



Veille de l'IREDU n°9

15 mai 2012

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1. Ressources sur le Web

Amue.fr

Philippe Lemistre. [L'insertion des diplômés de licence : du parcours d'études au premier emploi](#). Net.doc, n°91, avril 2012

[Le Guide 2012 de l'innovation pour les P.M.E.](#) Ministère de l'enseignement supérieur et de la recherche, 2012

Inspection générale des finances, Inspection générale de l'administration de l'Éducation nationale et de la Recherche. [Cadrage macroéconomique des moyens humains et financiers alloués aux universités depuis 2007](#), avril 2012

L'IGF (Inspection générale des finances) et l'IGAENR publient un rapport qui établit un bilan des moyens financiers et humains consentis aux universités depuis 2007 dans le contexte de déploiement de la LRU. Ainsi, signale les auteurs, de 2007 à 2012, les universités ont bénéficié de moyens en hausse régulière. Le montant total des crédits budgétaires et extra-budgétaires est passé de 10.6Md€ en 2008 à 12.8Md€ en 2012, soit une augmentation de 20.5%.

Inspection générale de l'administration de l'Éducation nationale et de la Recherche. [Etude des mécanismes internes d'allocation des moyens en crédits et en emplois dans les universités](#). Rapport, n° 2012-041, avril 2012

Le deuxième rapport mis en ligne fait le point sur les évolutions intervenues dans les mécanismes internes d'allocation des moyens, en crédits et en emplois, dans les universités. Les auteurs analysent également les forces et faiblesses du modèle de répartition des moyens SYMPA, ainsi que des modalités de détermination de la dotation de masse salariale État des établissements, "qui ont une influence réelle sur les procédures de répartition internes des moyens des universités".

CEREQ. [Quand l'école est finie... Premiers pas dans la vie active d'une génération, enquête 2010](#). Marseille : CEREQ, 2012

Le CEREQ publie la nouvelle édition de « *Quand l'école est finie* » où figure les chiffres et les analyses du DEEVA (Département entrées et évolutions dans la vie active) publiés à partir des données 2010 de l'enquête Génération. L'étude affirme que, majoritairement, les jeunes diplômés réussissent, malgré la crise, à trouver un emploi. Cependant, les emplois à durée indéterminée sont un peu moins nombreux et les premières rémunérations plus faibles : 14 % des jeunes perdent le statut de cadre dans les trois premières années de vie professionnelle.

cafepedagogique.net

[Pour en finir avec la ségrégation scolaire](#). François Jarraud

[L'orientation, entre héritages sociaux et jugements professoraux.](#) François Jarraud

[OCDE : Il faut plus d'équité dans le système éducatif !](#) François Jarraud

Heather Antecol, Ozkan Eren, Serkan Ozbeklik. [The Effect of Teacher Gender on Student Achievement in Primary School: Evidence from a Randomized Experiment.](#) IZA DP, No. 6453, March 2012

[Education : Il faut donner des impulsions immédiates.](#) Bruno Suchaut

Cereq.fr

Philippe Lemistre. [L'insertion des diplômés de licence : du parcours d'études au premier emploi.](#) Net.Doc, 91, avril 2012

Cren-nantes.net

Marie TOULLEC THERY. [Les relations entre enseignant et auxiliaire de vie scolaire dans la scolarisation des élèves en situation de handicap.](#) Notes du CREN, n° 10, avril 2012

Ladocumentationfrançaise.fr

FOURGOUS Jean-Michel . [« Apprendre autrement » à l'ère numérique - Se former, collaborer, innover : un nouveau modèle éducatif pour une égalité des chances.](#) Paris : Ministère de l'enseignement supérieur et de la recherche, 2012

DAVY François. [Sécuriser les parcours professionnels par la création d'un compte social universel.](#) Paris : Ministère du travail, de l'emploi et de la santé, avril 2012

FONDEUR Yannick, FORTE Michèle, DE LARQUIER Guillemette, MONCHATRE Sylvie, RIEUCAU Géraldine, SALOGNON Marie, SEVILLA Ariel, TUCHSZIRER Carole. [Pratiques de recrutement et sélectivité sur le marché du travail.](#) Noisy-le-Grand : Centre d'études de l'emploi, avril 2012

[L'école en crise ?](#) Cahiers français, n° 368

Peut-on affirmer que l'école française est en crise ? Les classements et enquêtes internationales semblent marquer un certain recul de l'efficacité de notre système éducatif. Ce dernier est pourtant l'objet de nombreuses réformes depuis quelques années : réforme de l'école primaire, de la carte scolaire, du lycée ou encore des universités. Faut-il aller plus loin dans le changement ou notre système souffre-t-il d'un trop plein de réformes ? Les enjeux sont nombreux : internationalisation des parcours, intégration du numérique et surtout insertion et orientation des diplômés dans un contexte de crise économique. Ce numéro des Cahiers français propose d'approcher quelques-unes de ces réalités, d'en rappeler les enjeux et d'en souligner les évolutions.

New From ECS

Common Core Website

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

Rural Summit

The Education Commission of the States and the White House Rural Council, in coordination with the U.S. Departments of Agriculture and Education, hosted the 2nd National Summit on the Role of Education in Economic Development in Rural America on April 17, 2012.

Download the meeting [summary](#) and see all the [presentations](#) on our meeting page.

Postsecondary Resource for State Policymakers

ECS' [Boosting College Completion](#) project has engaged education committee chairs in 21 states. Based on those interactions and a thorough analysis of policy and data, the project created online [state profiles](#). Check out these profiles to learn how states have responded to degree completion and workforce challenges.

More Effective Remedial Assessment and Placement Policies

Recent research has highlighted the limitations of commonly used placement assessments and the high-stakes approach of referring students to remedial education. A new ECS [policy brief](#) by Getting Past Go suggests that states and systems could increase the success of underprepared students through more effective policies and practices.

Remedial Limits at Four-Year Institutions

ECS' Getting Past Go examined state and system policies that limit four-year institutions from delivering developmental education and considered the potential impacts of these policies on student success. This [policy brief](#) proposes six policy options that would transform delivery limits into mechanisms for promoting effective instructional practice and more positive student outcomes.

ECS Research Studies Database

School Turnarounds

This recently entered [research study](#) examines school performance in 114 schools that underwent turnaround efforts. The results indicated initial dramatic increases in student achievement, but decreases from peak performance three years after a turnaround.

What States Are Doing

Science, Technology, Engineering & Mathematics (STEM)

The **Delaware** STEM Council has [released](#) a comprehensive [report](#) detailing the state of STEM Education in Delaware: its strengths, weaknesses, and opportunities for improvement. Visit the STEM Council [website](#).

Online Resources

The **West Virginia** Department of Education has put together a [website](#) full of learning resources for all ages.

Virtual Education

Georgia [S.B.289](#), sent to the governor's desk April 9, would require local school systems to provide all students in grades 3-12 with the opportunity to participate in part-time and full-time virtual instruction program options. The bill would also require the state board to adopt rules to maximize the number of students who complete at least one course containing online learning before high school graduation, effective with entering 9th graders in the 2014-15 school year.

P-3: Assessments

Florida Governor Rick Scott has signed [H.B. 5101](#), which requires public and private schools participating in the voluntary pre-kindergarten program to administer an evidence-based pre- and post-assessment to measure student progress in literacy, numeracy, and language.

Career and Technical Education

A Kentucky bill, [S.B. 38](#), will provide grants to develop career pathways and programs of study in high-demand occupational fields for students in middle and high schools. Additionally, the "career and technical education accessibility fund" will establish career academies in secondary schools. The legislation also requires an annual statewide analysis of career and technical education to evaluate program quality and student success.

Achievement Gaps

A new [report](#) from the Morrison Institute at Arizona State University examines the substantial and persistent academic achievement gap between Latino and White students in **Arizona** and urges policymakers in the state to strengthen their commitment to education and demonstrate resolve to develop a skilled and educated workforce.

Innovation Award

ECS is [honoring](#) **New Hampshire's** State Board of Education and Department of Education with the prestigious Frank Newman Award for State Innovation at the ECS 2012 National Forum on Education Policy in Atlanta on July 10. The award recognizes the state's bold high school reforms that replace the time-based system of Carnegie units with competency-based learning and the innovation taking place in New Hampshire K-12 schools.

Teacher of the Year

California 7th-grade English teacher Rebecca Mieliwocki has been [selected](#) as the 2012 National Teacher of the Year, the nation's oldest and most prestigious teaching honor. Mieliwocki is the seventh National Teacher selected from California since the program began in 1952.

Common Core State Standards

Click [here](#) to view summaries of recent state policies around the Common Core State Standards.

End of Course Exams

The **Tennessee** legislature has passed a [bill](#) that would require teachers of subjects where an

end-of-course exam is administered to take the exam themselves, and pass with a score of 75 or higher. It has gone to Governor Haslam for signature.

Workforce Development

Washington, D.C. Mayor Vincent C. Gray recently [unveiled](#) Raise DC, the District's comprehensive new cradle-to-career initiative. The effort, which lays out a set of measurable outcomes and targets to ensure that all District youth are career-ready by age 24, joins a national movement of cities working to bring together a cross-sector group of leaders organized around a set of common goals and committed to using data to drive improvements.

Health

Hawaii [legislation](#) recently sent to the governor's desk establishes a childhood obesity prevention task force to collect and analyze research and data and develop findings and recommendations, including proposed legislation, for the 2013 legislature. An appropriation from the Hawaiian tobacco settlement special fund will fund this work.

P-3

Louisiana [S.B. 581](#), enacted in April, directs the state board to create a comprehensive and integrated network to oversee all state and federally funded programs providing early childhood care or education. The legislation calls for creation of a kindergarten readiness definition, performance targets for 0- to 2-year olds and kindergarten readiness standards for three- and four-year olds in publicly funded early childhood education programs, and a uniform assessment and accountability system for publicly funded early childhood education programs.

Dyslexia

Two Mississippi bills enacted earlier this month will help identify and provide appropriate services to elementary students with dyslexia. Among other requirements, [H.B. 1031](#) directs school districts to ensure all students are screened for dyslexia in the spring of kindergarten and fall of 1st grade. [H.B. 1032](#) establishes the Mississippi Dyslexia Education Scholarship Program to encourage qualified students to complete master's degree dyslexia therapy programs at public and private postsecondary institutions in the state.

Early Literacy

Last month, New Mexico Governor Susana Martinez [kicked off](#) the "New Mexico Reads to Lead" initiative, which will implement several early childhood reading interventions to assist teachers and parents in identifying where kindergartners to 3rd graders are struggling in their literacy learning, so that they can receive immediate and effective help.

Postsecondary Bridge Programs

Nebraska [legislation](#) signed last month authorizes and provides funding for the creation of "bridge programs" to help adult learners earn postsecondary credentials in an expedited manner to work in high-demand industries in the state.

STEM

Iowa Governor Terry Branstad has [announced](#) the selection of six regional network hubs that will promote science, technology, engineering, and math (STEM) education and economic

development across Iowa. This is the first major initiative of the Governor's STEM Advisory Council, a public-private partnership whose overarching goal is creating greater student achievement in STEM subjects and a stronger STEM workforce.

Busy Time for State Legislatures

Check out the last 30 days of legislative activity from the ECS [State Policy Database](#).

Good Reads

Postsecondary Access

Excelencia in Education has [released](#) an executive summary as well as factsheets for all 50 states, outlining issues surrounding college completion for Latino students.

Instructional Materials

A new [report](#) from the Brookings Institution focuses on instruction materials, which, evidence shows, have large effects on student learning. The authors argue that states, with support from the federal government and philanthropic organizations, should collect systematic information on which materials are being used in which schools.

Recess

This [study](#) published in the Education Policy Analysis Archives found that, while recess does not improve or hurt academic achievement, it provides an opportunity for children to be physically active, play, and socialize.

Postsecondary Enrollment: Community Colleges

A new [policy report](#) from the Center for the Future of Higher Education analyzes trends toward expanding caps on community college enrollment and narrowing the educational programs available for students. These actions could contribute to denying access to higher education for large numbers of lower-income students and students of color.

P-3: Chronic Absence

A [study](#) of Baltimore's pre-K and kindergarten programs found that students who were chronically absent were less likely to be kindergarten-ready and more likely to be retained than their peers with regular attendance.

Postsecondary Success: Remediation

This [report](#) from Complete College America examines just-in-time support as an alternative to current unsuccessful remediation programs.

Teacher Transfer Incentives

A new [report](#) from the Institute of Education Sciences (IES) and the National Center for Education Evaluation and Regional Assistance (NCEE) examined the implementation and intermediate impacts of an intervention designed to provide incentives for a school district's highest-performing teachers to work in its lowest-achieving schools. The authors found that filling vacancies by using transfer incentives is feasible, though a large pool of candidates is needed to yield the desired number of successful transfers.

Data Systems

This [policymaker's guide](#) from the Data Quality Campaign (DQC) addresses how common data standards can ensure the quality, comparability, and efficient sharing of data.

Graduation Rates

This [report](#) from the Regional Educational Laboratory (REL) Midwest examines how well the freshman on-track indicator developed by the Consortium on Chicago School Research predicts on-time graduation in two urban districts in the Midwest Region. The authors found that on-track status was a significant predictor of on-time graduation, even after controlling for student background characteristics and grade 8 achievement test scores.

Postsecondary Education: Business Involvement

The Committee for Economic Development (CED) released a [report](#) to set off its national campaign to get business leaders involved in postsecondary education reform.

Teacher Quality: Induction Programs

The National Association of State Boards of Education (NASBE) released a [discussion guide](#) that examines the role teacher induction programs can play in developing effective teachers and reducing teacher turnover.

Statistics: Size and Number of Districts, by State

The National Center for Education Statistics (NCES) has released a new [report](#) outlining the numbers and types of public elementary and secondary local education agencies (LEAs) in the United States. Of particular interest: charter schools account for 2,359 of the 17,911 operating local agencies.

Postsecondary: Online Learning

This [report](#) from the Instructional Technology Council examines 2010 trends in eLearning at community colleges and highlights major developments, such as the shift to mobile devices and open educational resources.

P-3 Alignment

The National League of Cities has put together a [report](#) outlining the efforts of five leading cities in creating a seamless educational pipeline for children ages 0-8. Drawing on the experiences and lessons learned from each city profiled in the case studies, the report identifies 10 common elements of a well-aligned educational system.

Supplemental Educational Services

A new [report](#) from the Institute of Education Sciences (IES) examines the potential achievement benefits of academic support services offered outside the regular school day by state-approved Supplemental Educational Services (SES) providers. The researchers found no statistically significant impacts on math or reading test scores for students being offered SES.

Retirement Systems

This [publication](#) from the U.S. Census Bureau presents data on state- and locally-administered public pension systems based on information collected from a 2010 survey. The report is part of a continuing series designed to provide information on the structure,

function, employment, and finances of the United States' nearly 90,000 state and local governments.

Education.gouv.fr

Claudette-Vincent Nisslé et Laurent Perrain. [Les collectivités territoriales dans le financement de la Recherche et Technologie](#). Note d'information Enseignement supérieur & Recherche, n°12/3, mai 2012

Esen.education.fr

Pascal Bessonneau, Sylvie Beuzon, Jeanne-Marie Daussin, Émilie Garcia, Monique Levy, Corinne Marchois et Bruno Trosseille. [Les compétences des élèves en compréhension des langues vivantes étrangères en fin d'école](#). Note d'information, n° 12.04, avril 2012

Pascal Bessonneau, Sylvie Beuzon, Stéphane Boucé, Jeanne-Marie Daussin, Émilie Garcia, Monique Levy, Corinne Marchois et Bruno Trosseille. [Les compétences des élèves en compréhension des langues vivantes étrangères en fin de collège](#). Note d'information, n° 12.05, avril 2012

Gaëlle Gateaud. [Les étudiants en classes préparatoires aux grandes écoles - Rentrée 2011](#). Note d'information, n°12.02, avril 2012

Girsef.ucl.ac.be

Bernard Fusulier . « [Regard sociologique sur l'articulation de la vie professionnelle avec la vie familiale. Enjeu de société, médiation organisationnelle et appartenance professionnelle](#). »
Cahier de Recherche du Girsef, n° 89

halshs.archives-ouvertes.fr

Joël Zaffran. [La confiance, le diplôme et l'employabilité. Un triptyque sociologique des étudiants](#). Agora débats/jeunesses, 60 (2012), p. 35-51

Prenant appui sur le constat du pessimisme de la jeunesse française, cet article s'intéresse aux étudiants que l'on aborde par les interrogations suivantes : ont-ils confiance en leur avenir et sont-ils dans un rapport de défiance à l'égard du diplôme universitaire ? En posant que la filière universitaire est indissociable des perspectives d'employabilité et de l'espérance du diplômé de trouver un emploi, on montre que la filière " lettres et sciences sociales " regroupe les étudiants qui ont le moins confiance dans le diplôme préparé. Ce résultat interroge les projets d'avenir d'une jeunesse orientée vers des filières plus incertaines que d'autres.

Joël Bisault. [Contribution à l'élaboration curriculaire d'une éducation scientifique à l'école primaire : modélisation des moments scolaires à visée scientifique](#). Habilitation à diriger des recherches, en Sciences humaines et humanités, École normale supérieure de Cachan, décembre 2011

A l'école primaire dans laquelle les disciplines scientifiques ne constituent encore qu'un horizon, l'éducation scientifique ne peut pas prendre les formes conçues pour le secondaire. En premier lieu, la référence épistémologique aux sciences doit être pensée non seulement en termes de savoirs mais aussi de pratiques ; en second lieu, la conception psychologique de l'objectivation scientifique doit prendre en compte la continuité entre les trois " mondes " - intérieur, physique et social - où se manifeste la pensée et le rôle d'intermédiaire joué par les signes ; enfin, il est nécessaire de considérer l'interconnexion du curriculum à visée scientifique avec les autres curriculums de l'école primaire ainsi que la multiplicité des références, des visées et des constructions possibles à l'école primaire. Il s'agit donc de préciser les caractéristiques, les dynamiques et les relations des moments principalement scientifiques dans le flux des moments scolaires. Nous proposons de penser le curriculum comme un ensemble de moments scolaires à visée scientifique reliés entre eux et avec d'autres moments par des relations de cohésion et de cohérence : la cohésion est ce qui permet d'assurer une relation de continuité entre deux moments distincts alors que la cohérence est ce qui permet à un ensemble de moments distincts de contribuer à une même visée. La dynamique de chaque moment à visée scientifique repose sur deux processus : l'" objectivation ", prise en charge par l'enseignant, qui conduit, à partir de différentes ressources ou références, à des objets à la fois matériels et symboliques appréhendables par les élèves et l'" objectivation ", prise en charge principalement par les élèves qui conduit à différentes élaborations à partir de ces objets et des tâches associées. Nous montrons que cette élaboration curriculaire ouvre des pistes pour renouveler la problématique de l'éducation scientifique à l'école primaire. Le rapprochement entre objet, signe et œuvre permet de concevoir un contenu dynamique des moments scolaires - contenu qui se transforme dans une activité à la fois empirique et dialogique. Par ailleurs, la capacité à gérer les relations de cohésion et de cohérence entre ces moments à visée scientifique et au sein d'un réseau curriculaire plus large apparaît comme un élément clé pour définir une spécialité des enseignants du premier degré.

Marcel Lebrun. [Impacts des TIC sur la qualité des apprentissages des étudiants et le développement professionnel des enseignants : vers une approche systémique](#). Revue des Sciences et Technologies de l'Information et de la Communication pour l'Education et la Formation (STICEF), n° 18, 2011

Dans cette synthèse, nous proposons diverses approches méthodologiques, illustrées d'applications concrètes dans le contexte de la mise en place de dispositifs hybrides sur une plateforme d'eLearning, afin de mieux comprendre les rapports systémiques entre des configurations technologiques (outils, usages) et leurs impacts sur l'apprentissage des

étudiants et sur le développement professionnel des enseignants du supérieur. Des pistes sont ouvertes afin de mieux comprendre ces rapports interactifs et de définir ainsi des perspectives pour des recherches plus fines et mieux circonstanciées.

Georges-Louis Baron. [À propos de diversité linguistique dans l'enseignement supérieur et la recherche](#). Revue des Sciences et Technologies de l'Information et de la Communication pour l'Education et la Formation (STICEF), n° 16, 2009

D'un point de vue linguistique, la France est un pays privilégié : la francophonie existe. L'organisation internationale de la francophonie (OIF), son expression politique fondée en 1970, réunit 70 pays (56 membres et 14 observateurs) et représente 200 millions de locuteurs. Bien sûr, la splendeur de jadis, celle d'une puissance politique imposant sa langue et ses lois, n'est plus qu'un souvenir. Mais restent un instrument de communication ancré dans une histoire et un marché pour des produits culturels. Cet état de fait s'observe dans un contexte de globalisation où, comme chacun sait, l'anglais tend à occuper une place grandissante, en particulier dans le domaine de l'enseignement supérieur et de la recherche. Que faire dans cette situation ? Comment maintenir une diversité linguistique ? Ces questions ont une importance particulière dans notre domaine de recherche, pluridisciplinaire, dont la composante francophone est indéniable. Les lignes qui suivent sont inspirées par la participation à une conférence sur la diversité linguistique dans l'enseignement supérieur où j'ai présenté la situation de notre milieu et le rôle important qu'y joue la revue STICEF.

Jeroen Van Merriënboer, Paul A. Kirschner, Fred Paas, Peter B Sloep, Marjolein Caniels. [Towards an integrated approach for research on lifelong learning](#). Educational Technology Magazine: The Magazine for Managers of Change in Education, 49 (3), 2009

There is little dispute that lifelong learning is essential to the further development of the knowledge society. Nonetheless, lifelong learning is not reaching its full potential because the currently used approaches to lifelong learning are too fragmented and, often, formal approaches to education and learning are simply 'translated' from initial secondary and higher education to the field of lifelong learning. This article discusses an integrated framework for carrying out research on lifelong learning. The framework is built on two dimensions: (1) the specific-generic dimension; linking contextualized research findings in the field of lifelong learning to generic issues and principles, and (2) the individual-collective dimension; linking research findings on the personal and professional development of individual lifelong learners to the level of organizations, cities, and regions. Moreover, three integrative features of research on lifelong learning are identified: developed approaches should be (1) responsive to societal and technological changes and associated changes in required competencies; (2) flexible in order to serve highly heterogeneous groups of lifelong learners and (3) sustainable to be of value across the whole lifespan. Finally, research and practical implications of the presented framework are discussed.

Jean-Claude Regnier, Annick Pradeau. [Des interactions sociales en formation universitaire à distance : une approche microsociologique exploratoire et inférentielle](#). Revue des Sciences et Technologies de l'Information et de la Communication pour l'Education et la Formation, 16, 2009

Dans cet article, nous nous intéressons à l'organisation des interactions sociales dans un dispositif de formation universitaire en ligne. Les hypothèses présument que, malgré la distance entre les étudiants, les interactions sont riches et structurées. Les contraintes techniques et les caractéristiques spatio-temporelles influent sur les acteurs qui agissent sur l'organisation sociale. Le champ théorique est celui de la sociologie interactionniste d'Erving Goffman. La méthodologie consiste à observer les traces des échanges entre six étudiants engagés dans un apprentissage collaboratif sur un forum de discussion du campus numérique FORSE. La dimension exploratoire est complétée d'une démarche inférentielle consistant à examiner les concepts goffmaniens pour considérer leur congruence au champ spécifique des interactions sans coprésence physique. Nous proposons d'assimiler cet environnement numérique à un nouveau cadre de l'expérience où s'instaure un ordre interactionnel qu'il s'agit de mieux comprendre.

Aurélié Bayle, Anne-Laure Foucher, Bonnie Youngs. [SLIC : Second Life as A Collaborative Tool For Graduate Teacher Training and Developing Intercultural Communicative Competences](#). *Computer-Assisted Language Instruction Consortium*, South Bend, Indiana : United States, 2012.

SLIC (Second Life InterCultural) was a collaboration between undergraduate students of French at Carnegie Mellon University and Masters students of FLE using ICT from Université Blaise Pascal. The project's intent was to extend the intercultural communicative competences of the undergraduates and of the graduate students as well as the teaching experiences of the latter using the synthetic world Second Life (SL). By interacting with each other in SL, students on both sides of the project collaborated in SL, where they were able to exchange cultural information on themes linked to the undergraduate course in asynchronous document exchanges via Moodle and during synchronous online meetings in SL.

Annie Jézégou. [Formations ouvertes et Autodirection de l'apprenant](#). *Savoirs : Revue internationale de recherches en éducation et en formation des adultes*. 16 (2008), p. 97-115

Cet article pose un premier jalon théorique et opérationnel de l'articulation entre l'ouverture en formation et l'autodirection de l'apprenant. Il fonde tout d'abord la définition selon laquelle une formation est ouverte si elle ouvre des libertés de choix à l'apprenant, au regard des différentes composantes du dispositif pédagogique. Puis, il propose une modélisation triadique permettant d'articuler l'ouverture du dispositif et deux dimensions sociocognitives de l'autodirection : la perception d'ouverture - ou de libertés de choix - des apprenants face au dispositif et leurs comportements autorégulés de gestion de ce

dispositif. Enfin, il montre, en s'appuyant sur les résultats d'une étude empirique, que la perception des apprenants au regard de l'ouverture joue ici un rôle médiateur dans l'influence du dispositif sur leurs comportements autorégulés.

Monica Roxana Macarie Florea, Daniela Rodriguez, Karin Serbanescu-Lestrade. [Les caractéristiques des objets des thèses en sciences de l'éducation](#). Congrès international AREF 2010, Genève

Dans la continuité des travaux de J. Beillerot (1993) et Beillerot et Demori (1997), A. Feyfant (2005) et V. Leclercq (2007 et 2008), notre communication présente des aspects généraux des objets abordés par les thèses soutenues en France entre 2003 et 2008. Les données quantitatives ont été produites par l'analyse des titres, mots clés et résumés des 646 thèses répertoriées principalement dans le Catalogue du système Universitaire de Documentation en ligne (SUDOC) et ayant été produites dans 35 établissements d'éducation supérieure français.

Emmanuelle Betton, Daniela Rodriguez, Anne-Lise Ulmann. [L'activité des enseignants à l'université et ses modes de valorisation](#). Congrès international AREF 2010, Genève

A partir d'une étude sur l'activité des enseignants à l'université et ses modes de valorisation, notre communication porte sur les transformations du métier d'enseignant dans le contexte de la réforme de l'université (loi LRU et modification de la politique indemnitaire). Nous interrogeons dans quelle mesure un éclatement et un déploiement d'activités transforment les logiques de travail quotidiennes et interrogent l'unité et la cohérence du métier. L'analyse des difficultés ressenties par les enseignants conduit à mettre en évidence trois processus de travail distincts qui bousculent l'articulation traditionnelle entre enseignement et recherche. Ces transformations sont également approchées du point de vue des modes de valorisation de l'activité, et notamment du point de vue de la politique indemnitaire.

Marie-Paule Bonicoli. [La pédagogie au service de l'innovation pédagogique](#). Sciences et technologies de l'information et de la communication en milieu éducatif : Analyse de pratiques et enjeux didactiques, Patras : Grèce (2011)

Le développement du e-learning, les formations à distance à partir de plateformes pédagogiques apparaissent comme une alternative aux modèles traditionnels de la formation. La mise en place de plateformes pédagogiques permettrait de passer d'un modèle basé sur l'enseignement à un modèle basé sur l'apprentissage. "Innovation pédagogique" et "plateforme pédagogique" sont ainsi associés dans les médias. Les technologies de l'information et de la communication (TICE) joueraient un rôle de catalyseur favorisant l'émergence de nouvelles méthodes pédagogiques.

Cette présentation s'appuie sur une recherche intervention en cours. Le but de cette recherche est de comprendre comment des enseignants du supérieur intègrent l'utilisation

d'une plateforme pédagogique dans leur pratique afin de faciliter cette intégration. L'objectif de cette première partie de la recherche était de comprendre au travers d'entretiens semi-directif quel était la vision des enseignants de la plateforme pédagogique. Selon eux, l'utilisation de la plateforme nécessitait-elle un changement de leur pratique et de nouvelles connaissances ou de nouvelles compétences techniques et/ou pédagogiques.

Cécilia Stolwijk. [Observatoire des Pratiques Pédagogiques Innovantes et des Usages du Multimédia : Quels enjeux pour l'école primaire ?](#) Sciences et technologies de l'information et de la communication en milieu éducatif : Analyse de pratiques et enjeux didactiques. Patras : Grèce (2011)

La plupart des recherches sur les usages des technologies de l'information et de la communication à l'école primaire ont montré l'existence d'usages en classe intermittents ou marginaux, de problèmes de transition entre innovation pédagogique et usages banalisés. Les évolutions récentes suggèrent également l'apparition de nouveaux phénomènes liés à la diffusion de nouveaux systèmes de communication médiatisée et à l'intervention des collectivités territoriales. Comment évolue la question au moment où se mettent en place de nouveaux environnements numériques de travail ?

A l'initiative de la ville de Saint-Maur-des-Fossés, une étude a été menée en partenariat avec le laboratoire de recherche EDA de l'université Paris V René Descartes afin d'analyser les usages des Technologies de l'Information et de la Communication pour l'Enseignement dans les écoles maternelles et élémentaires de la commune dans la perspective de la mise en place d'un dispositif prospectif d'analyse des besoins dans le domaine.

Il s'agit d'une recherche-action devant se dérouler sur une durée de deux années et se divisant en deux phases : la première, qui sera finalisée en octobre 2011, vise à établir un diagnostic de l'utilisation des pratiques du multimédia en classe. C'est dans une seconde phase qu'il s'agit de parvenir à des conseils et suggestions susceptibles de rendre plus efficaces les investissements réalisés dans le domaine des équipements technologiques.

Fotini Siampou, Vassilis Komis. [Enseigner les fonctionnalités et les usages des e-portfolios : une étude basée sur les conceptions des futurs enseignants.](#) Sciences et technologies de l'information et de la communication en milieu éducatif : Analyse de pratiques et enjeux didactiques., Patras : Grèce (2011)

Les portfolios sont principalement utilisés dans les domaines des arts et de l'architecture. Les professionnels de ces domaines y présentent leurs productions pour démontrer leurs habilités et pour prouver leur évolution. Pour sa part, l'usage du portfolio s'est intégré au domaine de l'enseignement à partir des années 1980. Il est défini comme "une collection significative et intégrée des travaux de l'élève illustrant ses efforts, ses progrès et ses réalisations dans un ou plusieurs domaines témoignant de sa réflexion". L'utilisation d'un portfolio peut permettre d'atteindre de multiples objectifs : fonction d'exposition pour témoigner des apprentissages et des progrès d'un apprenant ; fonction évaluative qui

représente l'évaluation des apprentissages ; fonction réflexive avec laquelle l'apprenant a la possibilité de critiquer ses apprentissages ; et fonction sociale où le portfolio est utilisé comme un outil de médiation entre l'élève, l'enseignant et le parent.

Au cours des dernières années, l'expansion spectaculaire d'Internet a aidé la diffusion des portfolios électroniques ou ePortfolios à tous les niveaux professionnels et éducatifs. Le ePortfolio ajoute au potentiel du portfolio classique des possibilités supplémentaires : a) une flexibilité dans la nature et la modification du contenu (textuelle, audio, vidéo) ; b) une flexibilité dans la structuration du contenu (ajouter, archiver et supprimer des textes, créer de nouvelles rubriques) ; c) une accessibilité en ligne ; et d) une fonction de réseautage social et de partage d'informations.

Dans la littérature scientifique, le potentiel du ePortfolio est bien référencé. Celui-ci s'inscrit dans des approches cognitives et constructivistes d'apprentissage, où les élèves et les étudiants peuvent construire et évaluer leur travail de manière progressive. Par conséquent, l'accent est décalé du produit vers tout le processus, et la réflexion des élèves sur l'apprentissage est favorisée.

Sciences et technologies de l'information et de la communication en milieu éducatif : Analyse de pratiques et enjeux didactiques., Patras : Grèce (2011)

Marioleni Parissis, Vassilis Komis, Nikolaos Tselios. [Une étude de cas centrée sur les usages des étudiants en sciences de l'éducation concernant les moteurs de recherche](#), 2011

Dans ce travail, nous présentons une étude de cas concernant l'utilisation des moteurs de recherche par des étudiants en sciences de l'éducation quand ils travaillent en laboratoire d'informatique. Des usages concernant les moteurs de recherche réalisés durant la recherche d'information pour la résolution de trois problèmes informationnels ont été analysés. Les différences entre la formulation des requêtes dans les trois tâches ont été également étudiées. L'analyse des réponses des étudiants montre que la deuxième et la troisième tâches ont été mieux abordées. L'analyse des données montre que l'intervention didactique concernant le développement des compétences informationnelles a eu une influence positive sur l'usage des moteurs de recherche.

Magloire Kede Onana. [L'éducation à la citoyenneté : dressage ou libération ?](#) Thèse en philosophie, soutenue le 7 décembre 2011, sous la dir. de Monique CASTILLO, Université Paris-Est (Créteil)

De 1990 à 2004, j'ai exercé divers postes de responsabilité dans l'éducation nationale au Cameroun. D'abord comme directeur de Collège puis comme proviseur. J'ai pu mesurer les difficultés qu'il y avait à réaliser les exigences actuelles de scolarisation, dans un contexte marqué non seulement par un profond désarroi d'une population partagée entre la modernisation et la tradition mais aussi le progrès technique et l'unification du monde. L'expérience des anciens philosophes aidant, et au regard de ces enjeux, j'ai entrepris dans ce travail d'interroger ce qui, chez Platon, Aristote, Rousseau, Kant, nous permet de

maintenir voire de perfectionner les valeurs humanistes énoncées lors du miracle grec. Platon enseigne une pédagogie visant à une transformation politique, ou tout aussi bien une politique visant à une nouvelle pédagogie : il veut construire un homme nouveau, pleinement homme. Avec lui, débutent les grandes utopies politiques et pédagogiques ; utopies sans doute, mais qui témoignent que l'homme est dans la mesure où il vise un idéal de soi ; même si la République pense la construction et la destruction cycliques du régime politique (et de la pédagogie), elle ouvre à l'humanité l'imprévisibilité de l'Histoire. Aristote se défend de rêver ; il observe les sociétés de son temps, les décrit, les critique, les apprécie. Faute de pouvoir construire une société idéale, il défend la moins mauvaise : un mixe d'oligarchie et de démocratie, marqué par la domination de la classe moyenne. Mais, chez Aristote comme chez Platon, seuls accèdent à la pleine citoyenneté et à l'éducation plénière, seuls sont citoyens, les hommes " libres ", non seulement les esclaves mais les travailleurs manuels sont exclus de la citoyenneté. Nous sommes dans la cité grecque : le citoyen gère sa maison et la République, il la défend à la guerre, mais il ne se souille pas de basses besognes. Rousseau pense dans le contexte d'une monarchie déclinante, où s'éveillent fortement les besoins de liberté et d'égalité. S'il est pessimiste relativement au progrès humain, il estime que ce progrès culturel est sans retour en arrière possible ; il s'agit donc de fonder le régime politique permettant à l'humanité, lancée dans l'Histoire, par l'aventure de l'Histoire, dans un destin imprévisible, de s'accomplir de la meilleure façon. Le Contrat social fonde le régime politique légitime, l'Emile esquisse la réforme pédagogique qui permettra de l'instaurer, en se fondant sur la bonté originelle de la nature humaine. Kant est convaincu que l'Histoire mène une humanité devenue adulte vers son unification. Les âges de guerre et d'oppression vont se terminer. Mais Kant ne partage pas l'optimisme de Rousseau quant à la nature humaine ; ce qu'il y a de bon dans l'homme, c'est la conscience du devoir- mais on peut dire non au devoir. C'est à partir du devoir que l'éducation pourra former les humains capables de gérer en paix une humanité nouvelle. Cette humanité nouvelle, le prodigieux développement des techniques depuis le milieu du XIX^e siècle l'a créée, mais pas exactement comme elle était rêvée : deux terribles guerres mondiales ont bien fait décliner la croyance au progrès. C'est dans cette situation confuse, hésitante, que ce travail a été conçu et mené. Le progrès technique et les nouveaux modes de vie qu'il a suscités amènent bien plus d'interrogations et d'inquiétudes que de certitudes. La méditation des grands penseurs d'autrefois devait nous aider à nous attaquer aux problèmes d'aujourd'hui. Par-delà leurs divergences, Platon, Aristote, Rousseau, Kant, se rejoignent en constatant l'implication mutuelle de la politique, gouvernement des hommes, et de l'éducation, formation des citoyens de demain ; comme le dit explicitement Aristote, chaque type de régime politique a sa pédagogie spécifique...

Institut français de l'éducation

Lauren Kahn et al. [Developing Skills for Life and Work: Accelerating Social and Emotional Learning across South Australia](#). The Australian Centre for Social Innovation and the Foundation for Young Australians, avril 2012

Dans ce rapport l'accent est mis sur l'apprentissage social et affectif des jeunes australiens ainsi que sur des exemples de programmes d'apprentissage aux États-Unis et au Royaume-Uni qui tentent de développer les compétences dites "molles" des étudiants.

OCDE. [Preparing Teachers and Developing School Leaders for the 21st Century : lessons from around the world](#). OCDE, mars 2012

MOUKARZEL Dalal. [La formation continue des enseignants des écoles indépendantes au Qatar : étude de cas](#). Thèse en sciences de l'éducation, soutenue en 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. »

Cette publication de l'OCDE évalue les systèmes éducatifs des pays membres via la question du leadership dans les établissements scolaires et son influence sur la qualité de l'enseignement et l'efficacité des chefs d'établissement.

Quelles sont les réformes qui ont contribué à améliorer les résultats, quelles sont les meilleures façons d'insuffler le changement ?

BONNAFOUS Laurence. [L'innovation en formation des adultes : modélisation de l'innovation en formation professionnelle à partir de l'étude de projets européens LEONARDO DA VINCI et EQUAL](#). Thèse en sciences de l'éducation, soutenue en 2010, sous la dir. de Jean Clénet (Université Lille I Sciences et technologies)

« Lancée pour la première fois en 1994, la mesure des ((projets pilotes » du programme Léonardo da Vinci encourage le développement de produits et de pratiques innovantes pour améliorer la qualité

de la formation, stimuler l'innovation et plus globalement transformer les systèmes européens de formation professionnelle. L'enjeu de cette thèse est d'étudier l'innovation en tant que processus d'apprentissage collectif à visée de transformation de ces systèmes, en privilégiant une approche « complexe » des projets européens d'innovation. Entendus comme des systèmes composés d'une variété d'éléments et d'acteurs en interaction, ils génèrent une dynamique d'innovation incertaine, aux formes émergentes difficilement identifiables et prédictibles. Cette thèse s'inscrit dans le paradigme de la « Pensée complexe » (Edgar Morin 1990). En cela, elle conduit à mobiliser des éclairages pluriels, à relier des sources empiriques, multi et pluridisciplinaires, pour en modéliser les connaissances produites. La démarche de recherche ainsi mise en œuvre est d'essence qualitative. Elle allie et relie une compréhension des perceptions et des expériences des acteurs européens de terrain et celle d'une chercheuse engagée pour les projets LEONARDO et EQUAL. Les principaux résultats de cette recherche montrent que les projets européens d'innovation en formation professionnelle peuvent être compris comme des espaces d'interactions transnationales pour la création de réponses expérimentales de formation: en reliance des niveaux macro, méso et micro de l'ingénierie de formation et de conceptions et usages singuliers. Ces projets-espaces-temps peuvent être appréhendés comme des systèmes complexes d'apprentissages collectifs et transformateurs à grande échelle, reliant au moins quatre niveaux de complexité : des collectifs humains, des temporalités, des échelles spatiales, et des processus d'innovation émergents. Cette étude met également en lumière un processus d'europanisation de systèmes hétérogènes de formation et ouvre sur la question de l'émergence d'un espace européen de la formation tout au long de la vie. »

ISSEHNANE Sabina. [L'insertion des jeunes : une évaluation de dispositifs d'emploi et de formation professionnelle](#). Thèse en sciences économiques, soutenue en 2011, sous la dir. de Hélène ZAJDELA & Corinne PERRAUDIN (Université Paris Nord - Paris XIII)

« L'objet de cette thèse est d'étudier l'orientation récente des dispositifs d'emploi et de formation professionnelle destinés aux jeunes en analysant leurs effets en termes d'insertion professionnelle. L'évolution de ces politiques s'inscrit dans un changement de référentiel vers une logique d'activation et un mouvement de professionnalisation de l'enseignement supérieur qui se sont diffusés en Europe. Cette thèse analyse l'insertion professionnelle des jeunes selon ces deux angles spécifiques. En premier lieu, nous discutons du glissement vers une logique d'activation et nous étudions l'accompagnement vers l'emploi des jeunes peu ou pas diplômés en analysant le Contrat d'Insertion dans la Vie Sociale. L'évaluation du CIVIS montre un effet important de l'intensité de l'accompagnement sur le degré d'insertion professionnelle des jeunes suivis et une forte sensibilité de la conjoncture économique. En second lieu, nous analysons le développement de la professionnalisation du supérieur par le biais de stages et de l'apprentissage. L'analyse de l'impact des stages sur les diplômés du supérieur met en évidence leur grande hétérogénéité. Seuls certains types de stages, ceux à la fois formateurs et gratifiants, ont des effets positifs sur l'insertion professionnelle des jeunes en termes d'emploi et de salaire. Le mouvement de professionnalisation s'est également traduit par la croissance exponentielle de l'apprentissage dans le supérieur. Nos résultats montrent que l'apprentissage permet aux diplômés du supérieur d'accéder à des salaires plus élevés, tandis qu'il ne favorise pas davantage leur accès à l'emploi, quand on tient compte des caractéristiques spécifiques des apprentis. »

Ryan Pflieger, Kathryn Wiley. [Colorado Disciplinary Practices, 2008-2010: Disciplinary Actions, Student Behaviors, Race, and Gender](#). National Education Policy Center, 05/2012

Ce rapport présente une analyse des mesures concernant la discipline dans les écoles du Colorado. Deux questions sont abordées : dans quelle mesure la race influe-t-elle sur la nature et l'importance des punitions (les enseignants sont-ils moins impartiaux avec les élèves non blancs) ? La deuxième se penche sur les exclusions et leurs effets négatifs sur les comportements, notamment les décrochages.

Les auteurs proposent des mesures dont l'objectif est de réduire les exclusions surtout quand elles ne sont pas justifiées (face au même problème de discipline, un élève noir est plus souvent exclu qu'un élève blanc).

[Lifting the Fog on Inequitable Financial-Aid Policies : How the Wrong Financial Aid Policies Hurt Low-Income Students](#). Education Trust, 10/2011

Ce rapport fait le point sur les inégalités générées par le système de crédit d'impôt accordé aux familles pour leur frais de scolarité universitaire. Education Trust constate que cette mesure bénéficie surtout aux familles très aisées (plus de 100 000\$ de revenus annuels). Si cet avantage était supprimé par un plafond de revenu, l'argent ainsi économisé par le gouvernement fédéral pourrait servir à financer 900 000 bourses PELL pour étudiants défavorisés.

Nber.org

Michael F. Lovenheim, C. Lockwood Reynolds. [The Effect of Housing Wealth on College Choice: Evidence from the Housing Boom](#). NBER Working Paper, No. 18075, May 2012

The higher education system in the United States is characterized by a large degree of quality heterogeneity, and there is a growing literature suggesting students attending higher quality universities have better educational and labor market outcomes. In this paper, we use NLSY97 data combined with the difference in the timing and strength of the housing boom across cities to examine how short-run home price growth affects the quality of postsecondary schools chosen by students. Our findings indicate a \$10,000 increase in a family's housing wealth in the four years prior to a student becoming of college-age increases the likelihood she attends a flagship public university relative to a non-flagship public university by 2.0 percent and decreases the relative probability of attending a community college by 1.6 percent. These effects are driven by relatively lower and middle-income families. We show that these changes are due to the effect of housing wealth on where students apply, not on whether they are admitted. We also find that short-run increases in home prices lead to increases in direct quality measures of the institutions students attend. Finally, for the lower-income sample, we find home price increases reduce student labor supply and that each \$10,000 increase in home prices is associated with a 1.8% increase in the likelihood of completing college.

Rodney J. Andrews, Jing Li, Michael F. Lovenheim. [Quantile Treatment Effects of College Quality on Earnings: Evidence from Administrative Data in Texas](#). NBER Working Paper, No. 18068, May 2012

This paper uses administrative data on schooling and earnings from Texas to estimate the effect of college quality on the distribution of earnings. We proxy college quality using the college sector from which students graduate and focus on identifying how graduating from UT-Austin, Texas A&M or a community college affects the distribution of earnings relative to graduating from a non-flagship

university in Texas. Our methodological approach uses the rich set of observable student academic ability and background characteristics in the data to adjust the earnings distributions across college sectors for the fact that college sector quality is correlated with factors that also affect earnings. Although our mean earnings estimates are similar to previous work in this area, we find evidence of substantial heterogeneity in the returns to college quality. At UT-Austin, the returns increase across the earnings distribution, while at Texas A&M they tend to decline with one's place in the distribution. For community college graduates, the returns relative to non-flagship four-year graduates are negative across most of the distribution of earnings, but they approach zero and become positive for higher earners. Our data also allow us to estimate effects separately by race and ethnicity, and we find that historically under-represented minorities experience the highest returns in the upper tails of the earnings distribution, particularly among UT-Austin and community college graduates. While we focus on graduates, we also show our estimates are robust to examining college attendees as well as to many other changes in the sample and to the estimation strategy. Overall, these estimates provide the first direct evidence of the extent of heterogeneity in the effect of college quality on subsequent earnings, and our estimates point to the need to consider such heterogeneity in human capital models that incorporate college quality.

Dana Burde, Leigh L. Linden. [The Effect of Village-Based Schools: Evidence from a Randomized Controlled Trial in Afghanistan](#). NBER Working Paper, No. 18039, May 2012

We conduct a randomized evaluation of the effect of village-based schools on children's academic performance using a sample of 31 villages and 1,490 children in rural northwestern Afghanistan. The program significantly increases enrollment and test scores among all children, eliminates the 21 percentage point gender disparity in enrollment, and dramatically reduces the disparity in test scores. The intervention increases formal school enrollment by 42 percentage points among all children and increases test scores by 0.51 standard deviations (1.2 standard deviations for children that enroll in school). While all students benefit, the effects accrue disproportionately to girls. Evidence suggests that the village-based schools provide a comparable education to traditional schools. Estimating the effects of distance on academic outcomes, children prove very sensitive: enrollment and test scores fall by 16 percentage points and 0.19 standard deviations per mile. Distance affects girls more than boys—girls' enrollment falls by 6 percentage points more per mile (19 percentage points total per mile) and their test scores fall by an additional 0.09 standard deviations (0.24 standard deviations total per mile).

Thomas Dee. [School Turnarounds: Evidence from the 2009 Stimulus](#). NBER Working Paper, No. 17990, April 2012

The American Recovery and Reinvestment Act of 2009 (ARRA) targeted substantial School Improvement Grants (SIGs) to the nation's "persistently lowest achieving" public schools (i.e., up to \$2 million per school annually over 3 years) but required schools accepting these awards to implement a federally prescribed school-reform model. Schools that met the "lowest-achieving" and "lack of progress" thresholds within their state had prioritized eligibility for these SIG-funded interventions. Using data from California, this study leverages these two discontinuous eligibility rules to identify the effects of SIG-funded whole-school reforms. The results based on these "fuzzy" regression-discontinuity designs indicate that there were significant improvements in the test-based

performance of schools on the “lowest-achieving” margin but not among schools on the “lack of progress” margin. Complementary panel-based estimates suggest that these improvements were largely concentrated among schools adopting the federal “turnaround” model, which compels more dramatic staff turnover.

Joseph G. Altonji, Erica Blom, Costas Meghir. [Heterogeneity in Human Capital Investments: High School Curriculum, College Major, and Careers](#). NBER Working Paper, No. 17985, April 2012

Motivated by the large differences in labor market outcomes across college majors, we survey the literature on the demand for and return to high school and post-secondary education by field of study. We combine elements from several papers to provide a dynamic model of education and occupation choice that stresses the roles of specificity of human capital and uncertainty about preferences, ability, education outcomes, and labor market returns. The model implies an important distinction between the ex ante and ex post returns to education decisions. We also discuss some of the econometric difficulties in estimating the causal effects of field of study on wages in the context of a sequential choice model with learning. Finally, we review the empirical literature on choice of curriculum and the effects of high school courses and college major on labor market outcomes.

Esther Duflo, Pascaline Dupas, Michael Kremer. [School Governance, Teacher Incentives, and Pupil-Teacher Ratios: Experimental Evidence from Kenyan Primary Schools](#). NBER Working Paper, No. 17939, March 2012

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.

Elizabeth U. Cascio, Douglas O. Staiger. [Knowledge, Tests, and Fadeout in Educational Interventions](#). NBER Working Paper, No. 18038, May 2012

Educational interventions are often evaluated and compared on the basis of their impacts on test scores. Decades of research have produced two empirical regularities: interventions in later grades tend to have smaller effects than the same interventions in earlier grades, and the test score impacts of early educational interventions almost universally “fade out” over time. This paper explores whether these empirical regularities are an artifact of the common practice of rescaling test scores in terms of a student’s position in a widening distribution of knowledge. If a standard deviation in test scores in later grades translates into a larger difference in knowledge, an intervention’s effect on normalized test scores may fall even as its effect on knowledge does not. We evaluate this hypothesis by fitting a model of education production to correlations in test scores across grades and

with college-going using both administrative and survey data. Our results imply that the variance in knowledge does indeed rise as children progress through school, but not enough for test score normalization to fully explain these empirical regularities.

Philippe Aghion, Torsten Persson, Dorothee Rouzet. [Education and Military Rivalry](#), NBER Working Paper, No. 18049, May 2012

Using data from the last 150 years in a small set of countries, and from the postwar period in a large set of countries, we show that large investments in state primary education systems tend to occur when countries face military rivals or threats from their neighbors. By contrast, we find that democratic transitions are negatively associated with education investments, while the presence of democratic political institutions magnifies the positive effect of military rivalries. These empirical results are robust to a number of statistical concerns and continue to hold when we instrument military rivalries with commodity prices or rivalries in a certain country's immediate neighborhood. We also present historical case studies, as well as a simple model, that are consistent with the econometric evidence.

Jennifer Hunt. [The Impact of Immigration on the Educational Attainment of Natives](#). NBER Working Paper, No. 18047, May 2012

Using a state panel based on census data from 1940-2010, I examine the impact of immigration on the high school completion of natives in the United States. Immigrant children could compete for schooling resources with native children, lowering the return to native education and discouraging native high school completion. Conversely, native children might be encouraged to complete high school in order to avoid competing with immigrant high-school dropouts in the labor market. I find evidence that both channels are operative and that the net effect is positive, particularly for native-born blacks, though not for native-born Hispanics. An increase of one percentage point in the share of immigrants in the population aged 11-64 increases the probability that natives aged 11-17 eventually complete 12 years of schooling by 0.3 percentage points, and increases the probability for native-born blacks by 0.4 percentage points. I account for the endogeneity of immigrant flows by using instruments based on 1940 settlement patterns.

Elizabeth U. Cascio, Douglas O. Staiger. [Knowledge, Tests, and Fadeout in Educational Interventions](#). NBER Working Paper, No. 18038, May 2012

Educational interventions are often evaluated and compared on the basis of their impacts on test scores. Decades of research have produced two empirical regularities: interventions in later grades tend to have smaller effects than the same interventions in earlier grades, and the test score impacts of early educational interventions almost universally “fade out” over time. This paper explores whether these empirical regularities are an artifact of the common practice of rescaling test scores in terms of a student's position in a widening distribution of knowledge. If a standard deviation in test scores in later grades translates into a larger difference in knowledge, an intervention's effect on normalized test scores may fall even as its effect on knowledge does not. We evaluate this hypothesis by fitting a model of education production to correlations in test scores across grades and with college-going using both administrative and survey data. Our results imply that the variance in

knowledge does indeed rise as children progress through school, but not enough for test score normalization to fully explain these empirical regularities.

Joseph G. Altonji, Erica Blom, Costas Meghir. [Heterogeneity in Human Capital Investments: High School Curriculum, College Major, and Careers](#). NBER Working Paper, No. 17985, April 2012

Motivated by the large differences in labor market outcomes across college majors, we survey the literature on the demand for and return to high school and post-secondary education by field of study. We combine elements from several papers to provide a dynamic model of education and occupation choice that stresses the roles of specificity of human capital and uncertainty about preferences, ability, education outcomes, and labor market returns. The model implies an important distinction between the ex ante and ex post returns to education decisions. We also discuss some of the econometric difficulties in estimating the causal effects of field of study on wages in the context of a sequential choice model with learning. Finally, we review the empirical literature on choice of curriculum and the effects of high school courses and college major on labor market outcomes.

Nces.ed.gov

[Reading, Mathematics, and Science Achievement of Language-Minority Students in Grade 8](#)

This Issue Brief examines 8th-grade achievement in reading, mathematics, and science for language minority students (i.e., those from homes in which the primary language was one other than English) who began kindergarten in the 1998-99 school year. Data come from the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), which tracked the educational experiences of a nationally representative sample of children who were in kindergarten in the 1998–99 school year. The analyses present a picture of students’ achievement at the end of the study by focusing on students’ scores on the standardized assessments that were administered in the spring of 2007, when most students were in grade 8. Students are categorized into four groups according to language background and English language proficiency. Additionally, assessment scores are reported by three background characteristics—students’ race/ethnicity, poverty status, and mother’s education—that have been found to be related to achievement.

Repec.org

[SCHOOLING AND VOTER TURNOUT: Is there an American Exception?](#)

Arnaud Chevalier (Royal Holloway, University of London, CEE & IZA, Orla Doyle (UCD Geary Institute & School of Economics, University College Dublin)

One of the most consistent findings in studies of electoral behaviour is that individuals with higher education have a greater propensity to vote. The nature of this relationship is much debated, with US studies generally finding evidence of a causal relationship, while European studies generally reporting no causal effect. To assess whether the US is an exception we rely on an international dataset incorporating 38 countries, the ISSP (International Social Survey Programme) from 1985 to 2010. Both instrumental variable and multi-level modelling approaches, reveals that the US is an outlier regarding the relationship between education and voter turnout. Moreover country-specific institutional and economic factors do not explain the heterogeneity in the relationship of interest.

Alternatively, we show that disenfranchisement laws in the U.S. mediate the effect of education on voter turnout, such that the education gradient in voting is greater in U.S. States with the harshest disenfranchisement legislature. As such, the observed relationship between education and voting is partly driven by the effect of education on crime.

[Measuring Italian university efficiency: a non-parametric approach](#)

Monaco, Luisa

This work analyses the performance of Italian universities taking into account technical efficiency. The study provides an assessment of levels of technical efficiency taking into account also environmental factors. We focus on the relationship between levels of technical efficiency and university students dropouts. The efficiency analysis, using Data Envelopment Analysis, w.r.t. the 2009/10 academic year, shows that universities belonging to the private sector have higher efficiency scores than public owned universities. Moreover, a difference arises on a geographical basis where centre-northern universities are generally more efficient than southern ones.

[Does Education Matter for Economic Growth?](#)

Michael S. Delgado (Department of Economics, State University of New York at Binghamton), Daniel J. Henderson (Department of Economics, State University of New York at Binghamton), Christopher F. Parmeter (Department of Economics, University of Miami)

Empirical economic research typically uses education as a proxy for human capital. However, research aimed at validating the inclusion of education measures in growth regressions has yet to reach a consensus, often finding that the sign and significance of education depends on the sample of observations or the specification of the model. The goal of this paper is to reconcile the conflicting empirical evidence and validate (or invalidate) the inclusion of education in international growth regressions by providing a rigorous and systematic search for significance of education. Using methods which are largely immune to model misspecification, we examine six of the most comprehensive education databases in an attempt to identify a robust empirical link between mean years of schooling and economic growth rates. Contrary to a few recent papers that have identified significant nonlinearities between education and growth, our results show that the inclusion of mean years of schooling in growth regressions is not warranted.

[Compulsory Schooling Laws and In-School Crime: Are Delinquents Incapacitated?](#)

Gregory A. Gilpin (Montana State University), Luke A. Pennig (Montana State University)

Minimum dropout age (MDA) laws have been touted as effective policies to bring dropouts off streets and into classrooms. One question to better understand the costs and benefits of these laws is: to what extent do MDA laws displace crime from streets to schools? This research expands the compulsory schooling literature and extends the sparse research on in-school crime by studying how MDA laws affect crimes committed in U.S. public high schools. The analysis is conducted using a difference-in-difference estimator exploiting variation in state-level MDA laws over time. The results indicate that an increase in the MDA to 18 significantly increases in-school crime by 0.434 incidences per 1,000 students or a 6.2% increase. Analyzing specific crime types, the results find that attacks without a weapon, threats without a weapon, and illegal drug incidences increase by 0.627, 0.588 and 0.437 incidences (or 12.2%, 36.3%, and 43.4% increase), respectively. An increase in the MDA to 17 is found to have no effect on in-school crime. The results are robust across different socioeconomic student bodies and control groups. Lastly, we find that in-school crime prevention

resources do not increase with an increase in the MDA, but that utilization rates of suspensions and expulsions change in the direction of fortifying state policymakers efforts to keep juveniles in schools.

[Education and armed conflict: the Kashmir insurgency in the nineties](#)

Parlow, Anton

The experience of the Kashmir insurgency is used, to assess the impact of this armed conflict on educational outcomes of girls and boys who were of school age during the 90's. Girls and boys who went to primary and secondary schools in urban areas of Kashmir during 1990 and 1996 are affected the most by the insurgency. I compare their outcomes to women and men who finished their schooling before 1990 and girls and boys living in less affected regions of Jammu and Kashmir. Girls in urban Kashmir have up to 3.5 years less schooling compared to girls less affected by the violence. Boys and girls more affected by violence are less likely to complete their primary schooling, as well as enroll less in primary schooling, compared to boys and girls less-affected by the insurgency. Secondary education is not affected negatively by the insurgency. The results remain qualitatively robust once accounting for migration, different age cohorts, a different identification of Kashmiri and continuous measurements of violence. The first phase of the insurgency has a negative impact on education, especially for girls in primary schools. Literacy and employment programs should be designed to target these women.

[Education, Rent-seeking and the Curse of Natural Resources.](#)

Wadho, Waqar Ahmed

Empirical evidence suggests that natural resources breed corruption and reduce educational attainments, dampening economic growth. The theoretical literature has treated these two channels separately, with natural resources affecting growth either through human capital or corruption. In this paper, we argue that education and corruption are jointly determined and depend on the endowment of natural resources. Natural resources affect the incentives to invest in education and rent seeking that in turn affect growth. Whether natural resources stimulate growth or induce a poverty-trap crucially depends on inequality in access to education and political participation, as well as on the cost of political participation. For lower inequality and higher cost of political participation, a high-growth and a poverty-trap equilibrium co-exist even with abundant natural resources.

[Economic Openness and Educational Expansion](#)

Mark Gradstein, Denis Nikitin, Heng-fu Zou

This paper documents the vast expansion of schooling over the past several decades. It begins by considering international panel data and makes the observation that poor countries today have higher average education levels than countries at the same level of economic development used to have in the past. It is then argued that this trend can be attributed to the enhanced demand for schooling because of the increase in openness. The analysis of educational expansion in cross-country framework and in China's provinces provides support for the view that educational expansion is related to economy's openness.

[Teacher Preparation Programs and Teacher Quality: Are There Real Differences Across Programs?](#)

Cory Koedel (Department of Economics, University of Missouri-Columbia), Mark Ehlert (Department of Economics, University of Missouri-Columbia), Michael Podgursky (Department of Economics,

University of Missouri-Columbia), Eric Parsons (Department of Economics, University of Missouri-Columbia)

We compare teacher preparation programs in Missouri based on the effectiveness of their graduates in the classroom. The differences in effectiveness between teachers from different preparation programs are very small. In fact, virtually all of the variation in teacher effectiveness comes from within-program differences between teachers. Prior research has overstated differences in teacher performance across preparation programs for several reasons, most notably because some sampling variability in the data has been incorrectly attributed to the preparation programs.

[University Entrepreneurship and Professor Privilege](#)

Erika Farnstrand Damsgaard, Marie C. Thursby

This paper analyzes how institutional differences affect university entrepreneurship. We focus on ownership of faculty inventions, and compare two institutional regimes; the US and Sweden. In the US, the Bayh Dole Act gives universities the right to own inventions from publicly funded research, whereas in Sweden, the professor privilege gives the university faculty this right. We develop a theoretical model and examine the effects of institutional differences on modes of commercialization; entrepreneurship or licenses to established firms, as well as on probabilities of successful commercialization. We find that the US system is less conducive to entrepreneurship than the Swedish system if established firms have some advantage over faculty startups, and that on average the probability of successful commercialization is somewhat higher in the US. We also use the model to perform four policy experiments as suggested by recent policy debates in both countries.

[Università, mercato e imprese: una rassegna critica della letteratura recente](#)

Capellari, Saveria

Technology transfer or knowledge exchange? Which one of the two expressions better identifies the possible modes of interactions between Universities, market and firms? The paper addresses this question in the light of the advancements in the economic literature on the topic. It emerges that channels of interaction go far behind the technology transfer, including traditional output of university - scientific publications and graduates - and a variety of channels ranging from research in cooperation to consultancy. Moreover, it emerges that different channels are often complementary: a fact that has important implications for innovation policies and university long term strategies. The problem of the possible negative feed back of cooperation with private entities on production of open science by academics and on the traditional role of universities is the main concern of a growing stream of literature. Until now the results point, in a large majority, to a complementarity between academic research and market activities. Nonetheless, given the heterogeneity of academic production, and the possible different kinds of production functions, the conclusion can not be easily generalized.

[The Role of Social Networks and Peer Effects in Education Transmission](#)

Bervoets, Sebastian, Calvó-Armengol, Antoni, Zenou, Yves

We propose a dynastic model in which individuals are born in an educated or uneducated environment that they inherit from their parents. We study the role of social networks on the correlation in the parent-child educational status independent of any parent-child interaction. We show that the network reduces the intergenerational correlation, promotes social mobility and

increases the average education level in the population. We also show that a planner that encourages social mobility also reduces social welfare, hence facing a trade off between these two objectives. When individuals choose the optimal level of social mobility, those born in an uneducated environment always want to leave their environment while the reverse occurs for individuals born in an educated environment.

[The social selectivity of international mobility among German university students: A multi-level analysis of the impact of the Bologna process](#)

Finger, Claudia

This discussion paper deals with the social selectivity of internationally mobile German students prior to and after the Bologna Process thereby linking two mobility dimensions that a very rarely brought together - social and spatial mobility. Tackling this issue on multiple levels, I ask how student mobility is understood within key Bologna documents (declarations and communiqués) and how this is related to the social selectivity of international mobility among university students in Germany before and after the begin of the Bologna process (1998/99). At the European level, I examine the Bologna model of mobility as it is presented within central documents of the Bologna Process using a theory-guided qualitative content analysis. Sociological Neo-Institutionalism serves as theoretical and analytical framework to investigate institutional facilitators and barriers to the diffusion of the mobility model to the national and individual levels. Afterwards, I contextualize the German higher education system and describe the specific reception and translation of the Bologna model of mobility by German actors in higher education. At the individual level, Bourdieu's theory of educational reproduction is applied to the case of international student mobility to explain the socially stratified mobility behavior of German students with regard to the decision to go abroad, the country of destination and the duration of a study-related stay abroad. Further, I analyze the impact of the Bologna Process using survey data provided by the German National Association of Student Affairs (Deutsches Studentenwerk) of two cohorts: pre-Bologna (1997) and post-Bologna (2006). The main findings suggest that the social background of students is especially important when it comes to the decision to go abroad. However, if students have broken through the first obstacle and decided to go abroad, the influence of the social origin on the country of destination and the duration of ! mobile p eriods declines. The correlation between social origin and international mobility has, thus far, not weakened over the course of the Bologna Process. Rather, it has increased over time, indicating an incomplete diffusion in Germany of the relatively vague contents of the Bologna model of mobility from the European to the individual level. This result suggests that the Bologna process goals of enhanced spatial and social mobility have not (yet) been achieved

[Education and its Effects on the Income, Health and Survival of those aged Sixty-five and Over](#)

Martin Weale, Silvia Lui

We explore the effects of income and, additionally education on the income, self-reported health and survival of people aged sixty-five and over in order to identify benefits resulting from education which are omitted in the conventional analysis with its focus on labour income excluding employer contributions. We find that well educated people enjoy substantially higher incomes and longer healthy lives. However our estimates of the magnitudes of these are sharply reduced if we imposed on our model, estimated from British Household Panel Survey Data, the restrictions that the mortality rates it generates should be consistent with aggregate official data.

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

Michael McAleer (Erasmus University Rotterdam, Tinbergen Institute, Kyoto University, Complutense University of Madrid), Chia-Lin Chang (Department of Applied Economics Department of Finance National Chung Hsing University), Esfandiar Maasoumi (Department of Economics Emory University)

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.

[Non solo entrate: il percorso della conoscenza attraverso i conti terzi delle Università di Trieste e](#)

Benedetti, Gabriella, De Stefano, Domenico, Salera, Antonio

This paper focuses on the contract research (contratto in conto terzi), a frequent observed type of linkage between university and business but largely neglected in economic studies. The goal of the is twofold: i) to identify the characteristics of this specific “channel” of knowledge transfer (exchange); ii) to specify these relations in terms of network links between universities and external partners. In this paper we study the interactions established in terms of contract research, by the Departments of Universities of the Friuli Venezia Giulia, a northern-east Italian region. Applying Social Network Analysis to data drawn from the administrative databases of two regional Universities, significant interactions between the University Departments and the outside world are shown. Particular attention is paid to the relationships activated with firms, grouped by sector and location, in order to stress the importance of geographical proximity in facilitating university-business relationships. The results support the existence of different knowledge exchange patterns between the two Universities, strongly influenced by the relational behavior and the scientific specialization of the most “central” Departments.

[Why do university graduates regret their study program? A comparison between Spain and the Netherlands](#)

Aleksander Kucel, Montserrat Vilalta-Bufi (Universitat de Barcelona)

In this paper we investigate the determinants of regret of study program for university graduates in Spain and the Netherlands. These two countries differ in their educational system in terms of their educational tracking in secondary education level and the strength of their education-labor market linkages in tertiary education. Therefore, by comparing Spain and the Netherlands, we aim at learning about the consequences that the two educational systems might have on university program regret. Basing on the psychological literature on regret, we derive some expectations on the determinants of regret of study program. Results reveal that, both education track and education-labor mismatch of tertiary education, are important determinants of the likelihood of program regret. Results allow us to derive some policy recommendations on the tertiary education system.

[Problem-based learning in secondary education: Evaluation by a randomized experiment](#)

De Witte, Kristof (KULeuven, Maastricht Universiteit), Rogge, Nicky (Hogeschool-Universiteit Brussel (HUB))

The effectiveness of problem based learning (PBL) in terms of increasing student knowledge and skills has been extensively studied for higher education students and in non-experimental settings. This paper tests the effectiveness of PBL as an alternative instruction method in secondary education. In a controlled randomized experiment, we estimate its effect on tested student attainments, on perceived student attainments, on autonomous and controlled motivation and on class atmosphere. The outcomes indicate a non-significant negative effect on student achievements, a non-significant effect on motivation and a significant positive effect on class atmosphere.

[Assesing Educational Equality and Equity with Large-Scale Assessment Data: Brazil as a Case Study](#)

J. Douglas Willms, Lucía Tramonte, Jesús Duarte, María Soledad Bos

Researchers have defined and assessed inequalities and inequities in education in various ways, making it difficult to make comparisons among countries or among jurisdictions within countries. This paper sets out practical definitions for equality and equity in education and discusses the prominent issues regarding the use of large-scale national and international assessment data to assess them. Examples are drawn from the national assessment data from Brazil.

[Empowering Women Through Education: Evidence from Sierra Leone](#)

Naci H. Mocan, Colin Cannonier

We use data from Sierra Leone where a substantial education program provided increased access to education for primary-school age children but did not benefit children who were older. We exploit the variation in access to the program generated by date of birth and the variation in resources between various districts of the country. We find that the program has increased educational attainment and that an increase in education has changed women's preferences. An increase in schooling, triggered by the program, had an impact on women's attitudes towards matters that impact women's health and on attitudes regarding violence against women. An increase in education has also reduced the number of desired children by women and increased their propensity to use modern contraception and to be tested for AIDS. While education makes women more intolerant of practices that conflict with their well-being, increased education has no impact on men's attitudes towards women's well-being.

[The returns to private education: evidence from Mexico](#)

Chiara Binelli (Institute for Fiscal Studies and University of Southampton), Marta Rubio Codina (Institute for Fiscal Studies)

Despite the rapid expansion and increasing importance of private education in developing countries, very little is known about the impact of studying in private schools on educational attainment and wages. This paper contributes to filling this gap by estimating the returns to private high schools in Mexico. We construct a unique dataset that combines labor market outcomes and historical school census data, and we exploit changes in the availability and size of public and private high schools across states and over time for identification. We find substantial evidence of a positive effect of studying in a private high school on wages after college graduation, and we discuss alternative mechanisms that can explain this finding.

[Immigrant Pupils' Scientific Performance: The Influence of Educational System Features of Origin and Destination Countries](#)

Jaap Dronkers (Maastricht University), Manon de Heus, Mark Levels (Maastricht University)

This paper explores the extent to which educational system features of destination and origin countries can explain differences in immigrant children's educational achievement. Using data from the 2006 PISA survey, we performed cross-classified multilevel analysis on the science performance of 9,279 15-year-old immigrant children, originating from 35 different countries, living in 16 Western countries of destination. We take into account a number of educational system characteristics of the countries of destination and origin, in order to measure the importance of differentiation, standardization, and the availability of resources. Our results show that differences in educational achievement between immigrants cannot be fully attributed to individual characteristics. Educational system characteristics of countries of destination and origin are also meaningful. At the origin level, the length of compulsory education positively influences educational performance. This is especially the case for immigrant pupils who attended education in their countries of origin. Results show that at the destination level, teacher shortage negatively affects immigrant pupil's scientific performance. Moreover, immigrant children perform less in highly stratified systems than they do in moderately differentiated or comprehensive ones. Especially immigrant children with highly educated parents perform worse in highly stratified systems.

[Accounting for economies of scope in performance evaluations of university professors](#)

De Witte, Kristof (KULeuven, Maastricht Universiteit), Rogge, Nicky (Hogeschool-Universiteit Brussel (HUB)), Cherchye, Laurens (KULeuven, Tilburg University), Van Puyenbroeck, Tom (Hogeschool-Universiteit Brussel (HUB))

Teaching and research are widely regarded as the two key activities of academics. We propose a tailored version of the popular Data Envelopment Analysis methodology to evaluate the overall performance of university faculty. The methodology enables accounting for the potential presence of economies of scope between the teaching and research activities. It is illustrated with a dataset of professors working at a Business & Administration department of a university college. The estimation results reveal that overall the performance scores of faculty decrease if we allow for spillovers from research to teaching and vice-versa.

[Decomposing the Rural-Urban Differential in Student Achievement in Colombia Using PISA Microdata](#)

Ramos, Raul (University of Barcelona), Duque, Juan Carlos (Universidad EAFIT), Nieto, Sandra (University of Barcelona)

Despite the large number of studies that draw on Programme for International Student Assessment (PISA) microdata in their analyses of the determinants of educational outcomes, no more than a few consider the relevance of geographical location. In going some way to rectify this, our paper examines the differences in educational outcomes between students attending schools in rural areas and those enrolled in urban schools. We use microdata from the 2006 and 2009 PISA survey waves for Colombia. The Colombian case is particularly interesting in this regard due to the structural changes suffered by the country in recent years, both in terms of its political stability and of the educational reform measures introduced. Our descriptive analysis of the data shows that the educational outcomes of rural students are worse than those of urban students. In order to identify the factors underpinning this differential, we use the Oaxaca-Blinder decomposition and then exploit the time variation in the data using the methodology proposed by Juhn-Murphy-Pierce. Our results show that most of the differential is attributable to family characteristics as opposed to those of the school. From a policy perspective, our evidence supports actions addressed at improving conditions in the family rather than measures of positive discrimination of rural schools.

[Electoral Impacts of Uncovering Public School Quality: Evidence from Brazilian Municipalities](#)

Firpo, Sergio (São Paulo School of Economics), Pieri, Renan (São Paulo School of Economics), Souza, André Portela (São Paulo School of Economics)

School accountability systems that establish the adoption of incentives for teachers and school managers usually impact positively students' performance. However, in many circumstances, school accountability systems may face institutional restrictions to establish rewards and sanctions to administrators. In that aspect, the Brazilian accountability system is an interesting example: Most of primary public schools are run by municipal officials and federal government cannot enforce the adoption of incentives at local level. However, because mayors of Brazilian municipalities are the ultimate responsible for public elementary education we provide evidence that in 2008 local election, just some months after the publication of the second wave of a new evaluation of public schools run every two years by federal government, mayors became electorally accountable for not improving school quality. The results show that, on average, one point increase in a 0-10 scale index from 2005 to 2007 increased by around 5 percentage points the probability of re-election. This effect is even greater in localities with lower per capita income and those where the fraction of children at school age is larger. Therefore, electoral accountability may play a complementary role in school accountability systems that had not yet been fully exploited by education and political economics and political science literatures.

[The Effect of Early Entrepreneurship Education: Evidence from a Randomized Field Experiment](#)

Rosendahl Huber, Laura (University of Amsterdam), Sloof, Randolph (University of Amsterdam)
van Praag, Mirjam (University of Amsterdam)

The aim of this study is to analyze the effectiveness of early entrepreneurship education. To this end, we conduct a randomized field experiment to evaluate a leading entrepreneurship education program that is taught worldwide in the final grade of primary school. We focus on pupils' development of relevant skill sets for entrepreneurial activity, both cognitive and non-cognitive. The results indicate that cognitive entrepreneurial skills are unaffected by the program. However, the program has a robust positive effect on non-cognitive entrepreneurial skills. This is surprising since previous evaluations found zero or negative effects. Because these earlier studies all pertain to

education for adolescents, our result tentatively suggests that non-cognitive entrepreneurial skills are best developed at an early age.

[Measuring Business Schools' Service Quality in an Emerging Market Using an Extended SERVQUAL Instrument](#)

Esther Mbise (College of Business Education, Dar-es-Salaam, Tanzania. ermbise@yahoo.com), Ronald S.J. Tuninga (Open University of the Netherlands, Heerlen, the Netherlands. ron.tuninga@ou.nl)

Purpose: An extended SERVQUAL instrument is developed, validated and used to measure perceived service quality delivered to students by business schools in an emerging market economy. **Design/Methodology/Approach:** The study adopts a quantitative approach. A longitudinal survey is conducted with conveniently selected students in their final year of study from two business schools in an emerging market economy. The study is based on the Gaps model (Parasuraman et al., 1985). Procedures for developing a reliable and a valid multi-item instrument are observed. Pre-testing of the instrument has been conducted before it is administered to the sampled population. **Findings:** The students' gap scores on perceived education services from an emerging economy are presented. The use of the extended SERVQUAL model is suggested to monitor student/employee expectations and perceptions during and after the education service delivery process. Students attach different weights to the service quality dimensions. The new Process Outcome dimension is found to substantially add to the SERVQUAL model and is more important than the other dimensions. The validity of the extended SERVQUAL model for practical use is >0.95 . Prediction of the level of service quality delivered, using six dimensions, indicates that the level of service quality is explained mostly by Process Outcome and Tangibles dimensions. **Research Limitations/Implications:** The study was conducted at only two business schools, conveniently selected in an emerging market. This limits the generalization of results. The data were collected at two points in time using the same participants. This may have prompted the participants to remember responses given in the previous survey while responding in the second survey. **Practical Implications:** It is suggested that using the extended SERVQUAL model as a tool can enable managers of business schools to identify the factors on which students/employees base their quality assessment of the education services they receive. Knowledge of these factors will enable managers in emerging economies to periodically assess, sustain and improve quality of the whole service delivery process. Priorities can be set to allocate scarce resources properly to make effective investment decisions to improve quality per school and in higher education, in general. The paper further suggests that Regulatory bodies make use of this model when comparing performance of business schools, focusing on student experiences as a supplement to the traditional performance measures. **Originality/Value:** An extended SERVQUAL model has been developed and validated to measure education services quality of business schools from the perspective of students as customers who receive such services in an emerging market economy. A Process Outcome dimension measuring students' satisfaction with the knowledge and skills received from education services has been added to the original SERVQUAL model. The study is longitudinal making it different from previous studies, which are mostly cross-sectional in nature.

[Gender Effects of Education on Economic Development in Turkey](#)

Aysit Tansel (Middle East Technical University), Nil Demet Güngör (Atılım University)

Several recent empirical studies have examined the gender effects of education on economic growth or on steady-state level of output using the much exploited, familiar cross-country data in order to determine their quantitative importance and the direction of correlation. This paper undertakes a

similar study of the gender effects of education using province level data for Turkey. The main findings indicate that female education positively and significantly affects the steady-state level of labor productivity, while the effect of male education is in general either positive or insignificant. Separate examination of the effect of educational gender gap was negative on output. The results are found to be robust to a number of sensitivity analyses, such as elimination of outlier observations, controls for simultaneity and measurement errors, controls for omitted variables by including regional dummy variables, steady-state versus growth equations and considering different samples.

[More Apples Less Chips? The Effect of School Fruit Schemes on the Consumption of Junk Food](#)

Brunello, Giorgio (University of Padova), De Paola, Maria (University of Calabria), Labartino, Giovanna (IRVAPP)

We use scanner data of supermarket sales to investigate the effects of the EU School Fruit campaign, conducted in a sample of primary schools in the city of Rome during 2010 and 2011, on the consumption of unhealthy snacks. We allocate supermarkets to treatment and control groups depending on whether they are located or not near treated schools and estimate the causal effect of the program by comparing the changes in the sales of snacks in treated stores with the changes in control stores. We find evidence that the campaign reduced the consumption of unhealthy snacks bought in stores located in high income areas. No effect is found in poorer areas. Repeated treatment does not strengthen the effects of the program.

[Positive but also negative effects of ethnic diversity in schools on educational performance? An empirical test using PISA data](#)

Jaap Dronkers (Maastricht University), Rolf van der Velden (Maastricht University)

In this chapter, we will estimate the effects on language skills of two characteristics of school populations: average/share and diversity, on both the ethnic and the sociocultural dimensions. We will use the cross-national Program for International Student Assessment (PISA) 2006 data for native students and students with an immigrant background, in which both cohorts are 15 years old. A greater ethnic diversity of school populations in secondary education hampers the educational performance of students with an immigrant background but does not significantly affect that of native students. The sociocultural diversity of schools has no effect on educational performance. However, the level of the curriculum attended by the students and the average parental sociocultural status of schools are important variables that explain the educational performance of children. A higher share of students of non-Islamic Asian origin in a school increases the educational performance of both native and immigrant students of other origins in that school. Students from non-Islamic Asian countries in schools with higher shares of students of non-Islamic Asian origin perform better than do comparable students originating from other regions. Students originating from Islamic countries have substantially lower language scores than do equivalent students with an immigrant background from other regions. This cannot be explained by individual socioeconomic backgrounds, school characteristics, or educational systems.

[The effect of team learning on student profile and student performance in accounting education](#)

E. OPDECAM, P. EVERAERT, H. VAN KEER, F. BUYSSCHAERT

The first objective of this study is to investigate students' preferences for learning methods in relation to their learning strategy, motivation, gender, and ability. Two learning methods are

considered: team learning and lecture-based learning. The second objective is to explore the effectiveness of the chosen learning method by comparing academic achievement between the lecture-based and team-learning groups. A quasi-experiment was administered, consisting of an untreated control group with a pre-test and a post-test, for a first-year undergraduate accounting class. Students choose one of the two learning paths and subsequently follow their chosen learning path. The results show that female students had a higher preference for team learning than male students. Furthermore, team-learning students were more intrinsically motivated, had a lower ability level, and had less control of their learning beliefs, but they were more willing to share their knowledge with peers. The teamlearning approach also resulted in increased performance in an advanced accounting course while controlling for the differences in gender and ability. This beneficial impact of team learning on performance was not found for other courses, leading to the conclusion that team learning offers an appropriate learning method at the university level for a first-year accounting course.

[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.

[The Educational Performance of Children of Immigrants in Sixteen OECD Countries](#)

Jaap Dronkers (Maastricht University), Manon de Heus

Using Program for International Student Assessment [PISA] 2006 data, we examine the science performance of 9,279 15-year-old children of immigrants, originating from 35 different countries, living in 16 Western countries of destination. Whereas former research has mainly paid attention to the influence of individual-level characteristics on the educational performance of immigrants, this study's focus is on macro-level characteristics. Using a cross-classified multilevel approach, we examine the impact of educational systems and political, economic, and religious features of both countries of origin and destination. The results show that at the destination level the degree of teacher shortage has a negative, and a longer history of migration has a positive, effect on science performance. Moreover, comprehensive educational systems have a positive influence on immigrant children's performance, but this is only the case for higher class children. At the origin level, the compulsory period of education has a positive effect on immigrants' science performance. Moreover, whereas immigrants from countries with an Eastern religious affiliation perform better than immigrants from Christian countries, immigrants from Islamic countries perform worse.

[Measuring Test Measurement Error: A General Approach](#)

Donald Boyd, Hamilton Lankford, Susanna Loeb, James Wyckoff

Test-based accountability including value-added assessments and experimental and quasi-experimental research in education rely on achievement tests to measure student skills and knowledge. Yet we know little regarding important properties of these tests, an important example

being the extent of test measurement error and its implications for educational policy and practice. While test vendors provide estimates of split-test reliability, these measures do not account for potentially important day-to-day differences in student performance. We show there is a credible, low-cost approach for estimating the total test measurement error that can be applied when one or more cohorts of students take three or more tests in the subject of interest (e.g., state assessments in three consecutive grades). Our method generalizes the test-retest framework allowing for either growth or decay in knowledge and skills between tests as well as variation in the degree of measurement error across tests. The approach maintains relatively unrestrictive, testable assumptions regarding the structure of student achievement growth. Estimation only requires descriptive statistics (e.g., correlations) for the tests. When student-level test-score data are available, the extent and pattern of measurement error heteroskedasticity also can be estimated. Utilizing math and ELA test data from New York City, we estimate the overall extent of test measurement error is more than twice as large as that reported by the test vendor and demonstrate how using estimates of the total measurement error and the degree of heteroskedasticity along with observed scores can yield meaningful improvements in the precision of student achievement and achievement-gain estimates.

[Equal opportunity in educational contexts: Comparing the feasibility of divergent conceptualizations](#)

Kappius, Robert

For political advice towards equal opportunities in educational policy fields, different conceptualizations of the term coexist. While e.g. Roemer and Van de Gaer focused on outcome opportunities, but differed with respect to individual versus group perspective, other scholars like Sen and Thomson interpreted the norm to reflect equal initial choice sets, but differed in their interpretation of relevant choice alternatives. Normative content being partly delegated to political debate, those concepts still incorporate different framings for interpreting equality of opportunity and consequently trigger biased policies. To address this shortcoming, I propose a multidimensional scope of equal opportunity interpretations and distinguish feasibility issues of different perspectives toward equal opportunities in educational contexts. Contextual characteristics concerning elementary and vocational schooling as well as decentralized education are shown to enable more precise recommendations in terms of feasibility of equal opportunity concepts. Inclusion of divergent conceptualizations may thus prove helpful to overcome feasibility issues.

[Vertical and Horizontal Education-Job Mismatches in the Korean Youth Labor Market : A Quantile Regression Approach](#)

Hong-Kyun Kim (Department of Economics, Sogang University, Seoul), Seung C. Ahn (Department of Economics, Arizona State University and Sogang University), Jihye Kim (Department of education policy and social analysis, Columbia University, U.S.A)

In an analysis based on a cohort of Korean college graduates, there was a positive relationship between over-education and horizontal mismatches, and in a subsequent regression analysis disregarding horizontal education-job mismatches (over-education), the wage penalty for over-education (horizontal mismatches) was overestimated. Low-ability groups showed significant overestimation, ranging from 8.3% to 89.5%. According to the quantile regression results, the level of wage penalties for over-education and horizontal mismatches varied according to the worker's ability. The relative importance of these penalties varied according to the worker's ability and gender. Specifically, the wage penalty for horizontal mismatches exceeded that for over-education

for low-ability male workers, whereas the wage penalty for over-education exceeded that for horizontal mismatches for female workers regardless of their ability.

[Why women are progressive in education?: Gender disparities in human capital, labor markets, and family arrangement in the Philippines](#)

Yamauchi, Futoshi, Tiongco, Marites

This paper shows mutually consistent evidence to support female advantage in education and disadvantage in labor markets observed in the Philippines. We set up a model that shows multiple Nash equilibria to explain schooling and labor market behaviors for females and males. Our evidence from unique sibling data of schooling and work history and from the Philippine Labor Force Survey support that family arrangement to tighten commitment between daughters and parents keeps a high level of schooling investments in daughters. Because wage penalty to females in labor markets means that education is relatively important as a determinant of their earnings, parental investments in their daughters' education has larger impacts on the income of their daughters than on their sons. Parents expect larger income shared from better-educated adult daughters. In contrast, males stay in an equilibrium, with low levels of schooling investment and income sharing.

[Effects of credit scores on consumer payment choice](#)

Fumiko Hayashi, Joanna Stavins

Anecdotally, a negative relationship between the use of debit cards and credit scores has been reported: Consumers with lower credit scores use debit cards more intensively than those with higher credit scores. However, it is not clear whether credit scores have real effects on consumer payment choice or whether the negative relationship is caused by other factors, such as education or income. ; If credit scores have real effects, a negative relationship between debit card use and credit scores could imply supply-side effects, demand-side effects, or a combination of both. If credit scores significantly influence consumer access to credit cards, credit limit, or the cost of credit cards, then the negative relationship likely results from supply-side constraints. If a lower credit score is associated with differences in underlying consumer tastes and preferences for payment methods, then the negative relationship is likely due to demand-side effects. ; In this paper, we investigate the effects of credit scores on consumer payment behavior, especially on debit and credit card use. Because we find that credit scores have real effects, we investigate what credit scores imply. Preliminary evidence strongly suggests that supply-side factors play an important role in the cost of credit and in access to credit.

[The relative importance of social and cultural capital for educational performance: Eastern versus Western Europe](#)

Prokic-Breuer, Tijana

[The Two Faces of R&D and Human Capital: Evidence from Western European Regions](#)

Johanna Vogel

This paper investigates two channels through which research and development (R&D) and human capital may affect regional total factor productivity growth in the manufacturing sector, using panel data on 159 EU-15 regions from 1992 to 2005. Based on the endogenous growth model of Griffith, Redding and Van Reenen (2003), we allow R&D and human capital to influence productivity growth both directly, reflecting own innovation, and indirectly, reflecting imitation of frontier technology.

Further, the model allows for conditional convergence to a long-run level of TFP relative to the frontier. We also develop an extension that captures geographically localised technology spillovers. Our preferred system-GMM estimates provide evidence of a positive and significant direct effect of human capital, and a positive and significant indirect effect of R&D on productivity growth. This may be interpreted as lending support to the recent focus of EU regional policy on raising educational attainment and R&D expenditures, although their channels of influence appear to differ. Our results also suggest that TFP convergence has taken place over our sample period and that geographic distance to the technology frontier matters.

[Virtual R&D Teams: A potential growth of education-industry collaboration](#)

Nader Ale Ebrahim (UM - University of Malaya - Department of Engineering Design and Manufacture, Faculty of Engineering, University of Malaya), Shamsuddin Ahmed (UM - University of Malaya - Department of Engineering Design and Manufacture, Faculty of Engineering, University of Malaya) Zahari Taha (UMP - Faculty of Manufacturing Engineering and Management Technology, University Malaysia Pahang - Education)

Introduction: With the advent of the global economy and high-speed Internet, online collaboration is fast becoming the norm in education and industry [1]. Information technology (IT) creates many new inter-relationships among businesses, expands the scope of industries in which a company must compete to achieve the competitive advantage. Information systems and technology allow companies to coordinate their activities in distant geographic locations [2]. IT is providing the infrastructure necessary to support the development of new collaboration forms among industry and education. Virtual research and development (R&D) teams represent one such relational form, one that could revolutionize the workplace and provide organizations with unprecedented levels of flexibility and responsiveness [3-4].

[Educación y Participación Económica de los Jóvenes en Argentina. Un análisis de sus determinantes \(2004-2009\)](#)

Groisman, Fernando, Calero, Analía V.

This paper analyzes the determinants of school attendance and labor participation of young people between 15 and 18 years old in Argentina. The empirical analysis is based on bivariate probit models for the period 2004-2009 with data coming from the Permanent Household Survey –INDEC–. The results show the positive impact associated to the presence of a household member in a registered job on both the school attendance and the economic inactivity of youth.

[Education, Gender, Religion, Politics: What Priorities for Cultural Integration Policies in Switzerland?](#)

Pierre Kohler (Graduate Institute of International Studies)

This paper explores cultural integration paths of eight migrant groups in Switzerland. It specifically analyzes the evolution of objective behaviors and subjective attitudes of migrants from the first to the second generation. In order to deepen the analysis, the cultural integration of migrants is further examined from different perspectives: across cohorts (older vs. younger migrants) and across types of couples (individuals in endogamous vs. mixed couples). Gender differences are also paid attention to. First, behaviors are examined by looking at performances of migrants at school (educational attainment and gender gap). As women play a key role in the transmission of cultural traits and the socialization of the second generation, the focus then turns to their position in the couple (marriage, intermarriage, age and education gap between partners, early marriage, cohabitation, fertility,

divorce) and in the labor market (labor force participation). Finally, this paper proposes to look at migrants' use of language, their feelings towards Switzerland, as well as their attitudes towards gender, religious and political issues. Evidence points to overall convergence. As the most striking and lasting differences across groups do not pertain to educational achievement, religious or political attitudes but to gender-related attitudes and, even more, to gender-related behaviors in endogamous couples, it appears that migration-related gender issues and migration-specific household dynamics" should be taken into account in the design of future cultural integration policies.

[The Effect of Teacher Gender on Student Achievement in Primary School: Evidence from a Randomized Experiment](#)

Antecol, Heather (Claremont McKenna College), Eren, Ozkan (University of Nevada, Las Vegas), Ozbeklik, Serkan (Claremont McKenna College)

This paper attempts to reconcile the contradictory results found in the economics literature and the educational psychology literature with respect to the academic impact of gender dynamics in the classroom. Specifically, using data from a randomized experiment, we look at the effects of having a female teacher on the math test scores of students in primary school. We find that female students who were assigned to a female teacher without a strong math background suffered from lower math test scores at the end of the academic year. This negative effect however not only seems to disappear but it becomes (marginally) positive for female students who were assigned to a female teacher with a strong math background. Finally, we do not find any effect of having a female teacher on male students' test scores (math or reading) or female students' reading test scores. Taken together, our results tentatively suggest that the findings in these two streams of the literature are in fact consistent if one takes into account a teacher's academic background in math.

[Heterogeneity in Human Capital Investments: High School Curriculum, College Major, and Careers](#)

Joseph G. Altonji, Erica Blom, Costas Meghir

Motivated by the large differences in labor market outcomes across college majors, we survey the literature on the demand for and return to high school and post-secondary education by field of study. We combine elements from several papers to provide a dynamic model of education and occupation choice that stresses the roles of specificity of human capital and uncertainty about preferences, ability, education outcomes, and labor market returns. The model implies an important distinction between the ex ante and ex post returns to education decisions. We also discuss some of the econometric difficulties in estimating the causal effects of field of study on wages in the context of a sequential choice model with learning. Finally, we review the empirical literature on choice of curriculum and the effects of high school courses and college major on labor market outcomes.

[Peer Effects: Evidence from Secondary School Transition in England](#)

Gibbons, Steve (London School of Economics), Telhaj, Shqiponja (London School of Economics)

We study the effects of peers on school achievement, with detailed data on children making the same primary to secondary school transition in consecutive years in England. Our estimates show that secondary school composition, on entry at age 12, affects achievement at age 14, although the effect sizes are small. These secondary school peer effects originate in peer characteristics encapsulated in family background and early achievements (age 7), rather than subsequent test score gains in primary school. Our specifications control for individual unobservables and school fixed

effects and trends, rendering peer group composition conditionally uncorrelated with student's characteristics.

[No Pass No Drive: Education and Allocation of Time](#)

Barua, Rashmi (Singapore Management University), Vidal-Fernández, Marian (University of New South Wales)

Do negative incentives or sticks in education improve student outcomes? Since the late 1980s, several U.S. states have introduced No Pass No Drive (NPND) laws that set minimum academic requirements for teenagers to obtain driving licenses. Using data from the American Community Survey (ACS) and Monitoring the Future (MTF), we exploit variation across state, time, and cohort to show that NPND laws led to a 6.4 percentage point increase in the probability of graduating from high school among black males. Further, we show that NPND laws were effective in reducing truancy and increased time allocated to school-work at the expense of leisure and work.

[How does aid matter? The effect of financial aid on university enrolment decisions](#)

Loris Vergolini (IRVAPP, Research Institute for the Evaluation of Public Policies), Nadir Zanini (IRVAPP, Research Institute for the Evaluation of Public Policies)

Using a counterfactual approach, this paper empirically investigates the impact of an educational programme recently introduced in the Province of Trento (North-East of Italy). The aim of the policy is to foster university enrolment of students from low-income families and to reduce inequalities in access to higher education. The programme, known as Grant 5B, consists in generous incentives: it targets the university students from low-income families and is awarded upon both merit and demonstrated financial need. We exploit data from an ad hoc survey conducted on a sample of upper secondary graduates and employ a regression discontinuity design to estimate the impact of the intervention on the university enrolment decisions. We find that the programme has no significant effect on enrolment rates, but it exerts a positive effect on redirecting students already bound for university to enrol outside the place of residence. Relying on the relative risk aversion theory, we explain why a relaxation of the eligibility rules based on merit might be more effective in reducing social inequalities in access to university.

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

Gathmann, Christina, Jürges, Hendrik, Reinhold, Steffen

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.

[Non-Native Speakers of English in the Classroom: What Are the Effects on Pupil Performance?](#)

Geay, Charlotte (Paris Graduate School of Economics, ENSAE), McNally, Sandra (London School of Economics), Telhaj, Shqiponja (London School of Economics)

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

Meghir, Costas (Yale University), Palme, Mårten (Stockholm University), Simeonova, Emilia (Tufts University)

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.

[Cross-Border Collaborative Degree Programs in East Asia: Expectations and Challenges](#)

Yuki, Takako, Hong, Yeeyoung, Kang, Kyuwon, Kuroda, Kazuo

This paper sheds light on the increasingly diverse forms of cross-border higher education in East Asia, ranging from traditional student mobility (e.g., full-time study abroad) to the mobility of the programs themselves. Specifically, this paper examines the expected outcomes and risks or challenges of cross-border collaborative degree programs by focusing on differences in the level of collaboration and by using two survey datasets on leading East Asian universities and their collaborative degree programs. As for the expected outcomes of such programs, this survey of universities indicates that improving the quality of education is perceived as a more important outcome of collaborative degree programs than it is for traditional forms of simple student mobility. However, this survey of programs confirms the variation in the degree of collaboration among collaborative programs in terms of location, curriculum and degree provision; it also shows that bilateral programs, which require greater collaboration between the partner institutions, tend to perceive promoting intercultural awareness, achieving research excellence and promoting regional collaboration and Asian identity as more important than one-side led programs do. Bilateral programs also see economic benefits in collaborative degree programs, such as meeting the demands of the global economy, when the data samples used for the analysis are limited to programs conducted between institutions from high-income and middle-income countries, thus excluding programs with low-income countries. On the other hand, the risks and challenges of cross-border collaborative degree programs tend to be perceived as less significant by bilateral programs than by one-side led programs. These results point to the importance of the greater involvement of each of the partner institutions in meeting the expectations of the other partner and mitigating any risks or challenges in cross-border degree programs. In particular, it is worth considering such

increasingly higher levels of collaboration as each country in the partnership develops its economy and higher education institutions.

[On The Political Economy Of Educational Vouchers](#)

Dennis N. Epple, Richard Romano

Two significant challenges hamper analyses of collective choice of educational vouchers. One is the multi-dimensional choice set arising from the interdependence of the voucher, public education spending, and taxation. The other is that household preferences between public and private schooling vary with the policy chosen. Even absent a voucher, preferences over public spending are not single-peaked; a middling level of public school spending may be less attractive to a household than either high public school spending or private education coupled with low public spending. We show that Besley and Coate's (1997) representative democracy provides a viable approach to overcome these hurdles. We provide a complete characterization of equilibrium with an endogenous voucher. We undertake a parallel quantitative analysis. For income distributions exhibiting substantial heterogeneity, such as the U.S. distribution, we find that no voucher arises in equilibrium. For tighter income distributions, however, a voucher arises. For example, with the income distribution of Douglas County, Colorado, where a voucher was recently adopted, our model predicts a positive voucher. Public support for a not-to-large voucher arises because the cross subsidy to public school expenditure from those switching to private schools outweighs the subsidy to those that attend private school without a voucher.

[Left behind by birth month](#)

Solli, Ingeborg (University of Stavanger)

Utilizing comprehensive administrative data from Norway I investigate birth month effects on school performance at age 16, educational achievement at age 19 and 25 and earnings at age 30. I demonstrate that the oldest children in class have a substantially higher 10th grade GPA than their younger peers. The birth month differences are similar across gender, but stronger for less advantaged children. The birth month effects are robust to controlling for sibling fixed effects. On longer term outcomes, I find that the youngest children in class have a significantly lower probability of having completed high school at age 19, are less likely to enroll into college by age 25, and have substantially lower earnings at age 30. The effects on educational achievement and earnings are more pronounced for boys and for less advantaged children.

[Multiple futures for higher education in a multi-level structure](#)

Havas, Attila

'Futures' (images of the future) are often devised at the level of a single university or at a national level for the overall higher education system. However, the bulk of trends and driving forces shaping universities' future are international in their nature and universities operate in broader socio-economic and S&T systems. Hence, futures devised in a multi-level structure would better assist decision-makers and stakeholders. This approach is a demanding one in several respects, but offers significant advantages: (i) the potential changes in the social, economic and S&T systems, in which universities are embedded, as well as their impacts on higher education can be considered systematically; (ii) the substantial diversity of higher education systems and individual universities can be taken into account; and (iii) the likely impacts of various policy options can also be analysed.

[Mental Health and Education Decisions](#)

Cornaglia, Francesca (Queen Mary, University of London), Crivellaro, Elena (University of Padova), McNally, Sandra (London School of Economics)

Mental health problems – and depression in particular – have been rising internationally. The link between poor mental health and poor educational outcomes is particularly interesting in the case of the UK which has a low international ranking both on measures of child wellbeing and the probability of early drop-out from the labour market and education. We study this issue using a large longitudinal study of a recent cohort of teenagers in England. We use the General Health Questionnaire to derive measures of poor mental health. We find a large negative association between mental health problems and educational outcomes – where we consider examination results before leaving compulsory education and the probability of being "not in education, employment or training" at a young age. The association is large even after including a very rich set of controls. Results are stronger for girls and also vary according to the different components of the mental health measure. We also explore the potential role of intermediary mechanisms (truancy and risky behaviors).

[Repeated Selection with Heterogenous Individuals and Relative Age Effects](#)

Dawid, Herbert (University of Bielefeld), Muehlheusser, Gerd (University of Hamburg)

In contexts such as education and sports, skill-accumulation of individuals over time crucially depends on the amount of training they receive, which is often allocated on the basis of repeated selection. We analyze optimal selection policies in a model of endogenous skill formation where, apart from their ability to transform training into skills, individuals also differ with respect to relative age. The latter has been identified by recent empirical research as a major determinant for performance differentials within cohorts. We find that the optimal policy is pro-competitive at later selection stages in the sense of selecting the individuals with the higher skill signals. All eventual corrections due to relative age occur at early stages, where selection is either counter-competitive (i.e. individuals with low skill signals are selected) or even avoided at all. Thereby, the induced selection quality is non-monotone in the degree of ex-ante asymmetry due to relative age. Finally, the (empirical) observation of persistent relative age effects does in general not hint at suboptimal selection policies.

[The Intergenerational Persistence of Human Capital: An Empirical Analysis of Four Generations](#)

Lindahl, Mikael (Uppsala University), Palme, Mårten (Stockholm University), Sandgren Massih, Sofia (Uppsala University), Sjögren, Anna (IFAU)

Most previous studies of intergenerational transmission of human capital are restricted to two generations – parents and their children. In this study we use a Swedish data set which enables us link individual measures of lifetime earnings for three generations and data on educational attainments of four generations. We investigate to what extent estimates based on income data from two generations accurately predicts earnings persistence beyond two generations. We also do a similar analysis for intergenerational persistence in educational attainments. We find two-generation studies to severely under-predict intergenerational persistence in earnings and educational attainment over three generations. Finally, we use our multigenerational data on educational attainment to estimate the structural parameters in the Becker-Tomes model. Our results suggest a small or no causal effect of parental education on children's educational attainment.

[Educational Signaling, Credit Constraints and Inequality Dynamics](#)

Marcello D'Amato (Università di Salerno, and CSEF), Dilip Mookherjee (Boston University)

We present a dynamic OLG model of educational signaling, inequality and mobility with missing credit markets. Agents are characterized by two sources of unobserved heterogeneity: ability and parental income, consistent with empirical evidence on returns to schooling. Both quantity and quality of human capital evolve endogenously. The model generates a Kuznets inverted-U pattern in skill premia similar to historical US and UK experience. In the first (resp. later) phase the skill premium rises (falls), social returns to education exceed (falls below) private returns: under-investment owing to financial imperfections dominate (are dominated by) over-investment owing to signaling distortions. There always exist Pareto-improving policy interventions reallocating education between poor and rich children.

2. Sommaires de revues en éducation

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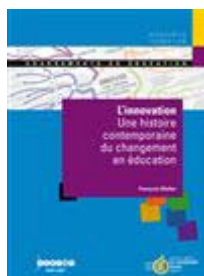
Où va la distance ?

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3. Livres intéressants



Métiers et compétences pour une nouvelle croissance : Regards des praticiens Métiers de la nouvelle économie. Paris : Chambre de commerce et d'industrie de Paris, 2011. (les cahiers de Friedland, n°8) 140 p. ISBN 978-2-85504-536



François Muller. **L'innovation : une histoire contemporaine du changement en éducation.** Chasseneuil du Poitou : CNDP, 2012. 182 p. (ressources formation). ISBN 978-2-240-03274-4

Le monde change, l'école aussi ! En s'intéressant de très près aux actions « de terrain » qui, à bas bruit, ajustent les organisations, modifient les rôles et améliorent les résultats des élèves, l'ouvrage part à l'enquête des preuves du changement en éducation. Ce qui s'appelle « innovation » ou encore « expérimentation » s'apparente, selon d'autres critères issus de la recherche internationale, à des changements de systèmes, ou encore de paradigmes, de l'école. Passer d'une logique d'enseignement à celle de formation par les compétences pour les enseignants ou passer d'un pilotage commandé à un accompagnement concerté pour l'encadrement peuvent être des exemples signifiants de pratiques à l'œuvre dans nos écoles et établissements scolaires. Trois cents actions contemporaines pour identifier dix tendances durables en éducation : tel est le pari de ce premier volume consacré aux « changements en éducation ».



Jean-Pascal Collegia. **Le problème de la réussite scolaire des sans-papiers : apprendre la peur au ventre.** Paris L'harmattan, avril 2012. 84 p., ISBN : 978-2-296-96698-7

Enseignant en collège dans un DAI (dispositif d'accueil et d'intégration), l'auteur aborde le sujet de la réussite scolaire des élèves sans-papiers, et notamment de ceux dont les parents sont demandeurs d'asile. Confronté aux larmes et aux désillusions amères, l'auteur propose que toute scolarité engagée soit menée à son terme. Entre témoignage et réflexion, un autre angle de vue sur

l'immigration des jeunes, parfois très jeunes, dont l'avenir est sacrifié sur l'autel d'une politique qui manque d'humanité.



Christiane Eteve, Viviane Glikman, Madeleine Maillebouis. **Archives pour l'histoire de la formation des adultes**. Paris : L'harmattan, avril 2012. (Coll. Histoire et mémoire de la formation, 23 euros, 230 p.) ISBN : 978-2-296-96721-2

La formation des adultes s'est développée en France au sein de structures tant publiques que privées et a généré de nombreux documents qui ont permis et permettront aux chercheurs d'analyser, interpréter et écrire son histoire. Les seize contributions qui composent cet ouvrage proviennent d'auteurs concernés à divers titres par la formation des adultes et par les questions liées à ses archives, documentalistes, bibliothécaires...



Linda Tezrarin. **Comment Survivre A L'échec Scolaire ? Bienvenue de l'autre côté du miroir**. Paris : L'harmattan, 2012. (17 euros, 170 p.) ISBN : 978-2-296-56976-8

Née en Algérie et arrivée en France à l'âge de 4 ans, Linda Tezrarin raconte sa scolarité. Les problèmes de sa famille ont gravement perturbé ses premières années d'école primaire. Ayant deux fois échoué au CAP, elle a terminé sa scolarité au plus bas niveau de qualification. Cependant elle a aimé l'école qui l'a ouverte sur le monde, comme le montre le récit du voyage qu'elle a fait en Afrique. Après un passage par l'Ecole de la 2e chance, elle a repris ses études et a obtenu le DAEU (Diplôme d'Accès aux Etudes Universitaires).



Hubert Vincent. **Le peuple enfant et l'école : Pourquoi pas Alain ?** Paris : L'harmattan, avril 2012. (Coll. Pédagogie: crises, mémoires, repères, 16 euros, 146 p.) ISBN : 978-2-296-96348-1

Il y a bien une tendance native des enfants à se regrouper loin des adultes, et comme le disait Alain, à "faire peuple", et ce serait leur faire tort que de l'ignorer. Comment les adultes peuvent-ils accueillir, reprendre et instituer cette tendance native ? L'école, et un bon nombre de ses principes constitutifs (l'autorité, la différenciation, le travail scolaire, l'émulation), s'en trouvent ainsi redéfinis. C'est en suivant les thèses du philosophe-pédagogue Alain que cette analyse est menée.



Henri Awit, Edouard Buel. **Devenir acteurs d'un projet éducatif : Les enjeux d'une formation du personnel des établissements scolaires au Liban.** Paris : l'Harmattan, avril 2012. (37 euros, 258 p.) ISBN : 978-2-296-56964-5

Cet ouvrage relate l'histoire de l'Institut universitaire de formation pour l'enseignement et l'encadrement (IUFE) de Beyrouth. Après la période de guerre de 1975 à 1990, les écoles chrétiennes ont entamé un travail d'adaptation du système éducatif et de professionnalisation. L'Université Saint-Joseph et les responsables catholiques libanais ont alors engagé un projet de formation pour les enseignants et les chefs d'établissement.



Rada Tirvassen. **L'entrée dans le bilinguisme**. Paris : L'harmattan, avril 2012. (Coll. Espaces discursifs, 21 euros, 216 p.) ISBN : 978-2-296-96685-7

Cet ouvrage porte sur les rapports complexes entre scolarisation et plurilinguisme. Quels problèmes surgissent dans un projet éducatif qui ignore les pratiques langagières des enfants ? Les enquêtes conduites ici se limitent à l'île Maurice, mais la portée des résultats peut contribuer à une théorisation sur école et plurilinguisme, le terrain mauricien constituant un véritable laboratoire de langues.



Jean Clénet, Philippe Maubant (coord.). **Formations et professionnalisations : à l'épreuve de la complexité**. Paris : L'harmattan, avril 2012. (Coll. Ingénium, 30 euros, 302 p.) ISBN : 978-2-296-96932-2

La complexité concerne d'abord les "affaires humaines". L'éducation et la formation, et l'étude des processus de professionnalisation en sont des figures exemplaires. La complexité invite à redéployer, expliquer, interpréter et produire des savoirs pertinents socialement. En étudiant la professionnalisation dans le contexte des métiers adressés à autrui, ce livre montre la variété des modes d'appréhension de ce concept.



Julien Deceuninck. **Les outils éducatifs à l'école : Du manuel au réseau.** Paris : L'harmattan, avril 2012. (Coll. Questions contemporaines, 24 euros, 234 p.) ISBN : 978-2-296-55641-6

Quelles sont les dynamiques présidant à l'industrialisation de l'éducation et de la formation ? Rien d'essentiel ne s'est encore modifié dans l'espace scolaire malgré l'arrivée d'Internet, de l'usage du Web 2.0 et des sites communautaires. L'industrialisation dans l'éducation a désormais partie liée avec l'industrialisation de l'éducation, qui se manifeste par la rationalisation des procédures, la répartition des ressources et la division du travail éducatif.



Essomba Fouda. **Réforme, emploi et développement dans les systèmes éducatifs : le cas du Cameroun.** Paris : l'harmattan, avril 2012. (23 euros, 224 p.) ISBN : 978-2-296-96958-2

Employeur officiel en Afrique noire et au Cameroun en particulier, la fonction publique a du mal à absorber la masse grossissante des diplômés livrés par le système éducatif. Les nations ne se développant que par les compétences issues de leur système éducatif, le comble du paradoxe est l'accroissement exponentiel des diplômés de l'enseignement supérieur désormais tenus pour "inemployables" parce qu'"inutiles".



Hervé Cellier, Philippe Pourtier. **Réussite éducative : Une expérimentation sociale à Romans-sur-Isère.** Paris : L'harmattan, avril 2012. (18 euros, 182 p.) ISBN : 978-2-296-96057-2

Cette étude s'appuie sur l'analyse de la réalité d'un quartier dont la population est l'un des plus pauvres de notre pays, pour montrer concrètement comment un territoire peut assurer la fonction d'éducateur à travers l'intervention de différents acteurs aux qualifications diverses. Voici mise en évidence les vertus de la cohérence éducative, la construction d'une dynamique générale de la motivation appuyée sur l'estime de soi et une continuité de l'action pédagogique.



Roberto Esposito. **Vers une pédagogie critique existentielle : autour des idées pédagogiques de Paul Goodman**. Paris : l'harmattan, avril 2012. (Coll. Educations et sociétés, 37 euros, 362 p.) ISBN : 978-2-296-96815-8

Peu connu dans le monde francophone, Paul Goodman est psychothérapeute, anarchiste, critique social, metteur en forme de la théorie de la gestalt thérapie et théoricien de l'éducation. Ses écrits ont été une source d'inspiration pour les mouvements de la contre-culture des années soixante aux Etats-Unis. Ce livre nous propose de rencontrer un homme qui se penche avec acuité sur l'éducation et incite à la vivre mieux.