show that the negative correlation observed in the raw data is mainly an artefact of selection: non-native speakers are more likely to attend school with disadvantaged native speakers. We attempt to identify a causal impact of changes in the percentage of non-native speakers within the year group. In general, our results suggest zero effect and rule out negative effects.

[EDUCATION AND LABOUR MARKET OUTCOMES: EVIDENCE FROM INDIA](#)

Geraint Johnes, A. Aggarwal, R. Freguglia, G. Spricigo

The impact of education on labour market outcomes is analysed using data from various rounds of the National Sample Survey of India. Occupational destination is examined using both multinomial logit analyses and structural dynamic discrete choice modelling. The latter approach involves the use of a novel approach to constructing a pseudo-panel from repeated cross-section data, and is particularly useful as a means of evaluating policy impacts over time. We find that policy to expand educational provision leads initially to an increased takeup of education, and in the longer term leads to an increased propensity for workers to enter non-manual employment.

[AFTER BROWNE: The New Competitive Regime for English Higher Education](#)

Roger Brown

From 2012 English universities and colleges will be operating in a more demanding market environment. There will be competition on tuition fees for undergraduate (Baccalaureate) programs for the first time. New private, including "for profit", providers will be entering the market. There will be much more information about what institutions will be offering to existing and potential students. The Government believes that this will raise quality as well as providing a sustainable basis for the future. However there is little evidence to support these beliefs and considerable grounds for supposing that these policies will create a more stratified, and potentially more wasteful, system.

[INTERNATIONALIZING BRAZIL'S UNIVERSITIES: Creating Coherent National Policies Must Be a Priority](#)

Marcelo Knobel

It is estimated that approximately 3 million students are enrolled as international students, and it is possible to project that this number may reach more than 7 million by 2025. As global demand exceeds the supply, competition is building for the best of these students. Some countries (or regions) clearly envisage the opportunity this represents and have been strongly stimulating student mobility. There is a race for "brains", be it for professors at the end of their careers looking for

new professional opportunities and/or the opportunity to return to their native countries, or for researchers at the beginning of their careers, looking for a place that might offer them a better future, or even for students, who seek more appealing alternatives. How will Brazil fare in this competition for talent? If it is to internationalize its higher education study programs, Brazil must deal with a number of practical problems, including a lack of specific policies and guidelines. Bureaucracy, for instance, is one major problem. A foreigner who comes to live in Brazil faces many obstacles, mainly due to the bureaucracy involved in everything from getting a Visa through the Federal Police office, to opening up a bank account, renting an apartment, registering at school, amongst many other processes and regulations that make it difficult for anyone to come and live in Brazil. One rarely finds a course offered in English or Spanish in a Brazilian university and the selection of faculty are normally held in Portuguese. Currently, there are no plans or projects at either the federal or state level, to address these obstacles. This should be a major concern to all who hold positions of responsibility in the educational process, as Brazil is not keeping pace with higher education reforms found globally. The internationalization movement is growing, and Brazil must actively seek reforms to keep pace with economic competitors.

[Diversity, choice and the quasi-market: An empirical analysis of secondary education policy in England](#)

S Bradley, Jim Taylor

This paper investigates the extent to which exam performance at the end of compulsory education has been affected by three major education reforms: the introduction of a quasi-market following the Education Reform Act (1988); the specialist schools initiative introduced in 1994; and the Excellence in Cities programme introduced in 1999. We use data for all state-funded secondary schools in England over the period 1992-2006. The empirical analysis, which is based on the application of panel data methods, indicates that the government and its agencies have substantially overestimated the benefits flowing from these three major reforms. Only about one-third of the improvement in GCSE exam scores during 1992-2006 is directly attributable to the combined effect of the education reforms. The distributional consequences of the policy, however, are estimated to have been favourable, with the greatest gains being achieved by schools with the highest proportion of pupils from poor families. But there is evidence that resources have not been allocated efficiently.

[Education and labour market outcomes: evidence from Brazil](#)

Geraint Johnes, R. Freguglia, G. Spricigo, A. Aggarwal

The effect of education on labour market outcomes is analysed using both survey and administrative data from The Brazilian PNAD and RAIS-MIGRA series, respectively. Occupational destination is examined using both multinomial logit analyses and structural dynamic discrete choice modelling. The latter approach is particularly useful as a means of evaluating policy impacts over time. We find that policy to expand educational provision leads initially to an increased take-up of education, and in the longer term leads to an increased propensity for workers to enter non-manual employment.

[Inequality in Education: Evidence for Latin America](#)

Cruces, Guillermo, Gasparini, Leonardo

This paper provides original empirical evidence on the evolution of education inequality for the Latin American countries over the decades of 1990 and 2000. The analysis covers a wide range of issues on the differences in educational outcomes and opportunities across the population, including inequality in years of education, gaps in school enrolment, wage skill differentials and public social expenditure. The evidence indicates a significant difference between the 1990s and the 2000s in terms of both the assessment of the equity of the education expansion and its impact on the income distribution. In particular, changes in the 2000s seem to have had an equalizing impact on earnings, given the more pro-poor pattern of the education upgrading and a more stable or even increasing relative demand for low-skill labour.

[Effects of Maternal Employment on Adolescent Behavior and Academic Outcomes: Evidence from Japanese Micro Data](#)

Kan, Mari

This paper examines the short-term and long-term effects of maternal employment on adolescent children's outcomes, namely, on behavior and grades at school and on total years of education. Because a mother's decision to work depends heavily on her husband's socioeconomic characteristics in Japan, IV methods were employed to deal with this self-selection problem. The results show that maternal full-time employment itself does not hinder adolescents' human capital development. Rather, maternal full-time work prevents sons from smoking at school, although the path of this phenomenon should be carefully examined with more detailed data. Effects of maternal employment are not observed for sons' or daughters' educational attainment after controlling for family and school characteristics.

[Sons or Daughters? Endogenous Sex Preferences and the Reversal of the Gender Educational Gap](#)

Hazan, Moshe, Zoabi, Hosny

This paper provides a new explanation for the narrowing and reversal of the gender education gap. It highlights the indirect effect of returns to human capital on parents' preferences for sons and the resulting demand for children and education. We assume that parents maximize the full income of their children and that males have an additional income, independently of their level of education. This additional income has two effects. First, it biases parental preferences towards sons. Second, it implies that females have relative advantage in producing income through education. We show that when the relative returns to human capital are sufficiently low, the bias in parents' preferences towards sons is relatively high, so that parents who have daughters first have more children. Daughters are born to larger families and hence receive less education. As returns to human capital increase, gender differences in producing income diminish, parents' bias towards sons declines, variation in family size falls and the positive correlation between family size and the number of daughters is weakened. When returns to human capital are sufficiently high, the relative advantage of females in education dominates differences in family size, triggering the reversal in gender education gap.

[Education, Health and Mortality: Evidence from a Social Experiment](#)

Meghir, Costas (Yale University), Palme, Mårten (Dept. of Economics, Stockholm University), Simeonova, Emilia (Tufts University and NBER)

We study the effect of a compulsory education reform in Sweden on adult health and mortality. The reform was implemented by municipalities between 1949 and 1962 as a social experiment and implied an extension of compulsory schooling from 7 or 8 years depending on municipality to 9 years nationally. We use detailed individual data on education, hospitalizations, labor force participation and mortality for Swedes born between 1946 and 1957. Individual level data allow us to study the effect of the education reform on three main groups of outcomes: (i) mortality until age 60 for different causes of death; (ii) hospitalization by cause and (iii) exit from the labor force primarily through the disability insurance program. The results show reduced male mortality up to age fifty for those assigned to the reform, but these gains were erased by increased mortality later on. We find similar patterns in the probability of being hospitalized and the average costs of inpatient care. Men who acquired more education due to the reform are less likely to retire early.

[The schooling response to a sustained increase in low-skill wages: evidence from Spain 1989-2009](#)

Aitor Lacuesta (Banco de España), Sergio Puente (Banco de España), Ernesto Villanueva (Banco de España)

The response of human capital accumulation to changes in the anticipated returns to schooling determines the type of skills supplied to the labor market, the productivity of future cohorts, and the evolution of inequality. Unlike the US, the UK or Germany, Spain has experienced since 1995 a drop in the returns to medium and tertiary education and, with a lag, a drop in schooling attainment of recent cohorts, providing the opportunity to estimate the response of different forms of human capital acquisition to relative increases in low-skill wages. We measure the expected returns to schooling using skill-specific wages bargained in collective agreements at the province-industry level. We argue that those wages are easily observable by youths and relatively insensitive to shifts in the supply of workers. Our preferred estimates suggest that a 10% increase in the ratio of wages of unskilled workers to the wages of mid-skill workers increases the fraction of males completing at most compulsory schooling by between 2 and 5 percentage points. The response is driven by males from less educated parents and comes at the expense of students from the academic high school track rather than the vocational training track.

[Implementing quotas in university admissions: An experimental analysis](#)

Sebastian Braun, Nadja Dwenger, Dorothea Kübler, Alexander Westkamp

Quotas for special groups of students often apply in school or university admission procedures. This paper studies the performance of two mechanisms to implement such quotas in a lab experiment. The first mechanism is a simplified version of the mechanism currently employed by the German central clearinghouse for university admissions, which first allocates seats in the quota for top-grade students before allocating all other seats among remaining applicants. The second is a modified version of the student-proposing deferred acceptance (SDA) algorithm, which simultaneously

allocates seats in all quotas. Our main result is that the current procedure, designed to give top-grade students an advantage, actually harms them, as students often fail to grasp the strategic issues involved. The modified SDA algorithm significantly improves the matching for top-grade students and could thus be a valuable tool for redesigning university admissions in Germany

[Up or out: Research incentives and career prospects of postdocs in Germany](#)

Fitzenberger, Bernd ; Leuschner, Ute

Academic careers in Germany have been under debate for a while. We conduct a survey among postdocs in Germany, to analyze the perceptions and attitudes of postdocs regarding their research incentives, their working conditions, and their career prospects. We conceptualize the career prospects of a postdoc in a life-cycle perspective of transitions from academic training to academic or non-academic jobs. Only about half of the postdocs sees strong incentives for academic research, but there is quite a strong confidence to succeed in an academic career. Furthermore, postdocs who attended a PhD program show better career prospects and higher research incentives compared to others. Academic career prospects and motivation are strongest for assistant professors. Apart from this small group, however, postdocs report only a small impact of the university reforms of the last decade. Female postdocs show significantly higher research incentives but otherwise we find little gender differences. Finally, good prospects in non-academic jobs are not associated with a reduction in the motivation for research. --

[Panel Data Evidence on the Role of Education in the Growth-Volatility Relationship](#)

Abbi M Kedir ; Nor Yasmin Mhd Bani

The investigation of the growth-volatility link is an important one in empirical macroeconomics. There is no empirical evidence supporting the predictions of recent theoretical models that incorporate and explicitly recognize the role of human capital in this link. Using a panel data, we show empirically how the detrimental effect of output volatility on growth is diluted by education. We provide robustness checks and policy implications of our finding.

[University Technology Transfer: How \(in-\)efficient are French universities?](#)

Claudia Curi (Banque Centrale du Luxembourg) ; Cinzia Daraio (Dipartimento di Informatica e Sistemistica "Antonio Ruberti" Sapienza, Universita' di Roma) ; Maria Patrick Llerena (University of Strasbourg, BETA (Bureau d'Economie Théorique et Appliquée))

This paper presents the first assessment of the efficiency of the technology transfer operated by the French university system and its main determinants. The analysis is based on a detailed and original database of 51 TTOs, categorized by type of university they belong to, over the period 2003-2007. Overall, we find a low level of efficiency and both intra-category and inter-categories efficiency variation. The analysis of determinants showed that French TTOs efficiency depends extensively on the nature of the category (with universities specialised in science and engineering being the most efficient ones), on institutional and environmental characteristics. We found that both the seniority of TTO and size of the university have a positive effect. In terms of environmental variables, the intensity of R&D activity (both private and public) has a positive impact; however, in terms of growth rate, only the Private R&D activity seems to be the main driver. Lastly, we find that the presence of a

university-related hospital is detrimental for the efficiency. An extended discussion of the results within the existing literature is also offered.

[Why are migrant students better off in certain types of educational systems or schools than in others?](#)

Dronkers, Jaap ; van der Velden, Rolf ; Dunne, Allison

The main research question of this paper is the combined estimation of the effects of educational systems, school composition, track level, and country of origin on the educational achievement of 15-year-old migrant students. We focus specifically on the effects of socioeconomic and ethnic background on achievement scores and the extent to which these effects are affected by characteristics of the school, track, or educational system in which these students are enrolled. In doing so, we examine the 'sorting' mechanisms of schools and tracks in highly stratified, moderately stratified, and comprehensive education systems. We use data from the 2006 Programme for International Student Assessment (PISA) wave. Compared with previous research in this area, the paper's main contribution is that we explicitly include the tracks-within-school level as a separate unit of analyses, which leads to less biased results concerning the effects of educational system characteristics. The results highlight the importance of including factors of track level and school composition in the debate surrounding educational inequality of opportunity for students in different education contexts. The findings clearly indicate that the effects of educational system characteristics are flawed if the analysis only uses a country- and a student level and ignores the tracks-within-school level characteristics. From a policy perspective, the most important finding is that educational systems are neither uniformly 'good' nor 'bad', but they can result in different consequences for different migrant groups. Some migrant groups are better off in comprehensive systems, while others are better off in moderately stratified systems.

[Gender Differences in Education](#)

Pekkarinen, Tuomas (Aalto University)

This paper surveys the trends in gender gaps in education, their causes and potential policy implications. I show that female educational attainment has surpassed, or is about to surpass, male educational attainment in most industrialized countries. These gaps reflect male overrepresentation among secondary school drop-outs and female overrepresentation among tertiary education students and graduates. Existing evidence suggests that this pattern is a result of a combination of increasing returns to education and lower female effort costs of education. Widening gender gap in education combined with recent wage and employment polarization will likely lead to widening inequalities and is linked to declining male labor force participation. The paper discusses evidence on educational policies that both widen and reduce gender gaps in educational outcomes.

[Lost in translation? teacher training and outcomes in high school economics classes](#)

Robert G. Valletta ; K. Jody Hoff ; Jane S. Lopus

Using data on 24 teachers and 982 students from a 2006 survey of California high school economics classes, we assess the effects of student and teacher characteristics on student achievement. We

estimate value-added models of outcomes on multiple choice and essay exams, with matched classroom pairs for each teacher enabling random effects and fixed-effects estimation. Students' own and peer GPAs and their attitudes towards economics have the largest effects on value-added scores. We also find a substantial impact of specialized teacher experience and college-level coursework in economics, although the effects of the latter are positive for the multiple choice test and negative for the essay test.

[Educational Choice and Risk Aversion: How Important Is Structural vs. Individual Risk Aversion?](#)

Vanessa Hartlaub ; Thorsten Schneider

According to sociological theories on educational choice, risk aversion is the main driving force for class-specific educational decisions. Families from upper social classes have to opt for the academically most demanding, long-lasting courses to avoid an intergenerational status loss. Families from lower social classes by contrast, tend instead to opt for shorter tracks to reduce the risk of failing in a long-lasting and costly education and, as a consequence, entering the labor market without a degree. This argument is deeply rooted in the social structure. Yet, the importance of individual risk preferences for educational choice has been neglected in sociology of education. We discuss these different forms of risk in the context of social inequalities in educational decision-making and demonstrate how they influence the intentions for further education of students attending the most demanding, academically orientated secondary school type in Germany. According to our argument, children from upper social classes are structurally almost compelled to opt for the academically most demanding educational courses, virtually without having a choice in the matter. In contrast, working class children do have to make an active decision and, thus, individual risk aversion comes into play for these students. For our empirical analyses, we rely on data from the youth questionnaire of the German Socio-Economic Panel Study (SOEP) collected in the years 2003 to 2010, and estimate multinomial logit models. Our empirical findings underline the importance of the structural risk aversion. Students with a higher social background are not only less sensitive to their school performance, but individual risk aversion is also completely irrelevant to their educational plans. The opposite applies to students with a lower social background: the more risk-averse they are, the more likely they are to opt for a double qualification rather than just a purely academic university degree course.

[Class Assignment and Peer Group Effects: Evidence from Brazilian Primary Schools](#)

Martin Foureaux Koppensteiner

Students in Brazil are typically assigned to classes based on their age ranking in their school grade. I exploit this rule to estimate the effects on maths achievement of being in a class with older peers for students in fifth grade of primary school. Because grade repetition is widespread in Brazil, the distribution of age is skewed to the right and hence age heterogeneity is typically higher in older classes. I provide evidence that heterogeneity in age is the driving factor behind the large negative estimated effect of being in an older class. Information on teaching practices and student behaviour sheds light on how class heterogeneity harms learning.

[Lost in Translation? Teacher Training and Outcomes in High School Economics Classes](#)

Valletta, Rob (Federal Reserve Bank of San Francisco) ; Hoff, K. Jody (Federal Reserve Bank of San Francisco) ; Lopus, Jane S. (California State University, East Bay)

Using data on 24 teachers and 982 students from a 2006 survey of California high school economics classes, we assess the effects of student and teacher characteristics on student achievement. We estimate value-added models of outcomes on multiple choice and essay exams, with matched classroom pairs for each teacher enabling random effects and fixed-effects estimation. Students' own and peer GPAs and their attitudes towards economics have the largest effects on value-added scores. We also find a substantial impact of specialized teacher experience and college-level coursework in economics, although the effects of the latter are positive for the multiple choice test and negative for the essay test.

[Do professors really perpetuate the gender gap in science? Evidence from a natural experiment in a French higher education institution](#)

Thomas Breda (CEP - Centre for Economic Performance - LSE) ; Son Thierry Ly (PSE - Paris-Jourdan Sciences Economiques - CNRS : UMR8545 - Ecole des Hautes Etudes en Sciences Sociales (EHESS) - Ecole des Ponts ParisTech - Ecole Normale Supérieure de Paris - ENS Paris - INRA, EEP-PSE - Ecole d'Économie de Paris - Paris School of Economics - Ecole d'Économie de Paris)

Stereotypes, role models played by teachers and social norms are known to push girls to choose humanities rather than science. Do professors directly contribute to this strong selection by discriminating more against girls in more scientific subjects? Using the entrance exam of a French higher education institution (the Ecole Normale Supérieure) as a natural experiment, we show the opposite: discrimination goes in favor of females in more male-connoted subjects (e.g. math, philosophy) and in favor of males in more female-connoted subjects (e.g. literature, biology), inducing a rebalancing of sex ratios between science and humanities majors. We identify discrimination by systematic differences in students' scores between oral tests (non-blind toward gender) and anonymous written tests (blind toward gender). By making comparisons of these oral/written scores differences between different subjects for a given student, we are able to control both for a student's ability in each subject and for her overall ability at oral exams. The mechanisms likely to drive this positive discrimination toward the minority gender are also discussed.

[Diversity, choice and the quasi-market: An empirical analysis of secondary education policy in England](#)

S Bradley ; Jim Taylor

This paper investigates the extent to which exam performance at the end of compulsory education has been affected by three major education reforms: the introduction of a quasi-market following the Education Reform Act (1988); the specialist schools initiative introduced in 1994; and the Excellence in Cities programme introduced in 1999. We use data for all state-funded secondary schools in England over the period 1992-2006. The empirical analysis, which is based on the application of panel data methods, indicates that the government and its agencies have substantially overestimated the benefits flowing from these three major reforms. Only about one-third of the

improvement in GCSE exam scores during 1992-2006 is directly attributable to the combined effect of the education reforms. The distributional consequences of the policy, however, are estimated to have been favourable, with the greatest gains being achieved by schools with the highest proportion of pupils from poor families. But there is evidence that resources have not been allocated efficiently.

[Funding, school specialisation and test scores](#)

S Bradley ; Jim Taylor ; G Migali

We evaluate the effect on test scores of a UK education reform which has increased
funding of schools and encouraged their specialisation in particular subject areas, enhancing pupil choice and competition between schools. Using several data sets, we apply cross-sectional and difference-in-differences matching models, to confront issues of the choice of an appropriate control group and different forms of selection bias. We demonstrate a statistically significant causal effect of the specialist schools policy on test score outcomes. The duration of specialisation matters, and we consistently find that the longer a school has been specialist the larger is the impact on test scores. We finally disentangle the funding effect from a specialisation effect, and the latter occurs yielding relatively large improvements in test scores in particular subjects.

[The English Baccalaureate: how not to measure school performance](#)

Jim Taylor

This paper challenges the view held by the UK Government that the introduction of the English Baccalaureate will lead to an improvement in educational outcomes in secondary education. Evidence is presented to show that this new qualification is biased against disadvantaged pupils from low-income families, pupils with special needs, and pupils who have little inclination to study a foreign language. Furthermore, the English Baccalaureate is deeply flawed when used as a school performance indicator and should not be included in the School Performance Tables.

[The relationship between formal education and skill acquisition in young workers' first jobs](#)

D. VERHAEST ; E. OMEY

We analyse the relationship between formal education and on-the-job skill acquisition (SA) for a sample of Flemish school-leavers. SA is measured directly through subjective assessments. Formal education is found to reinforce labour market inequality because additional years of education enhance the probability of all types of SA. With respect to general SA, this impact is higher for generally-educated compared to vocationally-educated individuals. This is predominantly explained by between-occupation effects; jobs that require more years of formal education also require more additional SA. Within occupations, we find some limited evidence on both dominant complementary and substitution effects. Under-educated workers have lower overall SA probabilities than adequately educated workers in similar occupations; over-educated workers with a vocational degree acquire less transferable or general skills than their adequately educated colleagues. Because over-educated workers work in jobs with less additional SA requirements, they also acquire less additional skills than adequately educated workers with similar educational backgrounds.

[Exploring Access and Equity in Malaysia's Private Higher Education](#)

Siew Yean Tham (Asian Development Bank Institute (ADBI))

Private higher education institutions (PrHEIs) are utilized to complement public provision due to financial constraints faced in public provision. However, increasing private provision has raised interesting questions as to who gets educated in these PrHEIs. Is increasing private supply enlarging the circle of opportunity to reach those who might otherwise have been unable to enter university or college? In other words, has the explosion in private supply translated into greater inclusion or increased exclusion? This paper explores the access and equity issues in Malaysia's private higher education system. Malaysia is an interesting case study due to the significant presence of PrHEIs in the country and their contribution toward student enrolment. The findings show that the Malaysian government has provided considerable financial support for the development of PrHEIs, through the provision of incentives, subsidized loans, and scholarships. Quality assurance efforts further enhance the development of private provision, as student loans and scholarships are only provided for students on accredited programs. Therefore, PrHEIs have widened access and equity, with the help of government support. Despite this, Malaysia's model of providing access and equity through private provision may be unsustainable, due to the poor repayment record of student loans and the economic need to reduce the fiscal deficit of the government.

[Compulsory Schooling Reforms, Education and Mortality in Twentieth Century Europe](#)

Gathmann, Christina (University of Heidelberg) ; Jürges, Hendrik (University of Mannheim) ; Reinhold, Steffen (MEA, University of Mannheim)

Education yields substantial non-monetary benefits, but the size of these gains is still debated. Previous studies, for example, report contradictory effects of education and compulsory schooling on mortality – ranging from zero to large mortality reductions. Using data from 19 compulsory schooling reforms implemented in Europe during the twentieth century, we quantify the mean mortality effect and explore its dispersion across gender, time and countries. We find that men benefit from compulsory education both in the shorter and longer run. In contrast, compulsory schooling reforms have little or no effect on mortality for women.

[A New Database on Education Stock in Taiwan](#)

Godo, Yoshihisa

[Education, Cognition, Health Knowledge, and Health Behavior](#)

Naci Mocan ; Duha T. Altindag

Using data from NLSY97 we analyze the impact of education on health behavior. Controlling for health knowledge does not influence the impact of education on health behavior, supporting the productive efficiency hypothesis. Although cognition, as measured by test scores, appears to have an effect on the relationship between education and health behavior, this effect disappears once the models control for family fixed effects. Similarly, the impact of education on health behavior is the same between those with and without a learning disability, suggesting that cognition is not likely to be a significant factor in explaining the impact of education on health behavior.

[Guidelines for Quality Provision in Cross-Border Higher Education: Where Do We Strand?](#)

Stéphan Vincent-Lancrin ; Sebastian Pfotenhauer

The Guidelines for Quality Provision in Cross-border Higher Education were developed and adopted to support and encourage international cooperation and enhance the understanding of the importance of quality provision in cross-border higher education. The purposes of the Guidelines are to protect students and other stakeholders from low-quality provision and disreputable providers (that is, degree and accreditation mills) as well as to encourage the development of quality cross-border higher education that meets human, social, economic and cultural needs. Based on a survey about the main recommendations of the Guidelines, this report monitors the extent to which OECD countries and a few non-member partners complied with its recommendations in 2011. Twenty-three responses were obtained from 22 Members.

[Founders and Financially Affiliated Directors on Charter School Boards and Their Impact on Financial Performance and Academic Achievement](#)

Charisse A. Gulosin (Columbia University) ; Elif Sisli-Ciamarra (International Business School, Brandeis University)

This study uses a hand-collected dataset for charter school boards in Massachusetts between 2001 and 2009 to examine the relationship between financial performance and the presence of founders and financially affiliated directors. School-level financial performance suggests that founder presence on a board has a negative effect on both financial and academic performance of a charter school. On the other hand, the presence of financially affiliated directors on the charter school governing board is positively related to financial performance, but unrelated to academic achievement. The results are consistent with the literature on corporate and nonprofit boards that have attributed financially affiliated directors with greater incentives to monitor financial targets, while founders are less likely to achieve performance expectations.

[Rationalizing National Government Subsidies for State Universities and Colleges](#)

Manasan, Rosario G.

This study aims to review and assess (i) the sources and uses of funds of state universities and colleges (SUCs); (ii) the impact of the application normative funding formula (NFF) for SUCs; and (iii) the utilization of the Higher Education Development Fund (HEDF) with the end in view of rationalizing the allocation of national government funding of SUCs by improving the effectiveness in the use of public funds for higher education and by increasing the efficiency of SUCs spending. The study found that while the application of the normative funding formula has clearly resulted in the SUCs` greater reliance on internally generated income, the implementation of the NFF has not exhibited the desired effect on (i) shifting SUCs enrollment toward priority courses; and (ii) improving the quality of instruction. On the other hand, the study`s inquiry into the major cost drivers of SUCs provision of higher education indicates that there are economies of scale in the SUC sector that can be harnessed. This finding supports proposals for the amalgamation of SUCs. Also, the multiplicity of program offerings among SUCs is found to push SUCs` per student cost upwards. The number or the

proportion of faculty members who are MS/PhD degree holders are likewise found to have a significant influence on per student costs. In contrast, the analysis also reveals that the number of satellite campuses and the size of SUCs enrollment in MS/PhD programs are not good determinants of per student costs

The study also looked into the determinants of the quality of education provided by SUCs (as proxied by the passing rate in licensure examinations). The analysis reveals that the number of faculty with MS/PhD degrees and the number of centers of developments (CODs) both have positive and statistically significant relationship with the passing rate in licensure examinations. Surprisingly, per student cost is not found to have statistically significant influence on the licensure examinations passing rate. This result suggests that there is some scope for reducing per student cost without necessarily affecting the quality of education provided by SUCs.

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- Changed learning through changed space: When can a participatory approach to the learning environment challenge preconceptions and alter practice?
Pamela Woolner, Sheila McCarter, Kate Wall, and Steve Higgins
- Supporting beginning male teachers as they transform to skilled professionals
Bruce Allen Knight and Teresa Moore
- The explicit teaching of reading comprehension in science class: A pilot professional development program

[International Journal of Educational Research, vol. 51-52, 2012](#)

- How does language impact the learning of mathematics? Comparison of English and Korean speaking university students' discourses on infinity
Dong-Joong Kim, Joan Ferrini-Mundy, Anna Sfard
- Student talk and opportunities for mathematical learning in small group interactions
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- Identity struggles in the mathematics classroom: On learning mathematics as an interplay of mathematizing and identifying
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- Special edition: Minority and female voices in schools – interrogating the politics of boys' education

Wayne Martino & Goli Rezai-Rashti

- 'You ain't my daddy!': Black male teachers and the politics of surrogate fatherhood
Ed Brockenbrough
- The schooling of African-American male students: the role of male teachers and school administrators
Lionel C. Howard
- Call and response: how narratives of black queer youth inform popular discourses of the 'boy crisis' in education
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- The relationship between teachers' and principals' decision-making power: is it a win-win situation or a zero-sum game?
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- Fostering department chair instructional leadership capacity: laying the groundwork for distributed instructional leadership
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- School self-evaluation at an embryonic stage: depicting teachers' experiences with a participative project
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- Leading for quality improvement: a comparative research agenda in early childhood education in England and Hong Kong
Caroline Leeson, Verity Campbell-Barr & Dora Ho
- Leaders seeking resonance: managing the connectors that bind schools
Allan Walker

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- 'Potted Plants in Greenhouses': A Critical Reflection on the Resilience of Colonial Education in Africa
Francis B Nyamnjoh

[Journal of Economic Behavior & Organization, Volume 82, Issue 1, April 2012](#)

- Do recruiters prefer applicants with similar skills? Evidence from a randomized natural experiment
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- Grade inflation, social background, and labour market matching
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- Sociomaterial approaches to conceptualising professional learning and practice
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- Docta ignorantia: professional knowing at the core and at the margins of a practice
Silvia Gherardi
- The knowledge that matters in professional practices
Anne Edwards & Harry Daniels
- Professional learning and the materiality of social practice
Åsa Mäkitalo
- Inter-professional working and learning: 'recontextualising' lessons from 'project work' for programmes of initial professional formation
David Guile
- Epistemic practices and object relations in professional work
Monika Nerland & Karen Jensen

- Thinking teacher professional learning performatively: a socio-material account
Dianne Mulcahy
- Complexity science and professional learning for collaboration: a critical reconsideration of possibilities and limitations
Tara Fenwick

[Journal of Educational Measurement, Volume 49, Issue 1, Spring 2012](#)

- Addressing the Extreme Assumptions of Presumed Linkings
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- Estimating Classification Consistency and Accuracy for Cognitive Diagnostic Assessment
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- Assessing the Practical Equivalence of Conversions When Measurement Conditions Change
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- The Recruitment and Support of Latino Faculty for Tenure and Promotion
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- Wealth, Stereotypes, and Issues of Prestige: The College Choice Experience of Mexican American Students Within Their Community Context
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- Desafíos y Bendiciones: A Multiperspective Examination of the Educational Experiences and Coping Responses of First-Generation College Latina Students
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- Evaluation of ninety-three major Greek university departments using Google Scholar
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- Managing change in universities: a Sisyphean task?
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- Going, going, gone. Exit forms and the innovative capabilities of
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- The effects of global knowledge reservoirs on the productivity of multinational enterprises: The role of international depth and breadth
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- On the drivers of eco-innovations: Empirical evidence from the UK
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- Development of university life-science programs and university–industry joint research in Japan
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- Activating diversity: The Impact of Student Race on Contributions to Course Discussions
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- Beyond the Schoolyard: The Role of Parenting Logics, Financial Resources, and Social Institutions in the Social Class Gap in Structured Activity Participation
Pamela R. Bennett, Amy C. Lutz, and Lakshmi Jayaram
- Ethnic Inequality in Choice-driven Education Systems: A Longitudinal Study of Performance and Choice in England and Sweden
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- The Double Edge of Common Interest: Ethnic Segregation as an Unintended Byproduct of Opinion Homophily
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- Making inter-disciplinary spaces for talk about and change in student writing and literacy development
Sherran Clarence
- From knowledge acquisition to knowledge production: issues with Australian honours curricula
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- Placement year academic benefit revisited: effects of demographics, prior achievement and degree programme
Peter Reddy & Elisabeth Moores

- The impact of iterative writing and feedback on the characteristics of tertiary students' written texts
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- This is only a test: a machine-graded improvement to the multiple-choice and true-false examination
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- Cultural challenges in Hong Kong to the implementation of effective general education
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- Norm acquisition, rational judgment and moral particularism
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- Citizenship education as an educational outcome for young people in care: A phenomenological account
Damian Spiteri
- Autonomy-facilitation or autonomy-promotion? The case of sex education
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- More than talking about ideas: Expanding the philosophical use of children's literature
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- Comments on Thomas Wartenberg's Big Ideas for Little Kids
Sara Goering
- Comments on Big Ideas for Little Kids
James S. Kelly
- Elementary school philosophy: A response
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[World Development, Volume 40, Issue 5, May 2012](#)

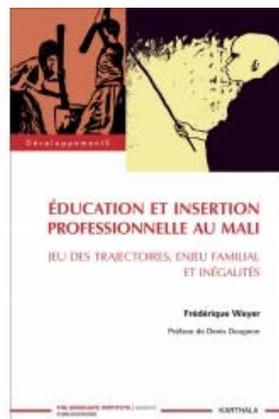
- Understanding and Improving Accountability in Education: A Conceptual Framework and Guideposts from Three Decentralization Reform Experiences in Latin America
Alec Ian Gershberg, Pablo Alberto González, Ben Meade

En français :

[Savoirs, n°26, 2011](#)

- Vieillesse et formation des adultes
Dominique Kern
- La formation en alternance. Effectuation, itinéraire et construction de soi
Souâd Zaouani-Denoux
- Trajectoires professionnelles et rapports à la *formation d'adultes et jeunes adultes en parcours d'insertion*
Thérèse Levené

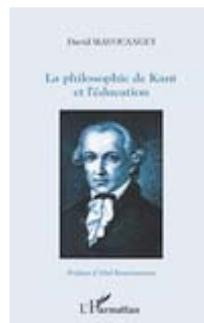
3. Livres intéressants



Frédérique Weyer. **Éducation, insertion professionnelle et inégalités au Mali. Jeu des trajectoires, enjeu familial et inégalités.** Genève : Institut de hautes études internationales et du développement. Paris : Karthala, 2011. 208 p. EAN 978281110566-2 Prix: 19 Euros

Depuis le début des années 1990, l'accès à l'enseignement primaire s'est largement amélioré sur l'ensemble du territoire malien. Cette progression est associée à une diversification des structures de l'offre éducative, formelle et non formelle, et à une multiplication des acteurs qui l'investissent. Quels sont les effets de cette évolution sur les inégalités en matière d'éducation ? L'originalité de cet ouvrage consiste à traiter conjointement les sphères de l'éducation et de l'insertion professionnelle.

Frédérique Weyer adopte une perspective centrée sur les acteurs et en particulier sur leurs trajectoires éducatives. A partir des nombreuses données collectées en milieu rural, elle montre que la diversification de l'offre éducative engendre des inégalités importantes en termes de conditions d'enseignement et d'acquis. Par ailleurs, l'insertion professionnelle s'avère un processus concomitant à la trajectoire éducative et non consécutif: le travail des jeunes en âge d'être scolarisés représente un apport capital aux systèmes locaux d'activités. De plus, l'incidence de la trajectoire éducative sur l'insertion professionnelle est limitée. Bien que les savoirs acquis soient réinvestis par les jeunes dans leurs activités productives, l'insertion professionnelle dépend avant tout de l'apprentissage familial.



David Mavouangui. **La philosophie de Kant et l'éducation**. Paris : L'harmattan, 2012. 234 p. ISBN 978-2-296-55966-0

De l'idée de critique à l'idéal moral et religieux, surgit, particulièrement dans la philosophie de Kant, une interrogation inhérente aux fins de l'homme et à sa destination ultime : il s'agit du problème de l'éducation, notamment de l'éducation physique, de la culture dans tous ses aspects anthropologiques et de l'éducation pratique qui consacre le sujet moral à l'œuvre sans l'accomplissement de l'Etat cosmopolitique universel.



Jean Battut. **Changer l'école pour changer la vie : 1971-1981, François Mitterrand, la gauche et l'éducation**. Paris : L'Harmattan, 2012. 232 p. ISBN 978-2-296-55636-2

1971, le congrès d'Epinay, 1981, les présidentielles. Entre ces deux victoires de François Mitterrand s'élabore un projet d'éducation qui ambitionne de "changer l'école" pour "changer la vie". A mesure que la victoire de la gauche devient possible, la question laïque se révèle cruciale. L'auteur montre

comment a été pensé "un grand service public d'éducation". Cet ouvrage est la reconstruction de l'expérience militante de l'auteur, proche du candidat unique de la gauche, François Mitterrand.



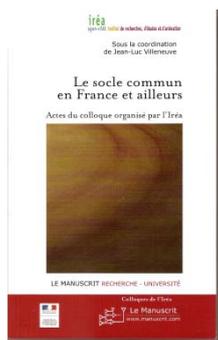
Didier Demazière, Pascal ROQUET et Richard Wittorski (dir.). **La professionnalisation mise en objet.** Paris : l'harmattan, 2012. 284 p. ISBN 978-2-296-56881-5

La nécessité de "professionnaliser" et de "se professionnaliser" renvoie à un usage social plus en plus répandu. La relation formation/emploi est interrogée dans de nouveaux contextes éducatifs, formatifs et professionnels. Ce livre aborde la question de la professionnalisation : entre perspectives théoriques et approches méthodologiques, au croisement des institutions et des sujets, et au travers de dispositifs de développement et de pratiques d'accompagnement.



Pere Amorós Martín (coord.). **Les programmes de formation et de soutien des parents.** Paris : l'harmattan, 2012. (Revue internationale de l'éducation familiale n°30). 162 p. ISBN : 978-2-296-56816-7

Etre parent s'accompagne de plus en plus fréquemment de défis importants qui peuvent excéder les ressources personnelles et nécessiter un appui extérieur à la famille. Divers organismes se sont engagés dans l'élaboration de "programmes" d'éducation parentale dans l'objectif de promouvoir une "parentalité positive". Ce dossier offre un aperçu précis des principales approches développées en Espagne, en Roumanie et au Québec pour construire et évaluer des programmes de formation parentale.



VILLENEUVE Jean-Luc - **Le socle commun en France et ailleurs**. Paris : Le Manuscrit, 2012. 256 p.

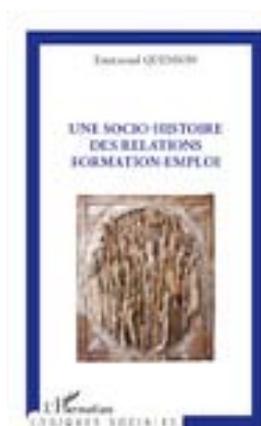
Les 3 et 4 décembre 2010, l'Iréa a organisé un colloque sur « le socle commun en France et ailleurs ». Cette notion de « socle commun », inscrite dans la loi d'orientation de 2005, fait partie depuis quelque temps du langage des enseignants.

Il n'en demeure pas moins que cette notion reste complexe et s'apparente bien souvent à une « auberge espagnole », tant les contenus, les évaluations, les objectifs sont souvent flous, voire contradictoires.

Pendant deux jours, plus d'une vingtaine de chercheurs, institutionnels, praticiens ont débattu autour des dimensions historiques et internationales du socle. Mise en perspective indispensable. La présence, en particulier, de chercheurs étrangers a contribué à rendre passionnants des débats qui, et c'est le moins que l'on puisse dire, ont loin d'avoir été consensuels.

Définitions, regards d'historiens, savoirs de base en France et dans différents pays, conséquences, mise en oeuvre sur le terrain, compétences, enjeux... autant de thèmes qui ont donné lieu à de riches débats dans différentes tables rondes.

Les actes de ce colloque devraient incontestablement contribuer à alimenter, à enrichir un débat qui, loin d'être clos, suscite de multiples polémiques



Emmanuel Quenson. **Une socio-histoire des relations formation-emploi**. Paris : L'harmattan, 2012. Coll. Logiques sociales, 28 euros, 280 p. - ISBN : 978 2 296 55844 1

La formation permettrait d'améliorer l'accès des jeunes à l'emploi, d'adapter les adultes aux changements et de moderniser les entreprises. Cette vision normative de la formation est ici déconstruite. Son objectif revient-il à transmettre des savoir-faire instrumentalisés par le travail ou consiste-t-il à délivrer des connaissances plus générales ? Sa finalité est-elle de socialiser les salariés à l'entreprise ou de leur permettre d'accéder à un certain épanouissement personnel ?



Marc Romainville, Christophe Michaut. **Réussite, échec et abandon dans l'enseignement supérieur.** Paris : L'harmattan, 2012

Selon l'OCDE, près d'un tiers des nouveaux étudiants quitte l'enseignement supérieur sans avoir obtenu de diplôme. Doit-on dès lors considérer, à l'aune de cette proportion, que l'enseignement supérieur est incapable de former et de certifier l'ensemble des étudiants ? Comment expliquer la réussite des uns et l'échec des autres ? Pourquoi certains étudiants abandonnent ou décrochent de leurs études tandis que d'autres persèverent ? Que font les institutions pour y remédier ? Réunissant les contributions de plusieurs chercheurs, l'ouvrage pluridisciplinaire présente un panorama des recherches récentes sur ces différentes questions dans plusieurs pays.



Xavier Roegiers . **Quelles réformes pédagogiques pour l'enseignement supérieur ? Placer l'efficacité au service de l'humanisme.** Bruxelles : De Boeck, 2012

Les réformes des programmes des institutions d'enseignement supérieur — professionnalisantes ou non — connaissent aujourd'hui une accélération, en particulier dans leur dimension pédagogique : approche par compétences, approche programme, Learning outcomes...

Comment lire ces réformes ? Comment lire la frilosité de certaines institutions — et de certaines facultés universitaires en particulier — à s'engager dans ces voies souvent lues comme émanant du monde du travail et dictées par des cadres supranationaux ? Est-il possible de conduire des réformes

qui permettent d'articuler les missions fondamentales des institutions d'enseignement supérieur avec les exigences d'efficacité des réformes ?

Cet ouvrage propose quelques réflexions et pistes en ce sens, en particulier à travers les perspectives offertes par les principes de l'intégration des acquis de l'étudiant et leur mise en œuvre concrète dans les curricula.



ANNOOT Emmanuelle. **La réussite à l'université. Du tutorat au plan licence.** Bruxelles : De Boeck, 2012. 168 p.

La réussite des étudiants à l'université ou, plus précisément, la lutte contre l'échec en premier cycle est un axe majeur des politiques de l'enseignement supérieur français lors de cette dernière décennie. De plus, cette période a été marquée par de profonds bouleversements avec la participation des établissements au processus de Bologne et la proclamation de la loi du 10 août sur les libertés et responsabilités des universités. Aujourd'hui, les enseignants du supérieur vivent ces changements dans leurs pratiques quotidiennes.

Que signifie faire réussir les étudiants dans l'université du XXIe siècle ?

Quelles politiques et pratiques pédagogiques ont été mises en œuvre ?

En quoi transforment-elles le métier d'enseignant du supérieur ?

Comment évaluer le chemin parcouru ?

À l'heure de la construction d'une société de la connaissance, cet ouvrage apporte une contribution essentielle à la définition d'une véritable démocratisation à l'université tant pour l'accès aux études supérieures que pour la formation des étudiants.



CHARLIER Evelyne, BIEMAR Sandrine (dir.) **Accompagner : un agir professionnel.** Bruxelles : De Boeck, 2012. 192 p.

Accompagner, se tenir à côté, faire voir, rendre compte des possibles, écouter, être présent, aider à formaliser, faire émerger, initier, cadrer, baliser, assurer, maintenir, négocier..., les termes associés à l'accompagnement sont multiples et utilisés de manière différente dans des contextes variés.

La multiplicité et la complexité du rôle d'accompagnateur, tant par les fonctions auxquelles il réfère que par les contextes où il s'exerce, nécessitent une clarification. C'est dans cette voie que les auteurs se sont engagés avec une équipe de chercheurs du Département Éducation et Technologie des Facultés de Namur.

Ils ont ainsi tenté de mieux comprendre la pratique d'accompagnement à la lumière de leurs expériences de chercheurs-formateurs-accompagnateurs et sont entrés, pour ce faire, dans une démarche de description, d'analyse et de formalisation de leurs pratiques.

Ce travail de plusieurs années leur a permis de dégager l'essence de la professionnalité des accompagnateurs et du processus d'accompagnement. Cet ouvrage propose donc des récits de pratiques d'accompagnement d'étudiants, d'enseignants, de formateurs, de conseillers pédagogiques, de directions d'établissements scolaires. Il analyse et formalise l'agir professionnel de différents accompagnateurs, œuvrant dans des contextes divers, mettant en œuvre des dispositifs d'accompagnement tantôt individuel, tantôt d'équipe.

De manière transversale, les auteurs relèvent que la pratique d'accompagnement, tout en étant un pari sur l'Autre, est un processus formateur pour les différents partenaires qui s'y engagent. Inscrit dans le temps, au carrefour de différents projets, ancré dans un cadre institutionnel, l'accompagnement suppose l'adoption d'une posture réflexive permettant une co-construction de savoirs.



HADJI Charles. **Faut-il avoir peur de l'évaluation ?** Bruxelles : De Boeck, 2012. 320 p.

On constate actuellement une extension du domaine de l'évaluation. Cette fièvre évaluative ne serait-elle pas le symptôme d'une maladie redoutable ? L'évaluation n'est-elle pas, à l'heure du marché roi, condamnée à devenir une calamité sociale ?

Ce qui est en cause est sa légitimité même, en premier lieu du point de vue méthodologique, en second lieu du point de vue social et éthique. Après avoir étudié six cas concrets, particulièrement significatifs, cet ouvrage s'interroge sur la possibilité d'évaluer aujourd'hui « à bon escient », c'est-à-dire en gardant raison. En s'interrogeant à la fois sur l'essence, et sur le sens, de la pratique évaluative, cette quête du « bon usage » met d'abord en évidence trois grands impératifs d'ordre méthodologique : respecter l'essence de l'activité ; s'inscrire dans un questionnement directeur ; ne pas sombrer dans la religion du chiffre. Elle jette ensuite les bases d'une évaluation qui serait à la fois « démocratique », dans ses usages

sociaux et éthique, dans son souci de respecter la dignité humaine. Elle s'interroge, pour conclure, sur la possibilité pour l'évaluation d'échapper à la soumission idéologique.



MAILLARD Fabienne (dir.). **Former, certifier, insérer. Effets et paradoxes de l'injonction à la professionnalisation des diplômes.** Rennes : Presses universitaires de Rennes, 2012. Coll. "Des sociétés", 254 pages, 16€

Obligatoirement « professionnel », le diplôme doit désormais préparer à l'emploi, garantir la possession de compétences professionnelles spécifiques, assurer l'insertion professionnelle. De nouvelles règles s'imposent donc aux diplômes et à ceux qui les élaborent, pour se conformer à ce modèle professionnaliste. Pour autant, de nombreuses questions restent ouvertes : sur le sens des termes, leur traduction pratique ou sur les effets des réformes mises en œuvre pour généraliser la professionnalisation des formations et des diplômes.



Solange Ciavaldini-Cartaut (coord.). **Innovier en formation : Accompagner autrement les enseignants entrant dans le métier.** Paris : L'harmattan, 2012. 168 p., ISBN : 978-2-296-96693-2

Cet ouvrage collectif aborde la problématique de l'accompagnement professionnel dans le cadre d'un continuum de formation qui relève à la fois de la responsabilité des universités et du ministère de l'Education nationale. Il s'adresse aux concepteurs de formation et aux formateurs, impliqués dans la professionnalisation des enseignants du second degré et dans le développement professionnel des entrants dans le métier.



Didier Moreau (dir.). **L'éthique professionnelle des enseignants : Enjeux, structures et problèmes.** Paris : L'harmattan, 2012, 276 p. ISBN : 978-2-296-96334-4

Ces recherches ont été conduites au Québec et en France par des spécialistes de l'éthique de l'éducation ; elles portent sur l'enseignement du primaire au supérieur et concernent autant les métiers de l'enseignement que ceux de la vie scolaire. Elles abordent les problèmes pratiques auxquels les enseignants sont confrontés : le rapport aux valeurs, à l'éducation morale, à l'évaluation, à la production de normes, aux inégalités scolaires, etc.



Marguerite Altet, Claudine Blanchard-Laville, Marc Bru (coord.). **Observer les pratiques enseignantes.** Paris : L'harmattan, 2012, 302 p. ISBN : 978-2-296-96683-3

Voici une production collective de chercheurs du réseau OPEN, dont les travaux sont basés sur l'observation des pratiques enseignantes. Il offre l'intérêt de décrire des pratiques effectives dans leur dynamique, en rapport avec les apprentissages des élèves.



Claude Carpentier. **La rencontre des cultures : un défi pour l'école**. Paris : L'harmattan, 2012. 210 p. ISBN : 978-2-296-56378-0.

Les textes rassemblés ici s'intéressent au défi que constitue pour l'école le fait d'avoir à assurer la cohésion sociale dans des sociétés hétérogènes et en tension. La plupart des sociétés se définissent comme assemblages de "minorités" dont les origines sont à chercher dans une histoire où les rapports de force ont joué un grand rôle. Ce livre porte des regards croisés sur ce défi (France, Suisse Afrique du Sud, Brésil, Chine, Sénégal).