



Veille de l'IREDU n°8

16 avril 2012

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1. Ressources sur le Web

Amue.fr

Unesco. [Atlas mondial de l'égalité des genres dans l'éducation](#). 2012

L'UNESCO propose un atlas mondial détaillant les évolutions en matière d'égalité entre les sexes depuis 1970. Le document présente plus de 120 cartes, graphiques et tableaux. Il analyse les tendances d'un large éventail de domaines clés en matière d'éducation.

assemblee-nationale.fr

Jacques Gasperrin. [Formation et recrutement des enseignants](#), rapport d'information déposé par la commission des affaires culturelles et de l'éducation en conclusion des travaux de la mission, enregistré à la Présidence de l'Assemblée nationale le 7 décembre 2011

Créée le 16 février 2011 par la commission des affaires culturelles, la mission d'information sur la formation initiale et les modalités de recrutement des enseignants a souhaité dresser un premier bilan de la mise en oeuvre de la réforme dite de la mastérisation. L'objectif poursuivi par cette réforme – améliorer la formation initiale des futurs enseignants et leur faire acquérir une plus grande qualification universitaire et professionnelle – est consensuel, mais ses modalités de mise en oeuvre ont fait l'objet de critiques presque unanimes. Le rapport, présenté par Jacques Gasperrin le 7 décembre 2011, esquisse un nouveau schéma du système de formation initiale et de recrutement des enseignants. Les dix-huit propositions visent, pour l'essentiel, à prévoir une meilleure articulation de la formation académique, de la formation professionnelle et du concours, un accompagnement social renforcé des étudiants futurs enseignants et un meilleur encadrement des débutants.

cafepedagogique.net

François Jarraud. [A quoi servent les indicateurs des lycées ?](#)

Nathalie Mons. [Les valeurs scolaires de l'école républicaine : Un garde-fou efficace contre la montée des communautarismes](#)

François Jarraud . [Et si on réduisait la taille des classes ?](#)

François Jarraud. [L'école rurale a-t-elle un avenir ?](#)

Jean-Louis Auduc . [Comment diminuer le taux de redoublement ?](#)

Ladocumentationfrancaise.fr

DESFORGES Corinne, ANGEL Noémie, DEBART Marie-Hélène, RENAUD-BOULESTEIX Bénédicte, PAULARD-LANAPATS Claire, TESSIER Alain, BERLIOZ Jean-Marc. [La formation initiale des fonctionnaires de l'Etat dans les écoles du service public](#). Paris : Ministère de l'intérieur, de l'outre-mer, des collectivités territoriales et de l'immigration : Ministère de l'économie, des finances et de l'industrie : Ministère du budget, des comptes publics et de la réforme de l'Etat, janvier 2012

BALME Pierre, CYTERMANN Jean-Richard, KALLENBACH Sacha, SZYMANKIEWICZ Christine, PONSOT Marie-France. [Pôles de proximité et réseaux territoriaux d'enseignement supérieur](#). Paris : Ministère de l'enseignement supérieur et de la recherche, décembre 2011

Ecs.org

New from ECS

Suicide Prevention

This ECS [paper](#) briefly identifies the main policy approaches to suicide prevention legislation utilized by states. The paper also offers examples of some of the more rigorous state approaches, programs developed by nonprofits, and approaches evaluated as successful through research and practice.

Reduction in Force

This [analysis](#) highlights the primary factors considered in state "reduction in force" policies, in addition to any secondary and tertiary factors that are to be considered thereafter. It also draws attention to those states that strictly prohibit the consideration of tenure or seniority in layoff decisions, as well as those that permit tenure and/or seniority to be considered only when a tie-breaker is required for otherwise comparable teachers.

Common Core Website

ECS has launched [Core Commons](#), a new website devoted to issues surrounding the Common Core State Standards. Click [here](#) to read the latest blog post titled *Making Civics "Common" in California*.

What States are Doing

Language Study

Delaware is one of four state education agencies (DE, UT, SC, OK), four Chinese Flagship Centers, and numerous school districts from across 10 states that are working collaboratively to [implement](#) K-12 pathways for Chinese language study over the next three years.

Educator Evaluations and State Reading Initiative

Wisconsin Governor Scott Walker signed into law [Senate Bill 461](#), which creates a Read to Lead Council, requires evaluation of teacher preparation programs, mandates literacy assessments for kindergarteners, and requires that student performance account for 50% of teacher and principal evaluations.

P-3 Response to Intervention

Kentucky [House Bill 69](#) was enrolled this month, and if signed by Governor Beshear, will provide for the use of a response-to-intervention (RTI) system for all students in kindergarten through 3rd grade in the subjects of reading, writing, mathematics, or behavior. The RTI system will include a tiered continuum of interventions with varying levels of intensity and duration and will connect general, compensatory, and special education programs.

Good Reads

Bullying

The U.S. Departments of Health and Human Services and Education have [launched](#) a redesigned [Stop Bullying](#) website to encourage children, parents, teachers, and communities to take action to stop and prevent bullying.

Postsecondary Access

This [policy brief](#) from MDRC describes an intervention program called the College Match Program, which targets a population that has been overlooked by many other college success initiatives: moderately to high-achieving students who are prepared for college but need advice and support to choose college wisely.

Arts Education

This [study](#) from the National Center for Education Statistics (NCES) examines the extent to which students received instruction in the arts in public elementary and secondary schools; the facilities and resources available for arts education instruction; and the preparation, work environments, and instructional practices of music and visual arts specialists and non-arts classroom teachers.

Postsecondary Attainment

A [special report](#) from the Lumina Foundation provides a report card on the nation's effort to work toward 60% of Americans having a high-quality postsecondary credential by the year 2025. Using the most recent Census data (2010), the authors provide detailed breakdowns of college-attainment data for each state.

Education.gouv.fr

Ghislaine Cormier. [Les comptes des EPLE : évolution comparée entre 1998 et 2009](#). Note d'information, N°11.12, octobre 2011

Fanny Thomas. [Résultats définitifs du baccalauréat](#). Note d'information, n° 12.03, avril 2012

Sylvie Kleinholt. [Diplôme national du brevet](#). Note d'information, n° 12.02, avril 2012

Esen.education.fr

Gérard LARCHER. [La formation professionnelle : clé pour l'emploi et la compétitivité](#), Avril 2012
À partir de l'analyse des dysfonctionnements majeurs qui résistent aux réformes, le sénateur Larcher fait quatre propositions pour donner une nouvelle ambition à la formation professionnelle : mettre les budgets et dépenses de formation professionnelle au cœur des investissements de la France, donner aux jeunes les moyens de réussir leur vie professionnelle par une formation utile validée dans un "pacte de réussite professionnelle", proposer à chaque demandeur d'emploi un "contrat

formation emploi" et enfin, mettre en œuvre un "compte personnel de formation" qui garantisse des droits effectifs à la formation tout au long de la vie.

Jean-Michel Fourgous. [Apprendre autrement à l'ère du numérique](#), 24 février 2012

Dans ce deuxième rapport, Jean-Michel Fourgous, propose, entre autres, d'organiser un Grenelle de l'innovation des pratiques pédagogiques à l'ère du numérique, d'encourager l'équipement de l'école à l'université en outils et ressources numériques afin de favoriser les usages, d'intégrer les compétences transversales nécessaires au XXI^e siècle (autonomie, adaptabilité, travail collaboratif, créativité...) dans tous les examens, diplômes et concours.

Ministère de l'éducation nationale, de la jeunesse et de la vie associative. [Réforme du DNB en 2013](#), 10 avril 2012

Communiqué de presse présentant les nouvelles épreuves du diplôme national du brevet (DNB) qui entreront en vigueur pour la session de juin 2013 et qui ont été formalisées dans la note de service du 24 février 2012.

Éduscol. [Expérimentation de l'évaluation nationale en classe de 5^e](#), 15 mars 2012

"Une évaluation nationale est expérimentée en classe de 5e au cours du troisième trimestre de l'année 2011-2012. Cette évaluation permettra de disposer d'informations sur les acquis des élèves à mi-parcours de la scolarité au collège et constituera un point d'étape entre les évaluations de CM2 et le DNB. L'évaluation sera généralisée à l'ensemble des établissements scolaires à la fin de l'année scolaire 2012-2013."

Ministère de l'éducation nationale, de la jeunesse et de la vie associative. [Indicateurs de résultats des lycées](#), 4 avril 2012

Ces indicateurs permettent d'évaluer l'action propre de chaque lycée. Ils sont établis à partir des résultats des élèves au baccalauréat et de leur parcours scolaire dans l'établissement. Les lycées d'enseignement général et technologique et les lycées professionnels, publics et privés sous contrat, sont concernés.

Eurydice

Eurydice. [Entrepreneurship Education at School in Europe: National Strategies, Curricula and Learning Outcomes](#), march 2012

Girsef.ucl.ac.be

Fusulier, B. & Moulaert, T. (2012). [Etre infirmière et parent : une approche compréhensive des engagements et des parcours professionnels en Belgique francophone](#). Les Cahiers de Recherche du Girsef n° 88, les cahiers du Girsef, n°88, 2012

halshs.archives-ouvertes.fr

Dalal Moukarzel. [La formation continue des enseignants des écoles indépendantes au Qatar : étude de cas](#). Thèse en sciences de l'éducation, soutenue le 6 mai 2011, sous la dir. de Marc Weisser (Université de Haute Alsace)

Cette recherche a eu lieu au Qatar, pays du Golfe persique, où une vaste réforme du système éducatif est entreprise. Notre premier objectif dans cette étude a été d'examiner l'évolution des programmes de formation continue des enseignants des écoles dites indépendantes tels qu'offerts par la seule université nationale, Qatar University, et précisément par le College of Education (CED). Notre intérêt pour les programmes du CED est qu'ils y ont introduit progressivement un processus de suivi sur le terrain des pratiques. Notre deuxième objectif a été d'étudier les changements qu'ont pu apporter le suivi appliqué à l'un des programmes de formation continue en 2009-10 au niveau des pratiques d'enseignement et de la motivation et participation des élèves en classe. La collecte d'information s'est basée sur des documents, des questionnaires d'évaluation d'ateliers et de sessions de suivi, des observations de classes et des entretiens. Les résultats ont montré que le processus de suivi organisé au sein du programme de formation continue a amélioré les performances des enseignants et la participation des élèves en classe, montrant aussi la nécessité d'avoir une gestion pédagogique au niveau du leadership et des enseignants d'une part, et la nécessité de renforcer la coopération entre écoles et universités d'autre part. Par contre, l'effet escompté sur l'orientation professionnelle des élèves n'a pu être confirmé. Les résultats ont permis de faire quelques recommandations pour d'autres recherches, entre autres une étude qui examinerait l'effet-établissement pour le développement d'une culture d'organisation apprenante et une autre étude sur un partenariat écoles-universités.

Diemer A. [Formation de formateurs dans le milieu de l'entreprise, des collectivités et des services : comment concilier projet pédagogique et offre de formation à distance dans l'espace francophone ?](#)

Dans Karsenti, Thierry ; Garry, Raymond-Philippe; Benziane, Abdelbaki ; Ngoy-Fiama, Balthazar Bitambile ; Baudot, Fabienne (Ed.) La formation de formateurs et d'enseignants à l'ère du numérique : stratégies politiques et accompagnement pédagogique, du présentiel à l'enseignement à distance, (2012), 136-147

Muriel Frisch. [Quelles transactions, réflexions et partages de savoirs entre professionnels de l'information, de l'éducation et de la formation?](#) In Intelligence collective et organisation des connaissances. Actes du 7ème colloque du chapitre Français de l'ISKO. Hassoun, M., El Hachani, M. (Dir.)

Dans cette communication nous exposerons le résultat d'un travail de réflexion mené par le groupe IDDEE-F. Nous accédons à partir d'un document vidéo et des écrits successifs de formateurs à un ensemble de traces de l'activité mentale des acteurs dans la gestion de savoirs et de connaissances multiples. Nous développons le concept de focus nodal.

Anne-Claudine Oller. [Coaching scolaire, école, individu : l'émergence d'un accompagnement non disciplinaire en marge de l'école.](#)

Thèse en sociologie, soutenue le 30 novembre, sous la dir. de Dominique Glasman (université de Grenoble)

Cette recherche de doctorat interroge le coaching scolaire en tant que pratique émergente d'accompagnement de la scolarité non disciplinaire. Venu du monde de l'entreprise, le coaching scolaire semble faire écho à de nouvelles injonctions de l'école (élaboration d'un projet, choix d'orientation, autonomie, recherche de performance et d'épanouissement de soi). Celles-ci émergent avec la loi d'orientation de 1989 qui place l'élève au centre du système et sont renforcées par la mise en œuvre de l'éducation à l'orientation au collège et au lycée. Ces injonctions s'inscrivent

dans un ensemble de discours qui ressortissent à la "cité par projet" et à la construction de l'élève en tant qu'individu. Ce travail met en évidence en quoi recourir au coaching scolaire peut être considéré comme une stratégie éducative soutenue par une volonté de reproduction sociale, d'ascension sociale, ou du moins de maintien social. Le coaching scolaire participe également à la construction de l'élève en tant qu'individu, qui en cherchant à faire face aux situations scolaires auxquelles il est confronté, vise à être autonome, à se réaliser et par là-même à s'inscrire dans diverses formes de performance. Convoquant les dispositions familiales des coachés, le coaching scolaire entend leur permettre de pouvoir mieux vivre leur scolarité et de développer un certain nombre de compétences attendues dans l'école et dans le monde du travail. Différentes méthodes ont été mobilisées pour réaliser le travail de terrain : entretiens semi-directifs, observations participantes et dépouillement de dossiers de coachés à visée statistique. Afin de comprendre le contexte dans lequel le coaching scolaire émerge, toute une investigation a été menée dans des établissements scolaires pour mettre en évidence les nouvelles injonctions scolaires et la manière dont elles se déclinent selon les caractéristiques scolaires et sociales des élèves.

iipe.unesco.org

Candy Lugaz. [Les bureaux locaux d'éducation : comment peuvent-ils jouer un rôle plus stratégique ?](#) Lettre d'information de l'IIPE, septembre-décembre 2011 (p. 4-5)

Stephen Blunden. [Évaluer la performance des écoles : Éclairage sur l'approche par district de l'amélioration des écoles en Afrique subsaharienne.](#) Lettre d'information de l'IIPE, septembre-décembre 2011 (p. 6)

Kailou Dodo. [Communautés : la voie suivie par le Niger : Le partenariat école-communauté : un facteur clé pour améliorer la qualité de l'éducation.](#) Lettre d'information de l'IIPE, septembre-décembre 2011 (p. 7)

Anton de Grauwe, Akihiro Fushimi et Martin Prew. [L'utilisation et l'utilité des subventions aux écoles : quels sont les avantages et les limites des politiques de subvention ? Comment sont-elles allouées et comment les rendre plus efficaces ?](#) Lettre d'information de l'IIPE, septembre-décembre 2011 (p. 8-9)

Laura Fumagalli, Violeta Ruiz. [Municipalisation de l'éducation : le cas du Brésil : le gouvernement central joue un rôle crucial dans le renforcement des capacités des municipalités.](#) Lettre d'information de l'IIPE, septembre-décembre 2011 (p. 10-11)

Avinash K. Singh. [Les comités d'éducation en Inde : comment peuvent-ils accomplir leur mission de renforcement de la qualité de l'éducation ?](#) Lettre d'information de l'IIPE, septembre-décembre 2011 (p. 12)

Eurydice. [Entrepreneurship Education at School in Europe: National Strategies, Curricula and Learning Outcomes](#), march 2012

Ce rapport démontre que pratiquement tous les pays européens reconnaissent l'éducation à l'esprit d'entreprise et que sa promotion se développe.

Il comprend une analyse comparative et des descriptions nationales. L'analyse comparative qui couvre les Etats membres de l'UE, ainsi que l'Islande, le Liechtenstein, la Norvège et la Turquie, montre qu'une grande majorité des pays européens aborde l'éducation à l'esprit d'entreprise au travers de stratégies nationales ou autres initiatives.

En primaire, deux tiers des pays européens reconnaissent explicitement l'esprit d'entreprise dans les documents d'orientation. En secondaire la quasi-totalité des pays l'inclut dans les programmes, soit dans les objectifs généraux, soit dans le cadre des matières d'enseignement ou encore par une combinaison des deux approches.

L'importance de l'éducation à l'esprit d'entreprise est donc largement reconnue. De plus, de nombreux pays définissent des objectifs d'apprentissage spécifiques pour l'éducation à l'esprit d'entreprise et qui comprennent des attitudes, savoirs et compétences entrepreneuriales. Finalement, le rapport montre aussi les pays où les enseignants sont soutenus par des lignes directrices de mise-en-œuvre et du matériel didactique et présente les initiatives et des réformes en cours.

Christian Nidegger (dir.). [PISA 2009 - Résultats régionaux et cantonaux](#). Consortium PISA.ch, décembre 2011

Ce rapport réalisé par le Consortium PISA.ch donne une vue d'ensemble des résultats des 12 cantons suisses ayant opté pour un échantillon cantonal. Au total, ce sont environ 15000 élèves en dernière année de la scolarité obligatoire qui ont pris part aux tests PISA pour permettre la comparaison entre régions linguistiques et cantons.

Il fait suite au premier rapport sur PISA 2009 (rapport Romand 2009, pdf, 180 pages) qui permet de situer la Suisse dans un contexte international.

François Rastoldo, Clairette Davaud, Annick Evrard & Ruth Silver. [Les jeunes en formation professionnelle. Rapport IV : Les apprentis en difficultés dans leur formation et les dispositifs de soutien](#). Service de la recherche en éducation (SRED), mars 2012

Le présent travail clôt un ensemble d'investigations centrées sur la formation professionnelle, menées depuis 2005 par le Service de la recherche en éducation (SRED) à la demande de l'Office pour l'orientation, la formation professionnelle et continue du canton de Genève (OFPC).

Ce quatrième document porte sur la situation des apprentis en difficultés durant leur formation.

Il fait suite aux trois premiers rapports sur la formation professionnelle. Le premier décrit les conditions d'entrée en apprentissage et les parcours de formation des apprentis (Rastoldo, Evrard et Amos, 2007), le deuxième montre une vision subjective des apprentis sur leur formation et leurs choix d'orientation (Kaiser, Davaud, Evrard et Rastoldo, 2007) et le troisième est consacré au devenir des jeunes qui interrompent prématurément leur formation (Rastoldo, Amos et Davaud, 2009).

Julia B. Isaacs. Starting [School at a Disadvantage: The School Readiness of Poor Children](#). Brookings Institution, march 2012

Cette étude américaine s'intéresse aux raisons pour lesquelles les enfants issus des familles pauvres sont moins "prêts" à rentrer à l'école. L'auteur évalue également trois interventions mises en place pour y remédier.

[Primary Sources: America's Teachers on the Teaching Profession](#), Scholastic, Bill & Melinda Gates Foundation, march 2012

Ce rapport de recherche présente le point de vue des enseignants sur leur établissement scolaires, leurs classes, les étudiants et élèves et l'efficacité enseignante. Ils s'expriment également sur les mesures qui selon eux pourraient améliorer la situation.

Michele Lonsdale and Michelle Anderson. [Preparing 21st Century Learners: The Case for School-Community Collaborations](#). ACER, march 2012

L'ACER présente cette étude australienne sur les relations entre l'école et les parents et leur capacité à rendre l'enseignement plus efficace en préparant les élèves en dehors des structures scolaires.

NY Ratha. [Pour une démarche « qualité » dans la formation des enseignants du secondaire au Cambodge](#). Thèse en sciences de l'éducation, soutenue en 2011, sous la dir. de Dominique OTTAVI (Université de Caen Basse Normandie)

« Notre recherche se propose de comprendre ce que peut être une formation d'enseignants de qualité selon le paradigme de l'éducation/formation tout au long de la vie. Cette étude a été effectuée auprès des acteurs de l'éducation et de la formation d'enseignants du secondaire, à l'institut National de l'Éducation et dans d'autres établissements de formation d'enseignants du secondaire au Cambodge. Nous avons étudié, de manière constructive, la qualité du système de la formation des enseignants du secondaire dans ce pays. Il s'agissait d'abord de mieux connaître le système de la formation de qualité, de comprendre les stratégies de la formation de chaque matière, pour développer de meilleures perceptions relatives aux comportements des formés, des enseignants et des formateurs, des responsables d'établissement de formation d'enseignants et des représentants du Ministère de l'Éducation, de la Jeunesse et des Sports, créer des actions de formation de qualité et développer davantage les compétences des acteurs en formation. Puis, il s'agissait de repérer les usages à visée théoriques et pratiques concernant le concept de qualité, la "démarche qualité", le concept de formation d'enseignants, le concept d'évaluation, à travers des recherches de spécialistes dans le domaine de l'éducation et de formation des ressources humaines, afin de proposer ensuite des stratégies de formation de qualité. Enfin, il s'agissait de tirer des enseignements pour aider à améliorer la qualité du système de la formation des enseignants du secondaire, pour tous les acteurs professionnels concernés : les décideurs, les institutions de formation, les formateurs, les établissements scolaires et les enseignants »

2012 AIEA Annual Conference - [Building a Secure World through International Education](#)

Date : du 19-02-2012 au 22-02-2012

Lieu : Washington

Organisation : Association of International Education Administrators (AIEA)

Programme :

Institutions of higher education have an important role to play in addressing the global forces that now threaten to destabilize and diminish our communities. Many are actively engaged in programs that further environmental and energy sustainability, broader access to health care and education,

resolution of conflicts, pursuit of fundamental human rights, economic development, and greater cross-cultural understanding in the US and around the world. The 2012 AIEA Annual Conference provides a forum to reflect on the relationship between the internationalization of our institutions and institutional responses to these important global challenges. How do our systems, approaches, resources, and collaborative work support the efforts of institutional players to address local and global challenges? How do we promote, support, and sustain the modes of internationalization that address these far-reaching issues while remaining engaged with the cross-cultural development of students and faculty? How can we maintain our efforts to teach about discrete cultures and geographies while also taking up these world-wide issues? How can student internships and service learning contribute to this work (or not), and how do these new modes fit with our traditional approaches to overseas study, faculty exchange, and the research agenda of our institutions? Panels that create a thought-provoking conversation on these topics, particularly when they engage speakers from more than one nation, are especially invited.

Annie Feyfant. [Architecture de l'information, architecture des connaissances](#). Dossier d'actualité Veille et Analyses, n° 74, avril 2012

Visant à appréhender ce que peut-être l'architecture de l'information (AI), peu présente dans la littérature francophone, cette revue de littérature propose quelques éléments descriptifs, sur le rôle, les fonctions et enjeux de l'Architecture de l'information. Celle-ci ne se limite pas au design de site web mais se préoccupe des conséquences de la massification de l'information, notamment quant aux objectifs de réparabilité, d'utilisabilité, d'attention portée à l'expérience de l'utilisateur. Occultant l'un des principaux champs d'application de l'AI, à savoir la gestion de l'information dans les organisations, ce dossier présente les travaux et réflexions relatifs à la gestion de connaissance surabondantes, au rôle des architectes et producteurs de ces connaissances, notamment en Sciences humaines et sociales.

L'architecture de l'information est l'art et la science d'organiser l'information de telle sorte qu'elle soit repérable, gérable et utile, au travers de sites web, de communautés de pratiques qui soient humaine-ment et socialement acceptables pour les personnes concernées. Sa fonction est donc de rendre l'information compréhensible, de simplifier la mise à disposition, la recherche, la navigation, bref, l'usage de l'information, dans l'optique d'une acquisition de connaissances.

Outre la structuration des documents, c'est le design et notamment le design relationnel, mise en relation de l'utilisateur avec l'information « pertinente » et/ou le savoir, sur lesquels se focalisent les architectes de l'information. Cette préoccupation dépasse l'aspect matériel pour prendre en compte l'aspect humain, évolutif, dynamique de l'information.

Il s'agit de produire, traiter, diffuser les connaissances, grâce aux outils web, aux réseaux, pour plus d'efficacité (utilisabilité), de visibilité ou de réparabilité.

Le concept d'AI permet d'appréhender les pratiques d'enseignement à la revendication de nouvelles pratiques offertes par le numérique : Comment avec un ensemble de documents d'une autre nature adapter lecture, écriture et apprentissages et utiliser les potentialités du numérique pour apprendre autrement ?

Nber.org

Erika Farnstrand Damsgaard, Marie C. Thursby. [University Entrepreneurship and Professor Privilege](#). NBER Working Paper, No. 17980, April 2012

Nces.ed.gov

Laura G. Knapp, et. al., Research Triangle Institute. [Enrollment in Postsecondary Institutions, Fall 2010; Financial Statistics, Fiscal Year 2010; and Graduation Rates, Selected Cohorts, 2002-2007](#). NCES, march 2012.

This First Look report presents findings from the Integrated Postsecondary Education Data System (IPEDS) spring 2011 data collection. This collection included five components: Student Financial Aid for full-time, first-time degree/certificate-seeking undergraduate students for the 2009-10 academic year; Enrollment for fall 2010; Graduation Rates within 150 percent of normal program completion time for full-time, first-time degree/ certificate-seeking undergraduate students beginning college in 2004 at 4-year institutions or in 2007 at less-than-4-year institutions; Graduation Rates within 200 percent of normal program completion time for full-time, first-time degree/certificate-seeking undergraduate students beginning college in 2002 at 4-year institutions or in 2006 at less-than-4-year institutions; and Finance for fiscal year 2010.

NCES. [Cross-national comparisons of instructional time](#)

New tables with cross-national comparisons of average numbers of hours of instruction in and out of schools

Basmat Parsad Maura Spiegelman. [Arts Education in Public Elementary and Secondary Schools: 1999-2000 and 2009-10](#). NCES, april 2012

This report presents selected findings from a congressionally mandated study on arts education in public K–12 schools. The data were collected through seven Fast Response Survey System (FRSS) surveys during the 2009-10 school year. This report provides national data about arts education for public elementary and secondary schools, elementary classroom teachers, and elementary and secondary music and visual arts specialists. Comparisons with data from the 1999–2000 FRSS arts education study are included where applicable.

OVE.fr

Les données de l'enquête Conditions de vie des étudiants 2010 sont disponibles sur le réseau Quêtelet

Le Réseau Quêtelet associe des centres français ayant des missions nationales en matière de diffusion et d'archivage d'ensemble de données statistiques pour les sciences humaines et sociales.

Partenaire du réseau Quêtelet, le Centre Maurice Halbwachs met à disposition, depuis le 15 février, la base de données de l'enquête **Conditions de vie 2010**. Pour plus d'informations, rendez-vous sur le [site du Centre Maurice Halbwachs](#)

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[Transformer la façon même de faire l'école sur tout le territoire](#) In Observatoire des inégalités

[Ces jeunes qui ne veulent plus de l'École](#) - Marie Liesse NIMIER In Pédagopsy

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["The Determinants and Consequence of School Choice Errors in Kenya"](#)

Adrienne Lucas (Department of Economics, University of Delaware), Isaac M. Mbiti (Department of Economics, Southern Methodist University)

The benefits of school choice systems designed to help disadvantaged groups might be hindered by information asymmetries. Kenyan elite secondary schools admit students from the entire country based on a national test score, district quotas, and stated school choices. We find even the highest ability students make school choice errors. Girls, students with lower test scores, and students from public and low quality primary schools are more likely to make such errors. Net of observable demographic characteristics, these errors are associated with a decrease in the probability that students are admitted to elite secondary schools, relegating them to schools of lower quality.

[The Long-term Effects of School Quality on Labor Market Outcomes and Educational Attainment](#)

Christian Dustmann (University College London), Patrick A. Puhani (Leibniz Universität Hannover), Uta Schönberg (University College London, Institute for Employment Research (IAB))

We study the long-term causal effects of attending a "better" school - defined as one with more advanced peers, more highly paid teachers, and a more academic curriculum - on the highest degree completed, wages, occupational choice, and unemployment. We base our analysis on a regression discontinuity design, generated by a school entry age rule, that assigns students to different types of schools based on their date of birth. We find that, even though our case involves larger inter-school differences in peer quality and teaching curricula than in most previous studies, the long-term effect of school quality is very small and not significantly different from zero. This surprising finding is partly explainable by the substantial amount of student up- and downgrading between schools of varying quality at the end of middle school (age 15/16) and at the end of high school (age 18/19). This suggests that giving people a "second chance" during their education can make up for several years of schooling with a less challenging peer group and a less challenging teaching curriculum.

[How should we treat under-performing schools? A regression discontinuity analysis of school inspections in England](#)

Rebecca Allen (Institute of Education, University of London, 20 Bedford Way, London WC1H 0AL, UK.), Simon Burgess (Centre for Market and Public Organisation, University of Bristol.)

School inspections are an important part of the accountability framework for education in England. In this paper we use a panel of schools to evaluate the effect of a school failing its inspection. We collect a decade's worth of data on how schools are judged across a very large range of sub-criteria, alongside an overall judgement of effectiveness. We use this data within a fuzzy regression discontinuity design to model the impact of "just" failing the inspection, relative to the impact of "just" passing. This analysis is implemented using a time-series of school performance and pupil background data. Our results suggest that schools only just failing do see an improvement in scores over the following two to three years. The effect size is moderate to large at around 10% of a pupil-level standard deviation in test scores. We also show that this improvement occurs in core compulsory subjects, suggesting that this is not all the result of course entry gaming on the part of schools. There is little positive impact on lower ability pupils, with equally large effects for those in the middle and top end of the ability distribution.

[All students left behind: an ambitious provincial school reform in Canada, but poor math achievements from grade 2 to 10](#)

Catherine HAECK, Pierre LEFEBVRE, Philip MERRIGAN

We investigate the impact of an ambitious provincial school reform in Canada on students' mathematical achievements. This reform provides advantages for the purpose of evaluation and cuts across some of the methodological difficulties of previous research. First, the reform was implemented in every school across the province in both primary and secondary schools. Second, we can differentiate impacts according to the number of years students are affected by the reform. Third, our data set provides a longer observation period than typically encountered in the literature. We find negative effects on students' mathematical achievements at all points of the skills distribution.

[How Are Girls Doing in School – and Women Doing in Employment – Around the World?](#)

OECD

As the world celebrates the achievements of women this month, what can be said about the progress of girls and young women in education, and of women in employment, throughout the world? As the third issue of the OECD's new brief series Education Indicators in Focus describes, girls and women are making solid gains on both fronts - though still more can be done to promote gender equality. On the 2009 PISA assessment, for example, 15-year-old girls outperformed boys in every country, and on average by 39 score points - the equivalent of one year of schooling. Meanwhile, boys outperformed girls on the PISA mathematics assessment in most countries. In higher education, women are now in the majority among entrants to higher education across the world, with an estimated 66% expected to enter university-level programmes at some point during their lives. However, men are more likely than women to earn advanced research qualifications in most countries. Moreover, some fields of study - like engineering, manufacturing, and construction - are still branded as masculine, with comparatively few women graduates. At the same time, women's strides in education have led to improved labour market outcomes for women overall. Across the world, gender gaps in employment between men and women have narrowed at every level of education, and are narrowest among those with a higher education qualification - shrinking from 11 percentage points in 2000 to 9 percentage points in 2009. Be sure to check your inbox for future issues of Education Indicators in Focus, which each month will provide analysis and policy insights

into the most pressing issues in education today, using evidence from Education at a Glance, the flagship publication of the OECD's Indicators of Education Systems (INES) programme.

[How Are Countries Around the World Supporting Students in Higher Education?](#)

OECD

Few would dispute that having a higher education is more important than ever to help people build positive economic futures and strengthen the knowledge economies of countries. Yet as the second issue of the OECD's new brief series Education Indicators in Focus explains, OECD countries have adopted dramatically different strategies for increasing higher education access – both in terms of how higher education is financed, and in the level of financial support they provide to individuals seeking a degree.

[Developing new roles for higher education institutions in structurally-fragmented regional innovation systems](#)

Kroll, Henning, Schricke, Esther, Stahlecker, Thomas

Over the course of the last decade, increasing political emphasis has been placed on the 'third role' of universities and universities of applied sciences in German higher education policy, i.e. to these institutions socio-economic contribution their regional environment. Against this background it is the first central aim of this study to take account of the existing regional activities of higher education institutions in Germany and to establish whether any effects of regional policymakers' and university management efforts to support such activities are already felt at the level of the individual researcher. Based on survey data, we find that a large array of decentralised projects is being performed by individual academics for multiple reasons, but also that evidence of effective centralised incentive-setting for such activities remains limited. Nonetheless, universities have undoubtedly become integrated into strategic considerations of regional co-operation to a stronger degree, as evidenced by a number of publicly supported programmes and the long time implicit 'third role' of universities of applied sciences. Consequently, the second main aim of the paper is to illustrate how such strategic approaches could be designed against the background of the concrete regional demand of the industrial sector in a case study region. With a view to the example of Upper Palatinate in Bavaria, our paper demonstrates how the formerly strict separation of missions and tasks between universities and universities of applied sciences has resulted in a certain structural fragmentation of competences that hinders the development of a substantial third role in the region. Additionally, it suggests some tentative approaches how this situation could be overcome by an increased co-operation between formerly quite separate institutions.

[What's the link between household income and going to university?](#)

Jake Anders (Institute of Education, University of London, 20 Bedford Way, London WC1H 0AL, UK.)

The association between household income and university entry is a matter of clear academic and policy interest. This paper sheds new light on the matter using the LSYPE, a recent longitudinal survey from England. While those in the top income quintile group are more likely than those in the bottom quintile group to attend university (66% vs. 24%), much of this gap is explained by earlier educational outcomes. The paper also examines admissions decisions in more detail, separating applying from attending. This analysis yields results suggesting most of the difference in participation rates is driven by the application decision. The attendance gap conditional on having applied is much smaller (85% vs. 68%) and closes completely when earlier educational outcomes are taken into account. Finally,

the paper considers attendance at high quality Russell Group universities. By contrast with the main analysis, the Russell Group attendance gap persists even among those who attend university. The findings suggest policies aimed at reducing the university participation gap at point of entry face small rewards. More likely successful are policies aimed at closing the application gap, for example encouraging a wider cross-section of the population to apply and ensuring they have the necessary qualifications.

[Ageing and Literacy Skills: Evidence from Canada, Norway and the United States](#)

Green, David A. (University of British Columbia, Vancouver), Riddell, W. Craig (University of British Columbia, Vancouver)

We study the relationship between age and literacy skills in Canada, Norway and the U.S. – countries that represent a wide range of literacy outcomes – using data from the 1994 and 2003 International Adult Literacy Surveys. In cross-sectional data there is a weak negative partial relationship between literacy skills and age. However, this relationship could reflect some combination of age and cohort effects. In order to identify age effects, we use the 1994 and 2003 surveys to create synthetic cohorts. Our analysis shows that the modest negative slope of the literacy-age profile in cross-sectional data arises from offsetting ageing and cohort effects. Individuals from a given birth cohort lose literacy skills after they leave school at a rate greater than indicated by cross-sectional estimates. At the same time, more recent birth cohorts have lower levels of literacy. These results suggest a pervasive tendency for literacy skills to decline over time and that these countries are doing a poorer job of educating successive generations. All three countries show similar patterns of skill loss with age, as well as declining literacy across successive cohorts. The countries differ, however, in the part of the skill distribution where falling skills are most evident. In Canada the cross-cohort declines are especially large at the top of the skill distribution. In Norway declining skills across cohorts are more prevalent at the bottom of the distribution. In the U.S. the decline in literacy skills over time is most pronounced in the middle of the distribution.

[The Gender Wage Gap by Education in Italy](#)

Mussida, Chiara (Università Cattolica del Sacro Cuore), Picchio, Matteo (Ghent University)

This paper studies the gender wage gap by educational attainment in Italy using the 1994–2001 ECHP data. We estimate wage distributions in the presence of covariates and sample selection separately for highly and low educated men and women. Then, we decompose the gender wage gap across all the wage distribution and isolate the part due to gender differences in the remunerations of the similar characteristics. We find that women are penalized especially if low educated. When we control for sample selection induced by unobservables, the penalties for low educated women become even larger, above all at the bottom of the wage distribution.

[The Impact on Employment of Science Learning in High School: Evidence from income data of university graduates in employment \(Japanese\)](#)

NISHIMURA Kazuo, HIRATA Junichi, YAGI Tadashi, URASAKA Junko

In this paper, we examined the impact of changes in the content of science learning on the formation of personal capacity and on the competitiveness of workers in the labor market, by analyzing data on the incomes of university graduates. In order to analyze the impact of changes in the Guidelines for the curriculum, we divided the samples into three groups according to the curriculum applied to their high school education (pre-Yutori Education generation, Yutori Education generation, New Outlook

on Academic Achievement generation). Our analysis showed that the younger the sampled subject, or, to put it another way, the lesser the emphasis on subject-based learning, the greater the negative effect on learning in the science subjects, manifesting itself in a tendency for students to adopt an unfavorable view of science subjects. Moreover, our results also showed that, in every generation, physics learning contributed to an increase in income, and further implied that physics learning was also a significant factor in the formation of earning capacity.

[The pitfalls of work requirements in welfare-to-work policies: Experimental evidence on human capital accumulation in the Self-Sufficiency Project](#)

Riddell, Chris ; Riddell, Craig

This paper investigates whether policies that encourage recipients to exit welfare for full-time employment influence participation in educational activity. The Self-Sufficiency Project (â€˜SSPâ€™) was a demonstration project where long-term welfare recipients randomly assigned to the treatment group were offered a generous earnings supplement if they exited welfare for full-time employment. We find that treatment group members were less likely to upgrade their education along all dimensions: high-school completion, enrolling in a community college or trade school, and enrolling in university. Thus, â€˜work-firstâ€™ policies that encourage full-time employment may reduce educational activity and may have adverse consequences on the long-run earnings capacity of welfare recipients. We also find that there was a substantial amount of educational upgrading in this population. For instance, among high-school dropouts at the baseline, 19% completed their diploma by the end of the demonstration. Finally, we simulate the consequences of the earnings supplement in the absence of adverse effects on educational upgrading. Doing so alters the interpretation of the lessons from the SSP demonstration.

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

Naci H. Mocan ; Duha Tore Altindag

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.

[School Governance, Teacher Incentives, and Pupil-Teacher Ratios: Experimental Evidence from Kenyan Primary Schools](#)

Esther Duflo ; Pascaline Dupas ; Michael Kremer

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.

[Participatory accountability and collective action : evidence from field experiments in Albanian schools](#)

Barr, Abigail ; Packard, Truman ; Serra, Danila

There is general agreement that the existence of participatory institutions is a necessary condition for accountability, especially where top-down institutions are malfunctioning or missing. In education, the evidence on the effectiveness of participatory accountability is mixed. This paper argues that participation is a social dilemma and therefore depends, at least partly, on individuals' propensity to cooperate with others for the common good. This being the case, the mixed evidence could be owing to society-level heterogeneities in individuals' willingness and ability to overcome collective action problems. The authors investigate whether individuals' propensity to cooperate plays a role in parents' decisions to participate in both a school accountability system -- a "short route" to accountability -- and parliamentary elections -- a "long route" to accountability -- by combining survey data on 1,800 individuals' participation decisions with measures of their willingness to contribute to a public good in the context of a very simple, clearly defined laboratory experiment. They conduct a study in a new democracy, Albania, involving parents of children enrolled in primary schools. The findings confirm that, both across individuals within communities and across communities, the decision to hold teachers and school directors accountable directly through participation at the school level, and indirectly through political participation correlates with cooperativeness in a simple public goods game.

[Featuring Tax Education in Non-accounting Curriculum: Survey Evidence](#)

Mohd Amran Mahat ; Lai Ming Ling

Purpose – This paper aimed (i) to solicit undergraduates' opinions on tax education, and (ii) to identify undergraduates' preferences on taxation topics. Design/methodology/approach – The paper used a survey to collect data. Survey questionnaires were personally administered on 575 undergraduates from accounting and non-accounting faculties in one of the public universities in Malaysia. Findings – The findings revealed that more than 90% of the respondents perceived that tax education is important and relevant, and should be introduced at the undergraduate levels. The survey also found that „Personal Taxation“ and „Tax Planning for Individuals“ were the two most preferred tax topics that undergraduates wished to learn. Originality/value – The paper supports the call to introduce tax education into non-accounting curriculum in disseminating tax knowledge for better tax compliance among future taxpayers.

[Education, Convergence and Carbon Dioxide Growth per Capita](#)

Somlanaré Romuald Kinda (CERDI - Centre d'études et de recherches sur le développement international - CNRS : UMR6587 - Université d'Auvergne - Clermont-Ferrand I)

This paper examines the existence of convergence and the importance of education on carbon dioxide growth per capita, over the period 1970-2004 for 85 countries. We use panel data and apply GMM-System estimation. This rigorous approach takes into account the observed and unobserved heterogeneity of countries, and solves the endogeneity problems associated with some variables.

Our results suggest a divergence in per capita carbon dioxide emissions around the world, and that education is not a factor in carbon dioxide emissions growth. Contrary to commonly held beliefs based on intuition, we provide evidence that, in developing countries, there is no convergence, and that education is not a factor in carbon dioxide growth. In developed countries, we find a convergence for per capita carbon dioxide emissions. Education was found to be a factor in pollution growth, although its effect is mitigated by the presence of political institutions.

[The Long Term Health Effects of Education](#)

O'Sullivan, Vincent

Using data from The Irish Longitudinal Study on Ageing, I find that exogenous changes in the schooling of men born into lower social class families in Ireland during the late 1940s and 1950s had a statistically significant positive effect on their self-reported health in later life. I also find that the increased level of schooling had a statistically significant positive effect on physical exercise in later life as well as reducing the probability of an individual experiencing certain non-cardiovascular chronic conditions. However no statistically significant effect was found in relation to cardiovascular disease, self-rated mental health, smoking behaviour or self-reported and objectively measured memory although there is a high degree of imprecision in these estimates.

[The Willingness to Pay to Reduce School Bullying](#)

Svensson, Mikael (Dept. of Economics) ; Persson, Mattias (Örebro University)

We use a discrete choice experiment conducted in Sweden to elicit the willingness to pay (WTP) to reduce school bullying. The estimations indicate a mean marginal WTP of 5.95 to 8.48 Swedish kronor (€0.66 to €0.95), which implies that the aggregate WTP for each reduced statistical victim of bullying (the value of a statistical bullying-victim - VSBV) is 585,090 to 835,280 Swedish kronor (€65,446 to €93,431). The results may be used to conduct economic evaluations of antibullying programs, with an example shown in this paper, and provide policymakers with useful information on taxpayers' preferred allocations to antibullying programs

[Do natural disasters decrease the gender gap in schooling?](#)

Yoshito Takasaki

Rapidly decreasing gender gaps in schooling in developing countries can be a result of a gendered division of child farm labor as a coping response to increased natural disasters. This paper makes a case for this conjecture by analyzing original household survey data from rural Fiji. Boys, not girls, contribute to farming only among cyclone victims with dwelling damage, independent of housing aid receipt. Boys' school enrollment is significantly lower than girls' only among victims who did not receive aid early enough. Boys with no elder brother and an educated father are particularly vulnerable in their progression to higher-level schools.

[Robust Ranking of Journal Quality: An Application to Economics](#)

Chia-Lin Chang ; Esfandiar Maasoumi ; Michael McAleer

The paper focuses on the robustness of rankings of academic journal quality and research impact in general, and in Economics, in particular, based on the widely-used Thomson Reuters ISI Web of Science citations database (ISI). The paper analyses 299 leading international journals in Economics using quantifiable Research Assessment Measures (RAMs), and highlights the similarities and differences in various RAMs, which are based on alternative transformations of citations. All existing

RAMs to date have been static, so two new dynamic RAMs are developed to capture changes in impact factor over time and escalating journal self citations. Alternative RAMs may be calculated annually or updated daily to determine When, Where and How (frequently) published papers are cited (see Chang et al. (2011a, b, c)). The RAMs are grouped in four distinct classes that include impact factor, mean citations and non-citations, journal policy, number of high quality papers, and journal influence and article influence. These classes include the most widely used RAMs, namely the classic 2-year impact factor including journal self citations (2YIF), 2-year impact factor excluding journal self citations (2YIF*), 5-year impact factor including journal self citations (5YIF), Eigenfactor (or Journal Influence), Article Influence, h-index, and PI-BETA (Papers Ignored - By Even The Authors). As all existing RAMs to date have been static, two new dynamic RAMs are developed to capture changes in impact factor over time (5YD2 =5YIF/2YIF) and Escalating Self Citations. We highlight robust rankings based on the harmonic mean of the ranks of RAMs across the 4 classes. It is shown that emphasizing the 2-year impact factor of a journal, which partly answers the question as to When published papers are cited, to the exclusion of other informative RAMs, which answer Where and How (frequently) published papers are cited, can lead to a distorted evaluation of journal quality, impact and influence relative to the harmonic mean of the ranks.

Senat.fr

Mme Dominique GILLOT, au nom de la commission de la culture, de l'éducation et de la communication [. Proposition de résolution sur « Erasmus pour tous », le programme de l'Union européenne pour l'éducation, la formation, la jeunesse et le sport](#), 4 avril 2012

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- Briller sous l'épaulette. Capital culturel et capital combattant dans le corps des officiers de l'armée de terre
Christel Coton
- Les stratégies éducatives des classes supérieures néerlandaises. Professions intellectuelles supérieures, managers et entrepreneurs face au choix entre capital culturel « classique » et capital culturel cosmopolite
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- Un cas d'école. L'entrée dans le métier de professeur d'une « enfant de la démocratisation scolaire »
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- Une petite bourgeoisie au pouvoir. Sur le renouvellement des élus en milieu rural
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- Le capital culturel non certifié comme mode d'accès aux classes moyennes. L'entregent des agents immobiliers
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- Ressources et lignes de clivage parmi les aides à domicile. Spécifier une position sociale :
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- Note de recherche sur la fabrique de la nomenclature socio-économique européenne ESeC
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- Note de synthèse : L'institutionnalisation de la « culture scientifique et technique », un fait
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- Formation des enseignants en alternance : vers la co-construction de concepts pragmatiques
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- Méthodologie d'accès à l'expérience subjective : entretien composite et vidéo
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Les Sciences de l'éducation – Pour l'Ère nouvelle, n°1-2, 2012

Normes et normativité dans l'éducation

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3. Livres intéressants



BECKERS Jacqueline, CRINON Jacques, SIMONS Germain (dir.). **Approche par compétences et réduction des inégalités entre élèves : de l'analyse des situations scolaires à la formation des enseignants.** Bruxelles : De Boeck, 2012. (Pédagogies en développement), 256 p. 34 €

Dans plusieurs pays, l'approche par compétences fait partie du prescrit légal qui pilote le métier d'enseignant. L'objectif est de permettre aux élèves de faire face progressivement à la complexité du monde qui les entoure en mobilisant à bon escient des savoirs, pour apprendre tout au long de leur vie, mener une vie professionnelle et exercer des responsabilités civiques et sociales.

Cependant, mal comprise, une « pédagogie par compétences » risque d'accroître les inégalités de résultats entre élèves ; elle pourrait faire partie de ces « pédagogies invisibles » dénoncées par Bernstein dès 1975, quand la tâche proposée aux élèves est trop ouverte, répondant à un contrat didactique trop flou sur les objectifs et les enjeux de savoir. Les recherches de l'équipe ESCOL et du réseau RESEIDA mettent en évidence des effets différenciés des pratiques enseignantes, en fonction des dispositions sociocognitives des élèves et du sens que ceux-ci attribuent aux tâches scolaires. Faudrait-il pour autant réserver aux élèves les mieux préparés par leurs modes de socialisation familiale les occasions d'aborder des situations ouvertes et cognitivement porteuses ? Faut-il au contraire mettre toute la professionnalité des enseignants à construire, précisément pour ces élèves moins chanceux au départ, des situations d'apprentissage et des étayages qui devraient favoriser l'atteinte d'objectifs ambitieux et le développement de compétences critiques ? Cet ouvrage ouvre des pistes de réflexion sur des pratiques susceptibles de diminuer les risques d'inégalités sans réduire les exigences des tâches et le niveau taxonomique des apprentissages et insiste sur la nécessité de rendre explicites et collectifs les savoirs en voie d'appropriation par les élèves.



LIGNIER Wilfried. **La petite noblesse de l'intelligence. Une sociologie des enfants surdoués.** Paris : La Découverte, 2012. coll. Laboratoire des sciences sociales, 356 pages, 25 €

Ce livre s'attache à dissiper le halo de mystère qui entoure la figure de l'enfant « surdoué ». D'où vient-elle ? Comment est-elle devenue, en France, sous le nom de « précocité intellectuelle », une question éducative sérieuse et officielle ? Dans quelle mesure les psychologues reconnaissent-ils cette notion ? Et surtout : qui sont, qu'attendent et que font les parents qui ont aujourd'hui recours au quotient intellectuel (QI) pour attester la grande intelligence de leur(s) enfant(s) ?

À partir d'une enquête menée notamment auprès de parents, de psychologues et de militants associatifs, ce livre relie l'affirmation de cette petite noblesse de l'intelligence que constituent les enfants surdoués à un double contexte : le développement de pratiques psychologiques privées et l'augmentation de la concurrence au sein de l'école massifiée.

De façon exemplaire, le cas des surdoués montre comment la psychologie clinique peut fonctionner comme une source légitime de singularisation des enfants dans les secteurs les plus indifférenciés de l'école (de la maternelle au début du collège). Cette singularisation a certes une fonction de réassurance pour des familles qui, bien que plutôt avantagées socialement, sont sujettes à de vives incertitudes éducatives. Mais on ne saurait ignorer les conséquences concrètes qu'a aussi l'anoblissement psychologique : l'institution scolaire se voit pressée d'accorder aux intelligences qui la dépassent les petits privilèges qui leurs sont dus.