



# Veille de l'IREDU n°58

15 mars 2016

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## 1. Ressources sur le Web

### ***Repéré sur : Alternatives-economiques.fr***

Sandrine Foulon. [Avoir \(ou pas\) la gueule de l'emploi](#). Alternatives Economiques n° 355 - mars 2016  
Sur le marché du travail, les femmes sont davantage victimes que les hommes de discriminations dues à leur apparence physique et à leur origine.

### ***Repéré sur : cafepedagogique.net***

[L'échec des programmes de réussite éducative](#). L'expresso du 3 mars 2016

La France est-elle incapable d'aider les enfants les plus fragiles ? Un nouveau rapport réalisé par l'Institut des politiques publiques, Ecole d'économie de Paris, sous la direction de Pascal Bressoux, Marc Gurgand, Nina Guyon, Marion Monnet et Julie Pernaudet, démontre l'inefficacité des programmes de réussite éducative. "Il n'existe pas, dans nos données, d'indice permettant de démontrer que les Programmes de Réussite Educative (PRE) ont, en moyenne, fait progresser, sur le plan cognitif et non-cognitif, les enfants bénéficiaires davantage que des enfants non-bénéficiaires aux difficultés de départ très comparables", affirme cette étude. Lancés en 2005, les PRE touchent 100 000 jeunes et coûtent près de 100 millions. Apparemment en pure perte.

[Supprimer les notes pour réduire les écarts sociaux ?](#) L'expresso du 7 mars 2016

Une expérimentation conduite dans 84 établissements de l'académie d'Orléans Tours par Pascal Huguet (Cnrs) montrerait que " pour l'épreuve de mathématiques (au brevet), l'écart entre élèves issus de classes sociales favorisées et défavorisées était divisé par deux" par rapport à un groupe témoin d'élèves venant d'établissements n'ayant pas supprimé les notes.

[L'évaluation par compétences : Une solution pour lutter contre les inégalités sociales à l'école ?](#)

L'expresso du 9 mars 2016

"On livre des pistes intéressantes. Je suis convaincu qu'il faut sortir du système de notation dont on connaît les biais". Pour Pascal Huguet, directeur de recherches au CNRS - Sciences cognitives), qui a livré de premiers résultats d'une enquête menée dans l'académie d'Orléans Tours, il n'y a pas de doute : l'évaluation par compétences doit s'imposer pour faire reculer les inégalités sociales à l'école. Interrogé par le Café pédagogique, il partage les conclusions de ses travaux qui continuent à poser des questions.

[Motiver les élèves : Est-ce aussi important qu'on le dit pour les faire réussir ?](#) L'expresso du 10 mars 2016

Si motiver les élèves ne peut jamais faire de mal, est-ce une variable importante pour la réussite des élèves ? A entendre ce qui se dit en ce moment à Educatices, où on attend beaucoup sur ce point des outils numériques, ou ce qu'on lit dans les nouveaux programmes, l'affaire est entendue. Et , à vrai

dire, au Café pédagogique on aimerait aussi croire que la motivation est un levier puissant. Le numérique doit motiver les élèves et la motivation amener la réussite. Ces évidences, dont on attend tant, méritent pourtant d'être étudiées de plus près. C'est ce qu'a fait le séminaire "Politiques éducatives" organisé par D. Fougère et A. Van Zanten le 8 mars. Sophie Morlaix, Pascal Bressoux, Denis Meuret, Thierry Rocher ont échangé sur les compétences non cognitives des élèves et parmi elles la fameuse motivation.

[PRE : Un nouveau rapport "qualitatif" valide le maintien des PRE](#). L'expresso du 14 mars 2016

"Le PRE est bien en capacité d'agir sur les conditions menant à la réussite scolaire. Pour être disponible pour les apprentissages, les enfants doivent pouvoir leur donner un sens, savoir qu'ils sont capables de réussir et se sentir soutenus si ce n'est en sécurité dans leur environnement familial, social, économique et urbain. À l'heure où l'enjeu de l'acquisition par tous des savoirs du socle commun, dans la perspective de former des citoyens autonomes et éclairés dans un monde complexe est primordial, il est essentiel d'agir en amont de la question scolaire, pour ne pas laisser sur le bord du chemin les plus fragiles, ceux qui, au vu de toutes les données aujourd'hui disponibles, ont déjà le moins de chance de réussir scolairement et sont par ailleurs le moins en capacité de saisir seuls les ressources dont dispose le droit commun". Commandé par le Commissariat général à l'égalité des territoires (CGET), un second rapport "qualitatif" sur les programmes de réussite éducative (PRE) conclue positivement à leur prolongation. Il tente ainsi de nuancer les conclusions du rapport "quantitatif" de l'Ecole d'économie de Paris qui a démontré que les PRE n'avaient, au mieux, aucun effet sur les compétences des enfants. Le rapport préconise de poursuivre les PRE, de renforcer le lien entre référent et enseignant et de cibler les PRE sur les enfants les moins en difficulté.

***Repéré sur : cerdi.org***

Francesca Marchetta. "[Le rôle de l'éducation dans le mariage, la fécondité et la participation au marché du travail pour les jeunes femmes sénégalaises](#)". Le Bulletin du CERDI, hiver 2016

***Repéré sur : Cereq.fr***

Alexandra d'Agostino et Michel Théry. [La pluriactivité dans le spectacle vivant, quels effets sur la précarité salariale ?](#) Bref du Céreq, n°243, 2016

Parmi l'ensemble des salariés du spectacle vivant, plus de la moitié travaillent dans un autre secteur professionnel et y exercent parfois un tout autre métier. En effet, rares sont ceux qui peuvent vivre exclusivement de leur activité. Ainsi, les situations professionnelles sont très hétérogènes et inégales : les salariés réguliers côtoient les occasionnels, dans un agencement singulier des formes d'emploi.

Samira Mahlaoui (sous la direction de). [L'articulation des démarches quantitative et qualitative pour analyser le travail : mythe ou réalité ?](#) Relief, n° 52, 2016, 92 p.

Ce troisième numéro Relief dédié au Séminaire méthodologique d'Analyse du travail (SEMAT) du Céreq, porte sur un sujet qui n'est pas nouveau en soi, mais qui constitue encore aujourd'hui une

question vive dans le champ des sciences humaines et sociales en général, et dans les disciplines qui s'intéressent aux questions de formation, d'emploi et de travail. C'est celui de l'articulation entre les approches quantitatives et les approches qualitatives.

Thomas Couppié, Dominique Epiphane. [Les débuts de carrières des femmes diplômées des filières scientifiques - "Rien ne se perd, rien ne se crée, tout se transforme" ?](#) Net.Doc , n° 155 , 2016 , 25 p.

Cet article analyse les débuts de carrières de jeunes femmes ayant réussi dans des filières scientifiques peu féminisées de l'enseignement supérieur.

Ces jeunes femmes subissent, dès les premières années de vie active, une pénalité salariale par rapport aux hommes. Cette pénalité est associée à leur moindre accès à certains statuts, fonctions et domaines monétairement valorisés par le marché du travail. De plus, leurs difficultés à intégrer les emplois les plus valorisés ne se résorbent pas avec le temps.

Alexandra d'Agostino, Michel Théry, avec la collaboration de Renaud Descamps et Carole Zavadski. [Actualisation du contrat d'études prospectives du spectacle vivant.](#) Net.Doc , n° 154 , 2016 , 186 p.

La CPNEF-SV a jugé utile de revenir au CEP afin de mesurer les évolutions de l'emploi sur près de 20 ans, d'actualiser les enjeux et de se redonner des pistes d'actions. Ce rapport offre ainsi un diagnostic comparé de la situation de l'emploi et de la formation professionnelle dans le secteur du spectacle vivant de 1997 à 2014. Il pointe également des aspects jusqu'ici encore insuffisamment mesurés : la question des inégalités professionnelles, la mesure la pluriactivité (au sens de cumul de métiers/emplois, de revenus et de statuts professionnels différents).

Ces résultats éclairent donc sous un angle renouvelé les questions liées à la régulation, la protection sociale, aux modèles économiques, l'accompagnement des parcours tout au long de la vie, l'accès à la qualification et au développement des compétences. Au-delà du diagnostic renouvelé, le Céreq livre en guise de conclusion quelques préconisations à visée opérationnelle.

Martine Gleizes, Shirley Lawes, François-Xavier de Perthuis de Laillevaut, Patrick Rousset, Matteo Sgarzi . [Expérience sociale Tremplin - Les lycées ont-ils un rôle actif à jouer dans l'insertion des jeunes issus de formation professionnelle ?](#) Net.Doc , n° 153 , 2016 , 99 p.

Ce rapport rend compte de l'évaluation de l'expérience sociale Tremplin, menée de septembre 2012 à mars 2015 dans des lycées professionnels auprès de jeunes en CAP et bac pro. Cette expérience comportait les objectifs suivant : développer un projet d'établissement qui prenne en compte la dimension insertion professionnelle des jeunes ; construire un réseau d'acteurs sociaux et professionnels des territoires ; améliorer l'employabilité des jeunes ; lutter contre les inégalités à l'embauche, réduire les inégalités de genre dans l'insertion professionnelle.

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***Repéré sur : Esen.education.fr***

Inspection générale de l'éducation nationale (IGEN), Inspection générale de l'administration de l'éducation nationale et de la recherche (IGAENR). [L'introduction des blocs de compétences dans les diplômes professionnels](#). Novembre 2015

La mission d'inspection a clarifié les contours de la notion de compétence et cerné les liens entre blocs de compétences et diplômes. Elle a analysé l'opportunité d'intégrer les blocs de compétences dans les diplômes et d'envisager des modalités d'acquisition progressive de ces derniers, dans un contexte de diversité des voies d'accès et de formation tout au long de la vie. Si l'introduction de blocs de compétences peut apporter des pistes de réponses, d'autres pistes peuvent être également envisagées, avec notamment une évolution de la validation des acquis de l'expérience et une meilleure traçabilité des parcours d'accès au diplôme.

CNESCO, CIEP. [Conférence de comparaisons internationales : dossier de synthèse. Quelle École pour les Élèves en situation de handicap ?](#) février 2016. 36 p.

A partir de l'ensemble des ressources produites lors de la conférence, le Cnesco présente un dossier de synthèse.

Marie Gausse. [Développer l'esprit critique par l'argumentation : de l'élève au citoyen](#). Dossier de veille de l'IFÉ, n°108, Février 2016

Ce dossier consacré aux pratiques argumentatives s'intéresse au développement de la pensée critique, à l'impact de l'enseignement des procédés argumentatifs sur la forme scolaire, à leur influence sur la formation des élèves comme futurs citoyens ainsi qu'à la capacité de ceux-ci à devenir des individus capables de réfléchir par eux-mêmes.

***Repéré sur : halshs.archives-ouvertes.fr***

Andrée Tiberghien, David Cross, Gérard Sensevy. [The Evolution of Classroom Physics Knowledge in Relation to Certainty and Uncertainty](#). Journal of Research in Science Teaching, Wiley, 2014, 51 (7), pp.930-961.

Résumé : Ce papier concerne la construction conjointe du savoir par le professeur et les élèves en classe de physique. Il est centré sur le statut de la certitude/incertitude épistémique c'est-à-dire relative savoir. Le même élément de savoir peut être introduit comme possible et ainsi incertain et

ensuite évoluer vers un statut de certitude épistémique ; le statut d'autres éléments peut évoluer de façon inverse. L'évolution d'un statut de certitude vers celui d'incertitude ou l'inverse reflète celle du savoir partagé dans la classe. L'étude de cette évolution est fondée sur une analyse antérieure de l'évolution du savoir dans la classe pendant une séquence d'enseignement de mécanique au grade 10. A partir de cette analyse deux notions ont été sélectionnées et l'évolution des éléments du savoir associé a été analysée en termes de certitude/incertitude épistémique. Les résultats montrent que l'émergence de nouvelles questions épistémiques dépend de la nature et du statut des connaissances[...]

Denis Loizon. [Quels savoirs enseignés en éducation à la santé dans les séances d'Éducation Physique et Sportive ? : Résultats de dix années de recherches de l'école élémentaire à l'université.](#) Education, santé, sociétés, Archives contemporaines, 2016, 2 (1), pp.13-31.



Cet article rassemble plusieurs recherches menées pendant près de dix années sur les contenus de l'éducation à la santé dans les séances d'Éducation physique et sportive (EPS), de l'école élémentaire à l'université en passant par le secondaire, inscrites dans le champ de la didactique. Il questionne les pratiques d'enseignement en s'intéressant aux savoirs enseignés qui se rapportent à l'éducation à la santé. Sur la base de séances enregistrées et d'entretiens, l'analyse de ces pratiques révèle la présence de nombreux objets de savoirs enseignés dans les cours d'EPS. Ces savoirs se répartissent de manières très inégales dans les trois dimensions didactiques de l'éducation à la santé que nous proposons : les dimensions corporelles, psychosociales et critiques. Nous constatons que la dimension corporelle reste dominante dans toutes nos études. Les professeurs d'EPS, tout comme les formateurs, enseignent beaucoup plus de savoirs relatifs à l'éducation à la santé qu'ils n'en[...]

Marie Duru-Bellat. [Le diplôme doit-il \(vraiment\) être la clé de toute mobilité sociale ?](#) Connaissances et savoirs. L'École au chevet de la République: 30 regards sur l'égalité des chances, Association l'école républicaine, pp.253-258, 2016, 978-2753902732.



Résumé : Dans une société qui a depuis longtemps rejeté tout fonctionnement aristocratique, seules les qualités de chacun sont censées déterminer la place occupée dans celle-ci, sachant que ces places sont très inégalement attractives. Ce fonctionnement méritocratique serait à la fois juste et efficace puisque nous aurions tous, quelles que soient nos origines, la possibilité de faire reconnaître nos talents et de les valoriser pour le plus grand bien de l'ensemble de la société. Toutefois, la détection de ces qualités est délicate et l'école, à qui ce travail est confié, est fréquemment accusée de laisser s'infiltrer des biais sociaux dans la certification par les diplômes qui en résulte.

Pierre Canisius Kamanzi, Christine Guégnard, Maarten Koomen, Christian Imdorf, Jake Murdoch. [Parcours scolaires, accès aux études supérieures et mobilité sociale : comparaison entre la France, la Suisse et le Canada.](#) Scharenberg K., dir.; Hupka-Brunner S., dir.; Meyer T., dir.; Bergman M.M., dir. Transitions des adolescents et des jeunes adultes en Suisse: Résultats de l'étude longitudinale TREE, Seismo Verlag, pp.130-153, 2016, 978-3-0377 7 -1 57 -0.

Résumé : e présent article examine dans quelle mesure l'organisation des trajectoires scolaires et les parcours conduisent à l'enseignement supérieur favorisent la mobilité sociale ou au contraire la reproduction des inégalités. Nous avons comparé trois pays : la France, la Suisse et le Canada. Les résultats obtenus à partir des données tirées des panels d'enquêtes menées dans ces trois pays permettent d'observer deux situations opposées. Plus l'enseignement supérieur est valorisé au détriment de la formation professionnelle, plus les inégalités d'accès à l'enseignement supérieur ont

tendance à s'exacerber. La compétition y est telle que ce sont les jeunes de milieu favorisé qui tirent davantage profit de son expansion. Par contre, lorsque la formation professionnelle est valorisée, les inégalités auraient plutôt tendance à être modérées.

Claire Bonnard, Julien Calmand, Jean-François Giret. [Devenir chercheur ou enseignant chercheur : le goût pour la recherche des doctorants à l'épreuve du marché du travail](#). Recherches en éducation, CREN - Université de Nantes, 2016, pp.157-173.



Résumé : Faire une thèse pour devenir chercheur ou enseignant-chercheur est souvent considéré comme un parcours difficile dont le résultat est incertain. Plus que dans d'autres pays, les diplômés de doctorat en France connaissent de fortes difficultés de stabilisation sur le marché du travail. Notre recherche s'interroge sur les raisons qui conduisent les jeunes à obtenir un doctorat puis à choisir une carrière de chercheur ou d'enseignant-chercheur et enfin, à s'y stabiliser. À partir d'une enquête du Céreq, nos résultats montrent que l'intérêt pour la recherche qu'ils ont manifesté dès le début des études supérieures et le capital social vont fortement structurer leur parcours universitaire et professionnel. Cependant, les variables liées à la situation sur le marché du travail vont également influencer les décisions des jeunes.

Carine Chancelade, Patricia Janissin, Jean-François Giret, Christine Guégnard, Pernelle Benoit, et al.. [Analyse des besoins des employeurs français au regard des compétences en langues étrangères](#). Net.doc, Cereq, 2016, 4 p. .



Résumé : Ce rapport d'enquête constitue l'un des principaux résultats du projet Langues et employabilité (LEMP) mené en 2014-2015 et financé avec le soutien de la Commission européenne. Il a pour objet de présenter et d'analyser les résultats d'enquêtes visant à identifier plus précisément les besoins des employeurs français au regard des compétences en langues étrangères. Sur la base de ce rapport, une campagne de sensibilisation sera mise en œuvre à l'attention des élèves de l'enseignement secondaire général et professionnel et de leurs parents pour les guider dans leur choix des langues vivantes étudiées.

Yaël Brinbaum, Sabina Issehnane. [The early careers of the second generations: a double ethnic penalty?](#). Training and employment, 2016, 4 p. .



Résumé : Young people from North African origin have greater difficulty in finding employment than their counterparts of French origin. And once they do manage to find employment, their jobs tend to be of lower quality. Thus they appear to suffer from a double penalty linked to their origins which, aggravated by the crisis, does not seem to abate over time.

Spriet Thierry, Bénédicte Mourey. [Classe inversée et apprentissage par les pairs dans le supérieur](#). pédagogie 2015, Jun 2015, TOULOUSE, France. 2015.

Nous présentons ici les réflexions en amont et en aval à l'expérimentation pédagogique que nous avons conduit cette année sur un cours de modélisation de bases de données en deuxième année de licence informatique. La mise en pratique d'une pédagogie active s'est faite au travers des principes de classe inversée et d'apprentissage par les pairs. La présentation met en évidence les gains obtenus par ces changements pédagogiques et souligne les points pratiques auxquels l'enseignant doit être attentif. MOTS-CLES : classe inversée, apprentissage par les pairs, apprentissage par problème 1. INTRODUCTION Nous travaillons en binôme depuis plusieurs années pour le développement de la pédagogie numérique puis de la pédagogie universitaire à l'université d'Avignon. Convaincus de

l'intérêt de la pédagogie active, sa mise en application dans le cadre d'un de nos enseignements a été néanmoins progressive et réalisée par étapes sur plusieurs années. Après avoir introduit le numérique en tant[...]

Andréia Cardoso Silveira, Robinson Moreira Tenorio, Jean-Claude Régnier. [Transição universidade-mercado de trabalho: as expectativas de estudantes formandos da Universidade Federal da Bahia \(UFBA\)..](#) UFBA. III Seminário Determinantes da Equidade no Ensino Superior: Fatores contributivos para a Eficácia e Equidade Educacional, Oct 2015, Salvador da Bahia, Brazil. UFBA, Determinantes da Equidade no Ensino Superior: Fatores contributivos para a Eficácia e Equidade Educacional, pp.15, Determinantes da Equidade no Ensino Superior: Fatores contributivos para a Eficácia e Equidade Educacional.

Résumé : O presente texto discute as expectativas de inserção no mercado de trabalho dos formandos cotistas e não cotistas da Universidade Federal da Bahia (UFBA). Para tanto, realizou-se um recorte do estudo de doutorado "Expectativas, estratégias e alcances de inserção no mercado de trabalho dos estudantes cotistas e não cotistas da UFBA". Os resultados parciais mostraram que as diferenças entre as expectativas de cotistas e não cotistas não se relacionam diretamente com a modalidade de entrada na universidade (pelas cotas ou sistema tradicional de vestibular), mas pelo prestígio social da profissão, uma vez que os estudantes dos cursos de elevado prestígio social revelaram maior expectativa que os formandos dos cursos de baixo prestígio.

Mireille Favaron. [Quels liens entre démarche d'investigation et motivation des élèves ?](#). Education. 2015.

Résumé : Les sciences et la démarche d'investigation entraînent le plaisir de manipuler et de raisonner. Elles permettent un apprentissage où l'élève est co-constructeur de ses savoirs et elle renforcent la motivation des élèves et par là la qualité des apprentissages. En effet la motivation des élèves est un facteur prédominant de la réussite scolaire. Les élèves motivés, prennent confiance en eux, s'investissent fortement dans les activités, et la compréhension est meilleure puisque les apprentissages prennent réellement du sens. La séquence présentée portant sur l'étude des volcans au cycle 3 a été l'occasion de mettre en place différentes activités où la motivation entre fortement en jeu, que ce soit par l'intérêt pour le sujet, la diversité des activités et des supports, et la démarche d'investigation.

Alexine Grosset Bourbange. [Créativité et conformité](#). Education. 2015.

Résumé : L'apport de références extérieures semble favoriser la créativité des élèves par la présence d'éléments possiblement réinvestis d'une manière subjective au sein des productions d'arts visuels. Cependant, ces connaissances et la socialisation propre à l'école maternelle ne peuvent-elles pas être synonyme de conformité pouvant freiner le caractère subjectif des réalisations ? En quoi l'apport de références et la socialisation, en arts visuels, influencent la créativité des élèves de maternelle ? L'expérimentation menée au sein d'un groupe d'individus de moyenne section de maternelle se propose comme argument, par l'étude des différentes réponses d'élèves à la consigne : « Dessiner un arbre imaginaire ».



## **Repéré sur : ife.ens-lyon.fr**

Laurent Cosnefroy, coord. [État des lieux de la formation et de l'accompagnement des enseignants du supérieur](#). Lyon : IFÉ, Novembre 2015

Ce rapport a été réalisé dans le cadre de la convention signée entre la DGESIP et l'ENS de Lyon-IFÉ. Il dresse un état des lieux des dispositifs et des pratiques de formation et d'accompagnement à la pédagogie des enseignants, des enseignants-chercheurs et des doctorants chargés d'enseignement.

Benoît Legait, Jean-Louis Sikorav, Armand Renucci. [Les relations entre les entreprises et la recherche publique - Lever les obstacles à l'innovation en France](#). Paris : Inspection générale de l'administration de l'Éducation nationale et de la Recherche ; Conseil général de l'économie, de l'industrie, de l'énergie et des technologies ; 02/2016

"Des relations étroites entre les entreprises qui opèrent près des deux tiers de la R&D française et les établissements publics de recherche constituent un moteur puissant en matière d'innovation. Néanmoins, malgré différentes actions de l'État en ce sens, elles apparaissent moins intenses en France que dans nombre de grands pays industriels. En s'appuyant sur la perception et les attentes d'un échantillon d'entreprises nationales ainsi que l'analyse de politiques publiques et d'outils développés en matière de recherche partenariale par des acteurs étrangers, une série de propositions visant à accroître et améliorer ces relations essentielles est présentée. Elle concerne le pilotage étatique des politiques publiques liées à l'innovation ainsi que les dispositifs incitatifs associés, le pilotage des politiques locales des établissements publics et des structures dédiées à la recherche partenariale, des mesures et dispositifs destinés à développer la mise en relation, accélérer la mise en œuvre des partenariats et mobiliser les ressources humaines nécessaires."

[L'introduction de blocs de compétences dans les diplômes professionnels](#). Paris : Inspection générale de l'Éducation nationale (France), Inspection générale de l'administration de l'Éducation nationale et de la Recherche (France)

La loi n° 2014-288 du 5 mars 2014 relative à la formation professionnelle, à l'emploi et à la démocratie sociale a notamment permis la création du compte personnel formation (CPF) et introduit la notion de bloc de compétences présentée comme une solution susceptible de sécuriser les parcours. La mission a clarifié les contours de la notion de compétence et cerné les liens entre blocs de compétences et diplômes. Elle a analysé l'opportunité d'intégrer les blocs de compétences dans les diplômes et d'envisager des modalités d'acquisition progressive de ces derniers, dans un contexte de diversité des voies d'accès et de formation tout au long de la vie. Si l'introduction de blocs de compétences peut apporter des pistes de réponses, d'autres pistes peuvent être également envisagées, avec notamment une évolution de la VAE et une meilleure traçabilité des parcours d'accès au diplôme.

Laurent Fauvet. [Projections des effectifs dans l'enseignement supérieur pour les rentrées de 2015 à 2024](#). Note d'information, n°16.01, février 2016

En 2015-2016, selon les prévisions effectuées à partir des résultats provisoires au baccalauréat, des choix d'orientation observés les années précédentes et des premières informations disponibles sur l'année en cours, les effectifs étudiants augmenteraient de 1,6% dans l'ensemble de l'enseignement supérieur. Ceci correspond à environ 40 000 étudiants supplémentaires en un an.

Dominique Papin. [Impact des bibliothèques sur la réussite des étudiants – survol de la littérature récente](#). Montréal : Université du Québec à Montréal, 01/2016

Dans les contextes budgétaires difficiles actuels, les bibliothèques peuvent avoir à démontrer leur pertinence auprès de leurs établissements. La plupart des bibliothécaires sont convaincus que les bibliothèques ont un impact positif sur la réussite des étudiants, mais comment le démontrer aux décideurs des établissements, à l'aide de données qui leur parlent ? Dominique Papin (Université du Québec) présente ici une analyse du rôle de la bibliothèque dans la réussite des étudiants, à travers un recensement des publications récentes à ce sujet faisant ressortir plusieurs corrélations.

Lire ici la présentation du rapport par l'auteur ainsi que les références utilisées.

[S'ouvrir au monde : Créer une stratégie d'éducation postsecondaire internationale pour l'Ontario](#).

Ministère de la Formation et des Collèges et Universités, Ontario, 02/2016

Avec l'aide d'étudiants, de membres du corps professoral, d'établissements d'enseignement postsecondaire et d'un certain nombre de partenaires de la communauté, l'Ontario élabore une stratégie complète en matière d'éducation postsecondaire internationale qui contribuera à enrichir les possibilités de collaboration, de recherche et d'innovation internationales et à ce que le système d'enseignement postsecondaire de l'Ontario reste concurrentiel sur la scène mondiale.

Le système d'enseignement postsecondaire de l'Ontario figure déjà parmi les meilleurs au monde, et la stratégie aura pour objectif de le renforcer encore plus des façons suivantes :

- améliorer la qualité de l'enseignement et enrichir l'expérience globale des étudiants;
- miser sur les caractéristiques uniques et les points forts de chaque collège et de chaque université de l'Ontario;
- faire en sorte que le nombre d'inscriptions soutienne la viabilité du système, tout en veillant au maintien de la qualité de l'expérience des étudiants;
- explorer les meilleures façons de mesurer le succès de cette stratégie en matière d'éducation postsecondaire internationale.

Francisco Michavila, Jorge M. Martínez & Richard Merhi. [Comparación Internacional del sistema universitario español](#). Crue Universidades Españolas (Espagne), 01/2016

Ce rapport présente une étude comparative entre l'Espagne et 12 de ses pays voisins grâce à un large ensemble de variables et indicateurs basés sur les rapports internationaux.

CASTAÑO MUÑOZ Jonatan, PUNIE Yves, INAMORATO DOS SANTOS Andreia, MITIC Marija, MORAIS Rita. [How are Higher Education Institutions Dealing with Openness? A Survey of Practices, Beliefs, and Strategies in Five European Countries](#). JRC Institute for Prospective Technological Studies, february 2016

Open Education is on the agenda of half of the surveyed Higher Education Institutions (HEIs) in France, Germany, Poland, Spain and the United Kingdom. For the other half of HEIs, Open Education does not seem to be an issue, at least at the time of the data collection of the survey (spring 2015). This report presents results of a representative a survey of Higher Education institutions in five European countries (France, Germany, Poland, Spain and the United Kingdom) to enquire about their Open Education (OE) practices, beliefs and strategies (e.g MOOCs). It aims to provide evidence for the further development of OE to support the supports the Opening Up Communication (European Commission, 2013) and the renewed priority on Open Education, enabled by digital technologies, of ET2020.

European Commission. [Youth work and non-formal learning in Europe's education landscape. A quarter of a century of EU cooperation for youth policy and practice](#). 01/2016

Cette publication toute récente de la Commission européenne marque un quart de siècle de programmes de jeunesse de l'UE accompagnés par la politique européenne de la jeunesse.

Elle rassemble une partie de la pensée qui inspire - et est inspiré par – les actions de l'UE pour les jeunes à encourager le débat sur ce qu'est le travail de jeunesse et l'apprentissage non formel. Objectif : contribuer à l'éducation européenne.

Elle passe en revue les grands axes et perspectives de la coopération européenne et l'application possible notamment dans le cadre du programme Erasmus+. On y retrouve notamment les thèmes phares du volet jeunesse : apprentissage non formel, inclusion, dialogue structuré, innovation et échange de pratiques, etc.

[Ce qui est bon pour les jeunes est bon pour les entreprises](#). European Commission ; Alliance européenne pour l'apprentissage, 06/2015

La formation par le travail, en particulier l'apprentissage, peut améliorer l'employabilité, notamment celle des jeunes, et répondre en partie aux déficits de compétences afin de mieux satisfaire les besoins des entreprises. Profitables aux apprenants comme aux entreprises, ces programmes contribuent également à la réalisation de l'objectif européen de croissance et d'emploi durables. Ce document est essentiellement consacré à l'Alliance européenne pour l'apprentissage (EAfA) lancée en 2013. Il aborde les difficultés et éventuelles solutions visant à renforcer la qualité, l'offre et l'image de l'apprentissage, conformément aux nouvelles actions à moyen terme déterminées au niveau européen dans le domaine de l'enseignement et

la formation professionnels pour la période 2015-2020. Des exemples d'initiatives politiques et de projets réussis à travers l'Europe en matière d'apprentissage et de formation par le travail sont présentés, pouvant servir de source d'inspiration à d'autres.

[L'Éducation à la citoyenneté mondiale : Thèmes et objectifs d'apprentissage](#). Paris : UNESCO, 05/2015

Ce document constitue le premier guide pédagogique produit par l'UNESCO pour aider ses États membres à intégrer l'ECM (éducation à la citoyenneté mondiale) dans leur système éducatif formel et non formel.

Présenté à l'occasion du Forum mondial sur l'éducation 2015, il propose des moyens de traduire les concepts de l'ECM en thèmes et en objectifs d'apprentissage spécifiques de chaque âge, fondés sur les trois domaines d'apprentissage – cognitif, socio-émotionnel et comportemental. Il présente aussi des exemples de pratiques existantes et d'approches de mise en œuvre adoptées dans différents pays. Ce guide pédagogique est adaptable et facilement applicable avec flexibilité à tout contexte donné. Il sera particulièrement utile aux éducateurs, aux personnes qui élaborent les programmes d'enseignement, aux formateurs ainsi qu'aux décideurs politiques, mais aussi aux autres parties prenantes de l'éducation œuvrant dans un contexte non formel et informel.

[Higher education in Sweden – 2015 status report](#). Higher Education Authority (UKÄ), 06/2015

Every year the Swedish Higher Education Authority (UKÄ) publishes a comprehensive overview of higher education in Sweden in the form of an annual status report based mainly on the extensive statistics provided by the higher educational institutions and Statistics Sweden.

The 2015 status report summarises some indicators for Swedish higher education from an international perspective, provides a basic description of the structure of Swedish higher education and outlines developments prior to and including the fiscal year of 2014 for public-sector and independent higher education institutions (HEIs).

Xanthe Shacklock. [From Bricks to Clicks - The Potential of Data and Analytics in Higher Education](#). Policy Connect, 01/2016

This report, launched by the Higher Education Commission, undertakes a review of the current data landscape across English higher education institutions, looking at data collections, learning analytics and the current barriers to implementing better data management and data analytics. It then looks ahead to how the HE sector may change in the next 5-10 years, how institutions can take advantage of the exciting opportunities that greater engagement with data and analytics offer, and how HE students stand to benefit.

The report finds that data analytics has the potential to transform the higher education sector, but cautions that UK institutions are currently not making the most of the opportunities in this area. It makes a series of recommendations targeted at the sector to help them take advantage of these opportunities and prepare for the data-driven future of higher education.

Darco Jansen & Robert Schuwer. [Institutional MOOC strategies in Europe - Status report based on a mapping survey conducted in October](#). European Association of Distance Teaching Universities, December 2014

This research report is part of the European Union-funded project HOME - Higher education Online: MOOCs the European way. The report presents and analyses the results of a survey conducted between October and December 2014. It presents data on the perception and objectives of European higher education institutions on MOOCs and the main drivers behind the MOOC movement. In addition, the report makes a comparison with similar studies conducted in the United States in 2013 and 2014. The report made clear that involvement in Europe is still increasing, but also that arguments to get involved differ from those in the US.

More recent publications from the HOME project are available in a special IRRODL issue Towards a European perspective on MOOCs (vol. 16, n°6, 2015) :

- Opportunities and Threats of the MOOC Movement for Higher Education: The European Perspective
- Comparing MOOC Adoption Strategies in Europe: Results from the HOME Project Survey 2014

Billotte, Jérôme ; Ruppner, Violette ; Koechlin, Simon. [Cultures de promotion doctorale et modèles de tenure track dans les universités suisses](#). Suisse : Conseil suisse de la science et de l'innovation, 08/2015

L'internationalisation croissante de l'enseignement supérieur a notablement transformé les itinéraires de qualification des jeunes chercheurs en Suisse. De nouvelles structures de formation et de carrière sont apparues, et l'on ne distingue pas encore très clairement les effets qu'elles auront à long terme sur la culture de la recherche universitaire.

Dans cette étude, le CSSI porte le débat sur deux aspects complémentaires de la carrière universitaire : d'une part, les formes que prend le doctorat en Suisse alémanique et en Suisse romande, et, d'autre part, le modèle de la préritualisation conditionnelle (désormais tenure track) mis en place au cours de ces dernières décennies dans les hautes écoles de Suisse.

ARMAO-MELIET Elizabeth. [Mobiliser l'expérience de l'incertitude au service du développement de la personne en formation à distance : Analyse de récits de vie de sportifs de carrière en reconversion.](#) Thèse en sciences de l'éducation, soutenue en 2015, sous la dir. de Marie-Louise MARTINEZ (Université de Rouen)

« Cette recherche vise à comprendre les enjeux de la reconversion des sportifs de carrière afin de déterminer les freins à la formation qu'ils rencontrent à cette occasion et préconiser des principes d'accompagnement. Nous cherchons plus précisément à déterminer en quoi ces publics pourraient mobiliser leur expérience de l'incertitude au service de leur reconversion dans le contexte de la formation à distance. Pour cela, nous décrivons dans un premier temps les caractéristiques de l'identité du sportif de carrière, en abordant son héritage historique ainsi que les particularités de la pratique intensive du sport dans un but compétitif. Nous analysons ensuite les implications de la reconversion pour ces publics particuliers. Nous avons constaté que les sportifs de carrière sont susceptibles d'expérimenter l'incertitude à travers les ruptures de parcours et les crises identitaires ; pour mieux comprendre les ressorts de cette expérience, nous nous attachons à définir, puis à étudier, quatre caractéristiques de l'incertitude, soit l'indétermination, l'imprévisibilité, la confusion des frontières et l'incertitude du savoir. Notre étude consiste ensuite à analyser quatre entretiens menés auprès de deux sportifs en reconversion et en formation à distance. Le premier recueil consiste en un récit de vie retraçant le parcours personnel, professionnel et sportif. Le second aborde l'expérience de la formation afin d'observer, dans le discours des personnes concernées, l'évolution des représentations liées aux incertitudes précédemment citées. Nous en concluons notamment que la reconversion ne peut aboutir sans une adaptation concertée du dispositif de ladite reconversion entre tous les acteurs impliqués, à commencer par la refondation de la notion de double projet, qui installe les sportifs dans une certaine forme de culpabilité. »

MIKAÏLOFF Nathalie. [L'accompagnement individuel des élèves par le Conseiller Principal d'Education, entre éthique et responsabilité. Etude compréhensive d'une posture en tension.](#) Thèse en Sciences de l'éducation, soutenue en 2015 sous la dir. de Christine POPLIMONT (Aix-Marseille Université)

« Le Conseiller Principal d'Éducation (C.P.E.), figure d'une division du travail éducatif dans l'établissement scolaire du second degré, participe dans son champ de compétences spécifiques, à l'accompagnement du parcours scolaire des élèves sur les plans pédagogique et éducatif. L'entretien individuel constitue une activité privilégiée de ce suivi de l'élève, dans un contexte professionnel où le C.P.E. reste soumis à des représentations faussées de son métier liées à son histoire. En questionnant sa posture face à des attentes parfois contradictoires de l'institution, ce travail de recherche propose une démarche compréhensive pour tenter de comprendre comment le C.P.E. peut engager une relation d'accompagnement individuel tout en exerçant ses responsabilités d'organisation de la vie collective dans l'établissement. Il s'inscrit dans un cadre théorique qui définit le concept d'accompagnement en lien avec les notions d'éthique et de responsabilité. La méthode, d'inspiration phénoménologique, s'appuie sur des entretiens de recherche visant à recueillir le récit du vécu de professionnels, suivis d'une étude confirmatoire par questionnaire. Les résultats mettent en évidence la cohabitation de trois types de posture chez le C.P.E. accompagnant l'élève à différents moments pédagogiques de leur rencontre : celles intimement liées du compagnon, qui lui porte une attention bienveillante, et de l'accompagnateur qui se charge d'étayer son parcours ; la figure du guide intervient pour inscrire l'action individualisée dans un cadre socialisant. La relation d'accompagnement s'enrichit en outre de la création de collectifs de travail au sein de l'établissement. »

PATILLON THI-VAN. Créativité, adaptabilité et compétences à s'orienter tout au long de la vie. Thèse en psychologie, soutenue en 2014 sous la dir. de Even LOARER (Conservatoire national des arts et métiers)

« Partant du constat que les compétences créatives ont été peu étudiées dans le champ de l'orientation, alors même que les conduites d'orientation dans le contexte sociétal moderne font très largement appel aux compétences individuelles d'ouverture, de flexibilité, d'originalité, d'adaptation, voire même d'innovation, la thèse présentée examine la place et le rôle de la créativité comme composante des compétences à s'orienter. Après avoir exploré différentes associations possibles entre créativité et différentes compétences à s'orienter, nous nous focalisons d'une part sur les relations entre la créativité et l'adaptabilité de carrière telles que définies et opérationnalisées par Savickas (Savickas & Porfeli, 2012), et d'autre part entre la créativité et l'adaptabilité individuelle telle que définie et opérationnalisée par Ployart et Bliese (2006). Une étude portant sur un échantillon d'étudiants de premier cycle universitaire en France (n = 500) a été conduite et les résultats obtenus indiquent des corrélations significatives et positives entre le potentiel créatif et certaines des dimensions de l'adaptabilité individuelle et de carrière et invitent à accorder une place plus importante à la créativité dans les modèles d'orientation tout au long de la vie. »

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INSEE. [Tableaux de l'Économie Française - Édition 2016](#). Paris : INSEE, mars 2016

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- [Système productif](#)

Audrey Baillot et Stéphanie Michel. [Femmes et hommes : regards régionaux sur l'égalité](#). Insee Première, n° 1585 - mars 2016

Globalement, en France, les jeunes filles réussissent mieux leurs études, les hommes occupent plus souvent un poste à la hauteur de leur niveau de diplôme, les femmes prennent davantage les transports en commun pour se rendre à leur travail...

D'une région à l'autre, ces différences entre femmes et hommes sont d'amplitude variable. Ainsi, c'est en Bretagne que les filles et les garçons ont les résultats scolaires les plus proches. L'Île-de-France est la région où les écarts sont les plus faibles sur le marché du travail, excepté en matière de rémunération. Au contraire, dans les départements d'outre-mer, les différences de salaires entre femmes et hommes sont bien moins importantes qu'en métropole, mais les taux de chômage diffèrent plus.

Aucune région ne présente des écarts plus faibles que la moyenne dans tous les domaines.

[L'Ecole préfère les filles \(et vice - versa\)](#). L'expresso du 8 mars 2016

Normalement le 8 mars on souligne les inégalités imposées aux filles. Elles existent bien à preuve le fait que le devenir professionnel des filles et garçons, à diplôme égal, sont inégaux, au détriment des filles aussi bien en terme de salaire que d'accès à l'emploi. Mais l'Ecole ne fonctionne pas comme cela. Si certaines filières sont bien ségréguées, l'Ecole est un univers où les filles dominent. Mieux c'est un endroit où on surnote les filles. Mieux, un lieu où les filles font monter les résultats des garçons. Alors à l'Ecole, le problème c'est les garçons, pas les filles ?

[L'égalité filles - garçons, c'est bon pour les garçons](#). L'expresso du 8 mars 2016

La mode médiatique serait plutôt au retour des écoles non mixtes et à la séparation entre filles et garçons. Pourtant, en dehors de ses vertus sociales et politiques, la mixité a tendance à améliorer les résultats scolaires et particulièrement ceux des garçons.

***Repéré sur : [ladocumentationfrancaise.fr](http://ladocumentationfrancaise.fr)***

LEGEAIT Benoît, RENUCCI Armand, SIKORAV Jean-Louis . [Les relations entre les entreprises et la recherche publique - Lever les obstacles à l'innovation en France](#). Paris : Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche : Ministère de l'économie, de l'industrie et du numérique, mars 2016

***Repéré sur : [Nber.org](http://Nber.org)***

Hans K. Hvide, Benjamin F. Jones. [University Innovation and the Professor's Privilege](#). February 2016

National policies take varied approaches to encouraging university-based innovation. This paper studies a natural experiment: the end of the "professor's privilege" in Norway, where university researchers previously enjoyed full rights to their innovations. Upon the reform, Norway moved toward the typical U.S. model, where the university holds majority rights. Using comprehensive data on Norwegian workers, firms, and patents, we find a 50% decline in both entrepreneurship and patenting rates by university researchers after the reform. Quality measures for university start-ups and patents also decline. Applications to literatures on university technology transfer, innovation incentives, and taxes and entrepreneurship are considered.

***Repéré sur : [OCDE.fr](http://OCDE.fr)***

OCDE. [L'internationalisation des études de doctorat et de master](#). Les indicateurs de l'éducation à la loupe, n°39, Mars 2016

Dans les pays de l'OCDE, un étudiant sur dix en master (ou niveau équivalent) est en mobilité internationale, une proportion qui s'élève à un étudiant sur quatre en doctorat. Dans les pays de l'OCDE, près de 60 % des doctorants en mobilité internationale suivent une formation dans les domaines des sciences, de l'ingénierie ou de l'agriculture. Les États-Unis accueillent 38 % des doctorants en mobilité internationale dans les pays de l'OCDE. Ce sont le Luxembourg et la Suisse qui accueillent les pourcentages les plus élevés de doctorants en mobilité internationale : ils

représentent plus de la moitié de leurs effectifs totaux à ce niveau d'enseignement. Les étudiants en mobilité internationale suivant une formation de master ou de doctorat choisissent en général d'étudier dans des pays consentant d'importants investissements au titre des activités de recherche et développement dans les établissements d'enseignement tertiaire. Parmi les effectifs totaux d'étudiants en mobilité internationale suivant une formation de master ou de doctorat dans les pays de l'OCDE, la majorité (53 %) vient d'Asie, la part de la Chine s'élevant à elle seule à 23 %.

Marguerita Lane, Gavan Conlon. [The Impact of Literacy, Numeracy and Computer Skills on Earnings and Employment Outcomes](#). OECD Education Working Papers, n°129, mars 2016. 45 p.

Using the 2012 PIAAC data, our analysis confirms that there are significantly higher earnings and employment returns to both increasing levels of formally recognised education, and to increasing levels of numeracy, literacy and Information and communication technologies (ICT) skills proficiencies controlling for the level of education. Unsurprisingly, the labour market returns to changes in formally recognised levels of education in general exceed the labour market returns associated with increasing levels of skills proficiency. In the case of literacy and numeracy proficiencies, improved literacy and numeracy skills narrow the labour market outcomes gap between individuals with different levels of formally recognised education, but do not close it completely. The analysis demonstrates more substantial returns to ICT skills. Furthermore, possession of higher levels of ICT skills and lower levels of formally recognised qualification are often associated with higher returns compared to individuals with higher levels of formally recognised education but lower ICT proficiency levels. In other words, ICT skills proficiencies often entirely compensate for lower formally recognised qualifications in the labour market.

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[Value Subtraction in Public Sector Production: Accounting Versus Economic Cost of Primary Schooling in India - Working Paper 391](#)

Lant Pritchett and Yamini Aiyar

We combine newly created data on per student government expenditure on children in government elementary schools across India, data on per student expenditure by households on students attending private elementary schools, and the ASER measure of learning achievement of students in rural areas. The combination of these three sources allows us to compare both the “accounting cost” difference of public and private schools and also the “economic cost”—what it would take public schools, at their existing efficacy in producing learning, to achieve the learning results of the private sector. We estimate that the “accounting cost” per student in a government school in the median state in 2011/12 was Rs. 14,615 while the median child in private school cost Rs. 5,961. Hence in the typical Indian state, educating a student in government school costs more than twice as much than in private school, a gap of Rs. 7,906. Just these accounting cost gaps aggregated state by state suggests an annual excess of public over private cost of children enrolled in government schools of Rs. 50,000 crores (one crore=10 million) or .6 percent of GDP. But even that staggering estimate does not account for the observed learning differentials between public and private. We produce a measure of inefficiency that combines both the excess accounting cost and a money metric estimate of the cost of the inefficacy of lower learning achievement. This measure is the cost at which



government schools would be predicted to reach the learning levels of the private sector. Combining the calculations of accounting cost differentials plus the cost of reaching the higher levels of learning observed in the private sector state by state (as both accounting cost differences and learning differences vary widely across states) implies that the excess cost of achieving the existing private learning levels at public sector costs is Rs. 232,000 crores (2.78% of GDP, or nearly US\$50 billion). It might seem counterintuitive that the total loss to inefficiency is larger than the actual budget, but that is because the actual budget produces such low levels of learning at such high cost that when the loss from both higher expenditures and lower outputs are measured it exceeds expenditures.

### [How is learning time organised in primary and secondary education?](#)

OECD

The number and length of school holidays differs significantly across OECD countries, meaning the number of instructional days in primary and secondary education ranges from 162 days a year in France to more than 200 days in Israel and Japan. The higher the level of education, the greater the number of instructional hours per school day. Students in OECD countries are expected to receive on average 4.3 hours of instruction per day in primary school, rising to 5.2 hours in upper secondary school. On average across OECD countries, around half of primary schools' compulsory curricular time is focused on reading, writing and literature; mathematics; and science, amounting to 2.2 hours per school day. In lower secondary education this falls to only 1.8 hours per day. There are wide variations across OECD countries in the organisation of the learning time within and outside the classroom but there has been a recent trend of increasing classroom instruction time dedicated to core subjects such as mathematics, and a reduction in the time spent doing homework outside the classroom.

### [Immigration and the Path-Dependence of Education: German-Speaking Immigrants, On-the-Job Skills, and Ethnic Schools in São Paulo, Brazil \(1840-1920\)](#)

Bruno Gabriel Witzel de Souza (Georg-August-Universität Göttingen)

This paper studies the impact of German-speaking immigrants on the path dependence of human capital accumulation in the State São Paulo, Brazil. Using a new dataset based on Almanacs from 1873 and 1888, we are able to test if (i) the cultural component, (ii) immigrants' on-the-job-skills, and (iii) their ethnic schools influenced the historical accumulation of human capital. No robust evidence was found for the first two explanations. On the other hand, for the 1910s, German schools had strong positive impacts on enrollment, not only for private, but also for state schools, a result which suggests the occurrence of spillover and contagion effects. Such impact tends, however, to dissipate over time and it does not survive for current educational performance. In addition, the paper shows that the pathdependence of education is conditional on the type of school: while there is a positive persistence in enrollment in private schools over the 20th century, enrollment in state schools depends negatively on its historical levels, reflecting convergence toward 100% enrollment rates in primary schooling. Furthermore, current stocks of human capital, measured by illiteracy and years of education, are shown to be strongly impacted by completion and enrollment in state schools back in the 1910s.

### [Principal leadership changes in South Africa: Investigating their consequences for school performance](#)

Gabrielle Wills (Department of Economics, University of Stellenbosch)

A rising number of school leadership changes have been occurring in South African schools as a large proportion of incumbent principals near retirement age. While this presents opportunities to replace weaker school principals with better performing ones, these changes may also destabilise school environments and impede on learning. This paper explores how these principal change events affect school performance in the context of South Africa using a unique administrative dataset constructed by linking payroll data on the population of public school principals to national data on schools and matriculation examination outcomes. Exploiting the panel structure of the data, a school fixed effects strategy suggests that principal changes are indeed detrimental to school performance especially when leadership changes are due to principals exiting the public education system. These results are robust to using an alternative estimation strategy proposed by Heckman, Ichimura and Todd (1997) which combines propensity score matching with a difference-in-difference estimation strategy. The paper also considers two mechanisms through which school leadership changes may impact on school performance, namely through rising promotion rates and teacher turnover.

#### [Investing in Human Capital for Inclusive Growth: Focus on Higher Education](#)

Canlas, Dante B.

What does the Philippines need to do to transform its economy into a high middle-income economy and ensure that the benefits from such a transformation are within reach of every Filipino? Investment in human capital, especially higher education, is one instrument that serves the twin goals of boosting economic growth with broad-based rewards, that is, inclusive growth. Currently, the Philippines is confronted by a low proportion of enrollees and graduates in higher and scientific education, and needs to raise its stock of labor with higher and scientific education amid rising demand for skilled workers and widening gaps in lifetime earnings between college and high school graduates. Several policies are indicated, but priority must be accorded to instituting loan programs for higher education, accelerating rationalization of the state university and college sector based on instituting regional university systems and centers of excellence, and devising grant programs for content standards for subjects and courses and formulating standardized tests for measuring and monitoring compliance with those standards applied to both public and private institutions of higher learning.

#### [Long-Lasting Effects of Socialist Education](#)

Fuchs-Schündeln, Nicola ; Masella, Paolo

Political regimes influence contents of education and criteria used to select and evaluate students. We study the impact of a socialist education on the likelihood of obtaining a college degree and on several labor market outcomes by exploiting the reorganization of the school system in East Germany after reunification. Our identification strategy utilizes cut-off birth dates for school enrollment that lead to variation in the length of exposure to the socialist education system within the same birth cohort. An additional year of socialist education decreases the probability of obtaining a college degree and affects longer-term male labor market outcomes.

#### [Call Me Educated: Evidence from a Mobile Monitoring Experiment in Niger - Working Paper 406](#)

Jenny C. Aker and Christopher Ksoll

In rural areas of developing countries, education programs are often implemented through community teachers. While teachers are a crucial part of the education production function, observing their effort remains a challenge for the public sector. This paper tests whether a simple

monitoring system, implemented via the mobile phone, can improve student learning as part of an adult education program. Using a randomized control trial in 160 villages in Niger, we randomly assigned villages to a mobile phone monitoring component, whereby teachers, students and the village chief were called on a weekly basis. There was no incentive component to the program. The monitoring intervention dramatically affected student performance: During the first year of the program, reading and math test scores were .15-.30 s.d. higher in monitoring villages than in nonmonitoring villages, with relatively stronger effects in the region where monitoring was weakest and for teachers for whom the outside option was lowest. We provide more speculative evidence on the mechanisms behind these effects, namely, teacher and student effort and motivation.

#### [Crime, compulsory schooling laws and education](#)

Brian Bell ; Rui Costa ; Stephen Machin

Do compulsory schooling laws reduce crime? Previous evidence for the U.S. from the 1960s and 1970s suggests they do, primarily working through their effect on educational attainment to generate a causal impact on crime. In this paper, we consider whether more recent experience replicates this. There are two key findings. First, there is a strong and consistent negative effect on crime from stricter compulsory schooling laws. Second, there is a weaker and sometimes non-existent link between such laws and educational attainment. As a result, credible causal estimates of the education-crime relationship cannot in general be identified for the more recent period, though they can for some groups with lower education levels (in particular, for blacks).

#### [Fighting Corruption in Education: What Works and Who Benefits?](#)

Borcan, Oana (Department of Economics, School of Business, Economics and Law, Göteborg University) ; Lindahl, Mikael (University of Uppsala) ; Mitrut, Andreea (Department of Economics, School of Business, Economics and Law, Göteborg University)

We investigate the efficiency and distributional consequences of a corruption-fighting initiative in Romania targeting the endemic fraud in a high-stakes high school exit exam, which introduced CCTV monitoring of the exam and credible punishment threats. We find that punishment coupled with monitoring was effective in reducing corruption. Estimating the heterogeneous impact for students of different ability, poverty status, and gender, we show that fighting corruption led to efficiency gains (ability predicts exam outcomes better) but also to a worrisome score gap increase between poor and non-poor students. Consequently, the poor students have reduced chances to enter an elite university.

#### [MASA DEPAN IAIN SYEKH NURJATI CIREBON: Strategi Kampus Entrepreneur Berbasis Lokal](#)

Jaelani, Aan

The improvement of quality of life should be the main objective of higher education, including at IAIN Syekh Nurjati Cirebon. The globalization of higher education is expected not too concerned with the economic needs through the commodification of the institution. Reforms that still have to create a balance between the ability to collect resources and produce products, which in the context of higher education graduates in the form of human resources, quality, useful, armed with expertise that qualified and helped build community toward a better life, This can be done through the development of academic entrepreneurship in shaping the entrepreneurial spirit of students, including through co-operation program of poverty alleviation between Bank Indonesia Cirebon with IAIN Syekh Nurjati Cirebon

### [Psychological Skills, Education, and Longevity of High-Ability Individuals](#)

Peter A. Savelyev (Vanderbilt University, Department of Economics)

Based on the 1922–1991 Terman data of children with high ability, I investigate the effects of childhood psychological skills and post-compulsory education on longevity. I identify causal effects and account for measurement error using factor-analytic methodology (Heckman et al., 2006). Latent class analysis supports the causal interpretation of results. For males, I find strong effects of psychological skills and education on longevity and an interaction between personality and education. Results are in line with the IV literature. For females, who are born around 1910 and live longer than men, I find no effects of education and personality on longevity.

### [Risk and Returns to Education Over Time](#)

Brown, Jeffrey ; Fang, Chichun ; Gomes, Francisco J

We model education as an investment in human capital that, like other investments, is appropriately evaluated in a framework that accounts for risk as well as return. In contrast to dominant wage-premia approach to calculating the returns to education, but which implicitly ignores risk, we evaluate the returns by treating the value of human capital as the price of a non-tradable risky asset. We do so using a lifecycle framework that incorporates risk preferences and earnings risk, as well as a progressive income tax and social insurance system. Our baseline estimate is that a college degree provides a \$440K dollar increase in annual certainty-equivalent consumption. Although significantly smaller than traditional estimates of the value of education, these returns are still large enough to offset both the direct and indirect cost of college education for a large range of plausible preference parameters. Importantly, however, we find that accounting for risk reverses the finding from the education wage-premia literature regarding the trends in the returns to education. In particular, we find that the risk-adjusted gains from college completion actually decreased rather than increased in the recent period. Overall, our results show the importance of earnings risks in assessing the value of education.

### [Deconstructing Theories of Overeducation in Europe: A Wage Decomposition Approach](#)

McGuinness, Seamus (Economic and Social Research Institute, Dublin) ; Pouliakas, Konstantinos (European Centre for the Development of Vocational Training (Cedefop))

This paper uses data from the Cedefop European Skills and Jobs (ESJ) survey, a new international dataset of adult workers in 28 EU countries, to decompose the wage penalty of overeducated workers. The ESJ survey allows for integration of a rich, previously unavailable, set of factors in the estimation of the effect of overeducation on earnings. Oaxaca decomposition techniques are employed to uncover the extent to which the overeducation wage penalty can be attributed to either (i) human capital attributes, (ii) job characteristics, (iii) information asymmetries, (iv) compensating job attributes or (v) skill needs of jobs. Differences in human capital and job-skill requirements are important factors in explaining the wage premium. It is found that asymmetry of information accounts for a significant part of the overeducation wage penalty for tertiary education graduates, whereas job characteristics and low skill content of jobs explain most of the wage gap for medium-qualified employees. Little evidence is found in favour of equilibrium theories of skills matching and compensating wage differentials. The paper thus highlights the need for customised policy responses (e.g. career guidance; policies to raise job quality) to tackle overeducation.

### [Can parental migration reduce petty corruption in education?](#)

Höckel, Lisa Sofie ; Santos Silva, Manuel ; Stöhr, Tobias

Educational outcomes of children are highly dependent on household and school-level inputs. In poor countries, remittances from migrants can provide additional funds for the education of the left behind. At the same time the absence of migrant parents can affect families' time allocation towards education. Previous work on education inputs often implicitly assumed that preferences for different kinds of education inputs remain unchanged when household members migrate. Using survey data from Moldova, one of the countries with the highest emigration rates in the world, and an instrumental variable approach we find that the strongest migration-related response in private education expenditure are substantially lower informal payments to public school teachers. This fact is at odds with a positive income effect due to migration. We argue that our results are likely to be driven by changing preferences towards educational inputs induced by migration.

### [Youth dwellings, higher education, and childbearing](#)

Enström Öst, Cecilia (Institute for Housing and Urban Research (IBF), Uppsala University and the Expert Group on Public Economics (ESO), Ministry of Finance) ; Wilhelmsson, Mats (Centre for Banking and Finance)

Earlier research has found that housing and childbearing are linked, difficulties accessing housing possibly delaying childbearing and negatively affecting education opportunities. To increase housing accessibility, some municipalities have earmarked apartments for young adults. These “youth dwellings” are criticized for being small and not necessarily facilitating family formation and fertility, better suiting students’ needs. We analyze the childbearing and education patterns of young adults entering youth housing in 1996. We follow them for 14 years to examine the causal effect of youth housing on childbearing and higher education using a propensity score matching technique. Results indicate that gaining access to small, low-rent inner-city rental apartments earmarked for young adults promote higher education but negatively affect childbearing, unless the rest of the housing market permits these renters to advance their housing careers.

### [Subsidies to the History of the German-Speaking Immigration to the Province / State of São Paulo, Brazil \(1840-1920\)](#)

Bruno Gabriel Witzel de Souza (Georg-August-Universität Göttingen)

This paper proposes a chronology for the German-speaking immigration to São Paulo, Brazil (1840-1920) by identifying four main types: (i) spontaneous individual immigration; (ii) specialized laborers in public works, mainly road construction; (iii) indentured laborers in the plantations, mainly under the sharecropping system; (iv) settlers in official and private rural colonies. In the sequence, the immigration waves of the last two types are studied in detail, showing how they interconnected over time and how similar their processes of integration were. Such chronology aims to provide a framework for future studies about immigration waves to São Paulo, in general, and of German-speakers, in particular, complementing two strands in the literature. First, it provides a more dynamic perspective for the classical literature on the history of labor contracts, which is indirectly related to the immigration of German-speakers, but static in listing episodic events related to the latter. Second, it frames, under a more general perspective, specialized studies focused on specific impacts of the immigrants, such as current monographs about the history of education and German schools/institutions.

### [Best Practices in Competency-Based Education: Lessons from Three Colleges](#)

Ann Person

Under a Round 2 TAACCCT grant, Sinclair Community College is leading a consortium with Austin Community College and Broward College to implement flexibly paced, competency-based education (CBE) programs in information technology.

### [Contrasting Models of Incubation for Enterprise Creation: Exploring Lessons for Efficacy and Sustainability from Higher Education Institutions in India and the United Kingdom](#)

Basant, Rakesh ; Sarah Cooper

Encouraging the establishment and growth of technology-based ventures continues to be the focus of attention from policy-makers globally, linked to enhanced levels of innovation, economic activity and wealth/employment creation. Higher education institutions (HEIs) are prominent among the public, private and not-for-profit organisations supporting the commercialisation of scientific outputs. Modes and vehicles adopted include spin-outs, science parks, intellectual property exploitation and different forms of incubation activity. Some HEIs in the United Kingdom have significant experience of commercialisation and technology transfer activities and have developed markedly different approaches. Meanwhile, HEIs in India are broadening their attention from their teaching-research focus to wider engagement in supporting venture creation. While approaches differ between HEIs all face issues of efficacy and sustainability. Set within the wider context of the HEI ! commercialisation agenda this paper focuses on incubation models, with particular attention to efficacy and sustainability dimensions. Using six case studies (three each from UK and India), we identify contrasting ways in which incubation was undertaken. Findings raise questions regarding whether and if so how HEIs should be involved in the business of incubation to enhance efficacy and provide a more broadly-based and robust platform for underpinning sustainability.

### [Performance Appraisal as an Instrument to Increase Competitiveness of a Higher Education Institution](#)

Maslova, Yana (Russian Presidential Academy of National Economy and Public Administration)

The problem of the increase of higher education institution competitiveness is actualized. Various approaches to the determination of assessment components are classified. The term "algorithm of carrying out the estimation procedure" for the reflection of the essence of carrying out an assessment is offered and theoretically approved. The assessment of work of the faculty serves as a labor productivity regulator.

### [On the value of foreign PhDs in the developing world: Training versus selection effects](#)

Barnard, Helena ; Cowan, Robin ; Müller, Moritz

This paper compares the career effects of overseas and domestic PhD training for scientists working in an emerging economy, South Africa. Variations in scientific achievements of South African academics may arise because those who attend "better" PhD programmes receive better training, but it may also be because good students select into good universities. We examine selection and training effects for four tiers of South African and two tiers of foreign universities. Those who received PhDs from universities in industrialized countries tend to be more productive than those whose PhDs were locally granted, but universities from industrialized countries do not necessarily provide better training than local universities. Pure selection effects contribute to career outcomes nearly as much as training effects. When looking at training in isolation, PhDs from top South African

universities produce a similar quantity and quality research output to those from leading universities in the developed world.

#### [Paternal unemployment during childhood: causal effects on youth worklessness and educational attainment](#)

Steffen Mueller ; Regina T. Riphahn ; Caroline Schwientek

Using long-running data from the German Socio-Economic Panel (1984-2012) we investigate the impact of paternal unemployment on child labor market and education outcomes. We first describe correlation patterns and then use sibling fixed effects and the Gottschalk (1996) method to identify the causal effects of paternal unemployment. We find different patterns for sons and daughters. Paternal unemployment does not seem to causally affect the outcomes of sons. In contrast, it increases both daughters' worklessness and educational attainment. We test the robustness of the results and explore potential explanations.

#### [On the value of foreign PhDs in the developing world: Training versus selection effects](#)

Barnard, Helena (GIBS, University of Pretoria, South Africa) ; Cowan, Robin (UNU-MERIT, Maastricht University, and BETA, Universite de Strasbourg, Institut Universitaire de France) ; Muller, Moritz (BETA, Universite de Strasbourg)

This paper compares the career effects of overseas and domestic PhD training for scientists working in an emerging economy, South Africa. Variations in scientific achievements of South African academics may arise because those who attend "better" PhD programmes receive better training, but it may also be because good students select into good universities. We examine selection and training effects for four tiers of South African and two tiers of foreign universities. Those who received PhDs from universities in industrialized countries tend to be more productive than those whose PhDs were locally granted, but universities from industrialized countries do not necessarily provide better training than local universities. Pure selection effects contribute to career outcomes nearly as much as training effects. When looking at training in isolation, PhDs from top South African universities produce a similar quantity and quality research output to those from leading universities in the developed world.

#### [What young English people do once they reach school-leaving age: a cross-cohort comparison for the last 30 years](#)

Jake Anders ; Richard Dorsett

This paper examines how young people's early transitions into the labour market have changed between cohorts born in 1958, 1970, 1980, and 1990. We use sequence analysis to characterise transition patterns and identify three distinct pathways in all cohorts. An 'Entering the Labour Market' group has declined significantly in size (from 91% in the earliest cohort, to 37% in the most recent), an 'Accumulating Human Capital' group has grown in its place (from 4% to 51%), but also a 'Potential Cause for Concern' group has grown alongside this, reaching 12% in the most recent cohort. These trends appear to reflect behavioural rather than compositional changes. Females and those who are from a non-white ethnic background have gone from being more likely to be in the 'Potential Cause for Concern' group, to being less likely. Coming from a low socio-economic status background has remained a strong predictor of having a transition of this type across all four cohorts. These early transitions are important, not least since we show they are highly predictive of longer-term outcomes.

### [eCAP : Videos to Help School Principals Implement PLCs](#)

Claire IsaBelle (Université d'Ottawa) ; H  l  ne Vachon (Universit   d'Ottawa) ; Ziad Maatouk (Universit   d'Ottawa)

Introduction In Ontario, over the past few years, and despite some improvement in PISA test scores (CECM, 2012) and provincial testing (OQRE, 2014), studies have shown that Francophone students are still falling behind their Anglophone peers in several subjects, such as mathematics. Since 2005, the Ontario Ministry of Education has been asking their principals to implement a new organizational structure: a professional learning community (PLC). This practice, if well developed, generates many benefits. For teachers, it provides a way of working which contributes to professional satisfaction and development, and reduces non-attendance (Linder, Post and Calabrese, 2012). For students, we observed higher academic success and reduced absenteeism (Hord and Sommers, 2008). Several studies show that principals do not know how to implement PLCs because they have not received the required training (Cranston, 2007). Moreover, Marshall (2010) argues that some principals do not have the necessary competencies to implement PLCs. Background Educators recognize the importance of shifting learning from the individual process prevalent in traditional schools, to a collaborative process that is aligned with the aim to improve student learning (DuFour, DuFour and Eaker, 2008). However, a few research studies have been conducted in primary and secondary Francophone schools in Ontario. Leclerc and Moreau (2011) identified some conditions that principals must apply to successfully implement PLCs: vision/mission, collaborative culture, scheduled meetings and analysis of student data. Since studies have proven that a professional learning community contributes to professional development for teachers and academic success for students, the Ministry of Education strongly encourages principals to implement one in their school. To apply this new organizational structure, principals need the required competencies and knowledge regarding the conditions favoring the implementation of a PLC. Whereas some schools are considered advanced in their application of this model, others do not know how to implement the necessary changes (IsaBelle, G  nier, Davidson and Lamothe, 2013). Methodology The aim of our study is to investigate how schools with advanced PLCs have been able to apply this novel structure. We performed qualitative research in eight elementary and secondary schools in Ontario. We interviewed and filmed eight principals, twenty teachers and three education leaders. Results In addition to the common conditions previously identified as necessary for the implementation of a PLC, other key elements were discovered: responsibility for student success, commitment from the district school board, etc. Besides these results, online resources (videos) from eCAP will also be presented at the conference.

### [Education Policies and Migration across European Countries](#)

Aparicio Fenoll, Ainhoa (Collegio Carlo Alberto) ; Kuehn, Zo   (Universidad Aut  noma de Madrid)

This paper tests whether and how two education policies: (i) increasing the length of compulsory education and (ii) introducing foreign languages into compulsory school curricula, affect subsequent migration across European countries. We construct a novel data base that includes information on education reforms for thirty-one countries spanning four decades. Combining this data with information on recent migration flows by cohorts, we find that an additional year of compulsory education reduces the number of emigrants by almost 10%. Increasing the length of compulsory education shifts educational attainment for a significant fraction of the population from low towards medium levels. Our findings are thus in line with the fact that in the majority of European countries



medium educated individuals display lower emigration rates than low educated individuals. Introducing a foreign language into compulsory school curricula on the other hand, almost doubles the number of emigrants to the country where the language is spoken and increases the total number of emigrants by 20%. Depending on the specific content of an education policy, "more education" can thus have opposite effects on migration.

#### [Enriching Students Pays Off: Evidence from an Individualized Gifted and Talented Program in Secondary Education](#)

Booij, Adam S. (University of Amsterdam) ; Haan, Ferry (University of Amsterdam) ; Plug, Erik (University of Amsterdam)

We examine the effect of a gifted and talented program in academic secondary education. Students are assigned based on a cutoff score in a cognitive aptitude test, which we exploit in a fuzzy regression discontinuity framework to identify program effects. We find that assigned students obtain higher grades, follow a more science intensive curriculum (most notably for girls), and report stronger beliefs about their academic abilities. We also find that these positive effects persist in university, where students choose more challenging fields of study with, on average, higher returns. Together, these findings are consistent with a human capital interpretation.

#### [Subjective completion beliefs and the demand for post-secondary education](#)

Johannes S. Kunz ; Kevin E. Staub

The outcome of pursuing a post-secondary educational degree is uncertain. A student might not complete a chosen degree for a number of reasons, such as academic insufficiency or financial constraints. Thus, when considering whether to invest in post-secondary education, students must factor in their completion probability into their decision. We study the role of this uncertainty in educational choices using students' subjective beliefs about completing a post-secondary education, which were elicited prior to students' completing secondary education. We relate these subjective completion probabilities to their subsequent educational choices and outcomes using representative survey data from Germany. Following the students over time, we find that the initial beliefs are predictive of intentions to invest in education, actual subsequent educational investments, and degree completion. We assess the heterogeneity of the impact across different educational paths. After controlling for academic ability, we find that subjective beliefs are most relevant in choosing a vocational education. In addition to reduced form models, we estimate a structural choice model of sequential investment in education that allows for unobserved tastes and preferences for education and forward-looking behavior. The results confirm the influence of subjective completion beliefs on choosing a post-secondary education.

#### [The role of preschool quality in promoting child development : evidence from rural Indonesia](#)

Brinkman, Sally Anne ; Hasan, Amer ; Jung, Haeil ; Kinnell, Angela ; Nakajima, Nozomi ; Pradhan, Menno Prasad

This paper reports on the quality of early childhood education in rural Indonesia. On average, the paper finds that centers created under the Indonesia Early Childhood Education and Development Project provide higher quality services than other types of preschools, as measured by a comprehensive instrument of preschool quality based on direct observation of classrooms in session (the Early Childhood Environment Rating Scale-Revised). The paper also examines the relationship between preschool quality and children's early development using three commonly applied measures of quality: (i) the Early Childhood Environment Rating Scale-Revised; (ii) teacher

characteristics; and (iii) structural characteristics of preschool services, such as their size and amount of class time. First, correcting for measurement error using an instrumental variables approach, the findings suggest that preschool quality is a significant and meaningful positive predictor of children's developmental outcomes. Second, the findings for teacher characteristics are mixed, suggesting that policies focused solely on hiring teachers based on experience and training will be insufficient to improve children's learning. Instead, policies must address the quality of professional development activities for teachers. Third, the amount of class time spent in early childhood programs is a significant positive predictor of children's developmental outcomes. This suggests that in rural Indonesia where early childhood programs are relatively low dose children are likely to benefit from attending longer hours of preschool, either playgroups or kindergartens. Lastly, the paper compares items in the Early Childhood Environment Rating Scale-Revised with Indonesia's national minimum service standards for early childhood education and development, and finds that the relationship between this alternative, context-appropriate measure of preschool quality and children's development outcomes strongly corroborates the earlier conclusions.

#### [Intergenerational Transmission of Musical Education](#)

Victor Fernandez-Blanco (Departamento de Economía, Facultad de Economía y Empresa, Universidad de Oviedo) ; Maria Jose Perez-Villadoniga (Departamento de Economía, Facultad de Economía y Empresa, Universidad de Oviedo) ; Juan Prieto-Rodriguez (Departamento de Economía, Facultad de Economía y Empresa, Universidad de Oviedo)

There is an extensive literature documenting the fact that there is a positive correlation between parental education and that of their children. While most research has focused on the transmission of formal schooling, there are other aspects of education that may be considered. For instance, music training has been shown to have a positive correlation with other cognitive abilities, such as mathematics and linguistics. In this paper, we analyze the intergenerational transmission of musical education. We have collected data on musical, general arts and formal education on a representative sample of Asturias, a Northern Spanish region. We find that the intergenerational link goes from both parents to their children. Furthermore, mothers' musical training has a greater impact on males than that of the fathers'. On the contrary, in the case of females, only the father-child link is significant.

#### [The historically high cost of tertiary education in South Africa](#)

Estian Calitz (Department of Economics, University of Stellenbosch) ; Johan Fourie (Department of Economics, University of Stellenbosch)

The #FeesMustFall-campaign's main objection was against the high and rising tuition fees of higher education in South Africa. This short note investigates this assertion from a historical perspective: Are university fees more expensive than a decade or a century ago? We document historical tuition fees at one of South Africa's premier universities – Stellenbosch University. The answer is an unequivocal yes.

#### [The effects of School Accountability on Teacher Mobility and Teacher Sorting](#)

Gjefsen, Hege Marie ; Gunnes, Trude

Does school accountability change the teacher composition in schools? We exploit a nested school accountability reform to estimate the causal effect of accountability on teacher mobility and teacher sorting. In 2003, lower secondary schools in Oslo became formally accountable to the school district

authority. In 2005, a value added measure of student achievement in lower secondary schools also became public information. Both when using a double and a triple difference estimator, we find significantly increased teacher mobility. Almost all teachers that moved left the teaching sector entirely. Non-stayers were largely replaced by high-ability teachers, yielding a positive sorting effect after the second part of the reform.

#### [Preschool education in Brazil : does public supply crowd out private enrollment ?](#)

Bastos, Paulo S. R. ; Straume, Odd Rune

This paper examines whether an expansion in the supply of public preschool crowds out private enrollment. The paper uses rich data for municipalities in Brazil from 2000 to 2006, where federal transfers to local governments change discontinuously with given population thresholds. The results from a regression-discontinuity design reveal that larger federal transfers lead to a significant expansion of local public preschool services, but show no evidence of crowding out private enrollment. This finding is consistent with a theory in which households differ in their willingness to pay for preschool services, and private suppliers optimally adjust prices in response to an expansion of lower-quality, free-of-charge public supply.

#### [Modeling the Effects of Grade Retention in High School](#)

Stijn BAERT (Sherppa, Ghent University, University of Antwerp, Universit, catholique de Louvain; IZA) ; Bart COCKX (Sherppa, Ghent University, IRES, Universit,catholique de Louvain, IZA; CESifo) ; Matteo PICCHIO (Universit... Politecnica delle Marche, Dipartimento di Scienze Economiche e Sociali)

A dynamic discrete choice model is set up to estimate the effects of grade retention in high school, both in the short- (end-of-year evaluation) and long-run (drop-out and delay). In contrast to regression discontinuity designs, this approach captures treatment heterogeneity and controls for grade-varying unobservable determinants. We deal with initial conditions and with partial observability of the track choices at the start of high school. Forced track downgrading is considered as an alternative remedial measure. In the longrun, grade retention and its alternative have adverse effects on schooling outcomes and, more so, for less able pupils.

#### [Using Importance-Performance Analysis in Evaluating Service Learning Educational Quality](#)

Kuan-Chou Chen (Purdue University Calumet)

Importance-performance analysis enables education to evaluate and identify the major strengths and weaknesses of a coursesâ€™ key success factors. This study attempts to understand instructorsâ€™ expectations and perceptions of studentsâ€™ learning attitudes and shows the usefulness of the Importance-performance analysis grid in evaluating service learning projects benefits from instructorsâ€™ perspectives in Indiana higher education. The study identified a list of 15 items from the service learning educational literature reviews, and each item was rated using a 5-point Likert scale. The importance-performance grid shows that 4 items fall into the â€œKeep up the good workâ€ quadrant, 5 items fall into the â€œConcentrate hereâ€ quadrant, 4 items fall into the â€œLow priorityâ€ quadrant, and 5 items fall into the â€œPossible overkillâ€ quadrant. The result of this study is expected to serve as a useful guideline for service learning course designers and future research. Implications of these results for practice and research are provided as result.

#### [Nature or Nurture in Higher Education? Inter-generational Implications of the Vietnam-Era Lottery](#)

Christofides, L. (University of Guelph) ; Hoy, M. (University of Guelph) ; Milla, J. (Université catholique de Louvain, CORE, Belgium) ; Stengos, T. (University of Guelph)

It is evident that a strong positive correlation persists between the educational attainment of parents and that of their children in many, if not most, populations. This relationship may form an important part of the phenomenon of low social mobility as well as inefficiently low investment in human capital by youth who have parents with relatively low educational attainment. Is it a genetic inter-generational transmission of innate ability from parents to their children (i.e. nature) or is it the environment that the better educated parents provide for their children (i.e. nurture) that explains this positive relationship? Understanding the relative contributions of nature versus nurture is critical to the development of any social policy designed to increase social and economic mobility between generations. Separating the so-called nature and nurture effects of this relationship is a difficult task. We use the Vietnam Era Draft Lottery as a natural experiment to address the nature-nurture question. Attending university in order to avoid the draft created a cohort which included individuals who would not normally have attended post-secondary educational institutions. Comparing the educational attainment of children of this cohort to that of cohorts who attended university in “normal times” creates a natural experiment to test the relative importance of the nature or nurture explanations. Our findings provide evidence in support of the nurture argument.

### [Gender Discrimination in Education: What motivates parents to invest more in sons?](#)

Tara Kaul (International Initiative for Impact Evaluation)

Gender discrimination exists in many different forms, and in many different countries and contexts. A wide body of empirical evidence suggests the existence and persistence of gender discrimination within the household. Boys receive preferential treatment from parents in terms of health and educational inputs. In this paper I map out and examine the existence and extent of gender discrimination in India among school going children (ages 4-18) and compare outcomes based on different types of household heterogeneities, such as size, income, location etc. I use child-specific data on enrolment and educational expenditures incurred for all children in the household, thereby making comparison both within and across households. While the male bias exists in both the decision to enrol a child in school, and in the amount of money spent on their books, tuition etc, parents particularly favour first born children. Households in urban areas, and those that have fewer children tend to discriminate less in favour of boys. It is also striking that as the number of children increases, parents have higher expectations of financial support in the future from their sons, suggesting that this expectation may be exacerbating the preferential treatment to boys.

### [The impact of investment in human capital on economic development: An empirical exercise based on height and years of schooling in Spain \(1881-1998\)](#)

Enriqueta Camps

Throughout the 19th century and until the mid-20th century, in terms of long-term investment in human capital and, above all, in education, Spain lagged far behind the international standards and, more specifically, the levels attained by its neighbours in Europe. In 1900, only 55% of the population could read; in 1950, this figure was 93%. This paper provides evidence that these conditions contributed to a pattern of slower economic growth in which the physical strength required for agricultural work, measured here through height, had a larger impact than education on economic growth. It was not until the 1970s, with the arrival of democracy, that the Spanish education system was modernized and the influence of education on economic growth increased.

### [Qualificados e Subempregados – uma análise da inserção ocupacional dos trabalhadores com educação superior no Brasil](#)

Pamella Kamiya Alves (FACE-UFMG, Ciências Econômicas) ; Sandro Eduardo Monsueto (FACE-UFMG, Ciências Econômicas)

This article makes an analysis of the demand for workers with higher education in Brazilian metropolitan regions. The results of this study show that the demand for more skilled labor has increased in recent years and that despite this information we can not say that these individuals are being employed in occupations compatible with their schooling. Thus, there is a mismatch between the technical qualifications required and observed. To view this data was applied a model Probit with selection bias, which shows the probability of a worker being in a situation of underemployment. In general, it appears that this problem affects more women, non-white individuals and those not unionized. Moreover, it has been that workers with early entry into the labor market are penalized with this situation, because it is believed that they invest less in education than those who enter this market with greater age.

### [Higher education value added using multiple outcomes](#)

MILLA, J. (Université catholique de Louvain, CORE, Belgium) ; SAN MARTIN , E. (Universidad Católica de Chile, Chile, CORE (UCL) and Measurement Center MIDE UC, Chile) ; VAN BELLEGEM, S. (Université catholique de Louvain, CORE, Belgium)

We build a multidimensional value added model to analyze jointly the test scores on several outcomes. Using a unique Colombian data set on higher education within a seemingly unrelated regression equations (SURE) framework we estimate school outcome specific value added indicators. These are used to measure the relative contribution of the school on a certain outcome, which may serve as an internal accountability measure. Apart from the evident estimation efficiency gains, a joint value added analysis is preferable to the unidimensional one. First, unless modeled in a multidimensional framework, the comparison of value added estimates for different outcomes within a school is not well defined; our model circumvents this issue. Second, even in the case of a separate major field of study analysis there still exists unobserved heterogeneity due to institutional diversity. This makes it more compelling to employ a rich set of outcomes in computing value added indicators. In the end, we aggregate the outcome-specific value added estimates to produce a composite value added index that reflects the combined value added contribution of all the subjects for each school.

### [Self-Chosen Student Groups - What is the student impact if one is not part of his/her ideal team?](#)

Donald Kudek (Wisconsin Lutheran College)

Colleges and universities have increased student group work in business curriculum since the business community is looking for students able to work in this environment. Although it has been shown to provide students with added teamwork, communication, and problem solving skills, group work creates challenges in grading, social loafing, and motivation. To help reduce these issues, professors have allowed students to pick their own teams, which has created its own set of issues and concerns. Although studies have shown students prefer to choose their own teams, transfer students, student with learning challenges, or just the "odd man out" issue when social circles do not match team sizes, could cause those students to have a negative learning experience. Through a research study of undergraduate business students at Wisconsin Lutheran College, the author hoped to gain a greater understanding of the impact on learning that students face when they are

not a ble to join their ideal team choice when teams are self-selected. Students in Microeconomics (BUS 181) where the professor chooses the teams and two classes where students choose their own teams provided the research subjects. The author utilized an adaptation of a study instrument from Marks and Oâ€™Connor (2013), conducted at Longwood University in Farmville, Virginia. Although the author was concerned that students that were able to choose their own teams, but did not become part of their ideal team, would have a negative learning experience compared to other self-selected teams as well as teams assigned by the professor, the data gathered did not support the hypothesis. Convenience sampling and small sample sizes may have contributed to the results, and thus additional research and analysis should be completed on this important topic.

#### [The role of paternal risk attitudes in long-run education outcomes and intergenerational mobility](#)

Mathias Huebener (DIW Berlin, Department of Education and Family) ;

This paper studies the role of paternal risk attitudes in sons' long-run education outcomes and in the intergenerational transmission of incomes and education. Based on 1984–2012 German Socio-Economic Panel Study data of sons and fathers, I show that fathers' risk aversion is inversely related to sons' long-run levels of education. I find signs that sons with risk averse fathers experience lower educational mobility and considerably lower income mobility than their peers with risk taking fathers, though these differences can only be measured with large standard errors. The direct link between paternal risk attitudes and offspring's education outcomes can provide a novel explanation for the mechanism underlying the intergenerational persistence of economic statuses. It can further challenge the traditional view of own risk attitudes in the human capital investment theory and suggests that parental risk attitudes should be incorporated.

#### [The impact of a computer based adult literacy program on literacy and numeracy : evidence from India](#)

Deshpande, Ashwini ; Desrochers, Alain ; Ksoll, Christopher ; Shonchoy, Abu S.

With over 700 million illiterate adults in the world, many governments have implemented adult literacy programs across the world, although typically with low rates of success partly because the quality of teaching is low. One solution may lie in the standardization of teaching provided by computer-aided instruction. We present the first rigorous evidence of the effectiveness of a computer-based adult literacy program. A randomized control trial study of TARA Akshar Plus, an Indian adult literacy program, was implemented in the state of Uttar Pradesh in India. We find large, significant impacts of this computer-aided program on literacy and numeracy outcomes. We compare the improvement in learning to that of other traditional adult literacy programs and conclude that TARA Akshar Plus is effective in increasing literacy and numeracy for illiterate adult women.

#### [Promoting Student Research with Science Fairs: Case Studies of Exemplary Programs](#)

Peter Rillero (Arizona State University)

There is increased discussion and recognition of the importance of project-based learning in education (Chin & Chia, 2004; Krajcik, Czerniak, & Berger, 1998; Lam, Cheng, & Ma, 2009). Full-inquiry science research projects develop science content and develop and assess all of the standards-based science process skills and inquiry skills. In the dawn of project-based learning moving beyond talk and into implementation, full-inquiry science research should be the gold standard of independent project work. We propose that policy people, leaders, and teachers have the

following three main goals for science fairs: (a) Winning Goal, (b) Quantity Goal, and (c) Quality Goal. These goals may not be explicitly stated but they do shape behavior. The winning goal is common but focusing efforts on elite students doing elite projects may limit the amount of students participating. For this research we selected programs that were exemplary in maximizing participation but yet were interested in quality research. Case study analyses of science research programs in Costa Rica, Ireland, and Marlborough, Massachusetts were conducted. Interviews of leaders, supporters, and students were conducted. These interviews and supporting documents were analyzed. Each of these case studies is described and conclusions from comparing programs are presented. The research can inform existing science research programs and places seeking to establish science research programs.

#### [Factors associated with decreasing prevalence of dementia in the community-dwelling elderly in suburban Tokyo](#)

Chisako Yamamoto (Hamamatsu Gakuin University) ; Tanji Hoshi (Tokyo Metropolitan University)  
Yamamoto's previous study showed that the prevalence of dementia in the community-dwelling elderly of 65 years and older in City A of Tokyo was decreasing during a six-year follow-up 2001-2007, suggesting that there should be some factors specific to City A. The purpose of this study is to clarify City A's specific factors in decreasing prevalence of dementia. Health status of the analysis subjects was examined in terms of ratios of approval for long-term care insurance, proportions of the elderly who had a family dentist, habits of smoking and alcohol intake, educational attainment (years of education) and interest in health issues. The analysis results were discussed reviewing official statistics and the results of previous studies. The analysis subjects showed lower ratio of approval for long-term care insurance than City A's and National statistics. More than 70% of them had a family dentist even in 2001. Proportions of smokers in male analysis subjects were decreasing over years. As for educational attainment, 38.9% had more than 13 years of education and 24.7% had more than 16 years in the 2004 survey. The higher educational attainment, interest in health and health literacy observed in the analysis subjects seem to have been specific factors which might have promoted their health status and contributed to decreasing the prevalence of dementia. Education might be a key to decrease the prevalence of dementia.

#### [Survey on aspiration and expectations of high school students](#)

Carvalho, José-Raimundo ; Magnac, Thierry

In this document, we review the main characteristics of the survey undertaken in Ceara in 2014 among students of public and private high schools and regarding their characteristics and behavior relative to the choice of college and undergraduate degrees.

#### [How are Higher Education Institutions Dealing with Openness? A Survey of Practices, Beliefs, and Strategies in Five European Countries](#)

Jonatan Castaño Muñoz (European Commission " JRC - IPTS) ; Yves Punie (European Commission " JRC - IPTS) ; Andreia Inamorato dos Santos (European Commission " JRC - IPTS) ; Marija Mitic (Academic Cooperation Association (ACA)) ; Rita Morais (Independent Consultant)

Open Education is on the agenda of half of the surveyed Higher Education Institutions (HEIs) in France, Germany, Poland, Spain and the United Kingdom. For the other half of HEIs, Open Education does not seem to be an issue, at least at the time of the data collection of the survey (spring 2015). This report presents results of a representative survey of Higher Education institutions in five European countries (France, Germany, Poland, Spain and the United Kingdom) to enquire about their

Open Education (OE) practices, beliefs and strategies (e.g MOOCs). It aims to provide evidence for the further development of OE to support the supports the Opening Up Communication (European Commission, 2013) and the renewed priority on Open Education, enabled by digital technologies, of ET2020

#### [Behind the Fertility-Education Nexus: What Triggered the French Development Process?](#)

Claude Diebolt (BETA, University of Strasbourg Strasbourg, France) ; Audrey-Rose Menard (BETA, University of Strasbourg Strasbourg, France) ; Faustine Perrin (Department of Economic History, Lund University)

#### [Protectionism and the Education-Fertility Trade-off in Late 19th Century France](#)

Vincent Bignon (Banque de France. DGEI-DEMFI-Pomone) ; Cecilia Garcia-Peñalosa (Aix-Marseille University (Aix Marseille School of Economics), CNRS & EHESS and CESifo. AMSE)

The assumption that education and fertility are endogenous decisions that react to economic circumstances is a cornerstone of the unified growth theory that explains the transition to modern economic growth, yet evidence that such a mechanism was in operation before the 20th century is limited. This paper provides evidence of how protectionism reversed the education and fertility trends that were well under way in late 19th-century France. The Méline tariff, a tariff on cereals introduced in 1892, led to a substantial increase in agricultural wages, thus reducing the relative return to education. Since the importance of cereal production varied across regions, we use these differences to estimate the impact of the tariff. Our findings indicate that the tariff reduced education and increased fertility. The magnitude of these effects was substantial, and in regions with large shares of employment in cereal production the tariff offset the time trend in education for up to 15 years. Our results thus indicate that even in the 19th century, policies that changed the economic prospects of their offspring affected parents' decisions about the quantity and quality of children.

#### [Learning about Infant and Toddler Early Education Services \(LITES\): Review Protocol](#)

Shannon Monahan ; Jaime Thomas ; Lauren Murphy ; Diane Paulsell

The Office of the Assistant Secretary for Planning and Evaluation, in partnership with the Administration for Children and Families, funded Mathematica Policy Research and its partners to conduct the Learning About Infant and Toddler Early Education Services (LITES) project. LITES conducted a systematic review to identify program models to support infant and toddler early learning in out-of-home early care and education settings. This protocol guided the systematic review.

#### [Can School-Based Management Generate CommunityWide Impacts in Less Developed Countries? Evidence from Randomized Experiments in Burkina Faso](#)

Todo, Yasuyuki ; Kozuka, Eiji ; Sawada, Yasuyuki

While impacts of school-based management (SBM), i.e., decentralization of levels of authority to the school level, in less developed countries have been examined in a number of recent academic studies, the results have been mixed. To bridge a gap in the existing literature, at least partially, this paper evaluates the impact of an SBM program in Burkina Faso, in which targeted schools were rolled out randomly over two years. A novelty of this study is that we examine the program's impacts on community-wide outcomes captured by the level of trust in others by student's parents, and their



participation in rotating savings and credit associations (ROSCAs). We hypothesize that parents involved in SBM are more likely to participating in ROSCAs through collaboration with other community members in SBM because they foster trust in others, a necessary precondition for development of informal financial arrangements. Using a unique data set collected exclusively for this study we find that, in particular, relatively poor parents involved in SBM were more likely to participate in ROSCAs than other poor parents. These findings contain two important implications: first, our findings are consistent with the view that social capital, strengthened by SBM, plays a critical complementary role in correcting financial market failures in low income economies (Hayami 2009); and, second, impact evaluation of SBM focusing only on student performance may undervalue its overall effects on the whole community, ignoring important spillover effects of SBM.

## 2. Sommaires de revues en éducation

### Revues francophones :

[Cahiers pédagogiques, n° 528, mars 2016](#)

Thème : Mettre en oeuvre les EPI

#### ➤ Quel sens aux EPI ?

Variations sur un acronyme, Michel Develay

Ce qui nous guide pour travailler ensemble, Alfred Bartolucci, Laurent Bouchard, Jérôme Rivoire

Un espace d'intelligence collective, Sylvie Fornero

Décalogue de l'interdisciplinarité, François Muller

Les disciplines n'ont rien à y perdre ! Pierre Lacueille

#### ➤ Héritage et relais

Chanter en latin, Véronique Baslé

Petit inventaire d'EPI vécus avant les EPI, Jean-Michel Zakhartchouk

De bonnes recettes d'EPI, Françoise Cuisinier, Émilie Orliange, Florence Railat-Rouet

Du LABO à l'EPI, Guillaume Delcroix, Caroline Rousseau

La simulation globale, un outil sur mesure, Aurélie Guillaume-Le Guével

De l'épilogue à l'essaimage, Guillaume Looek

Trois exemples précurseurs, Ludovic Angelbault

Une tradition toujours innovante, Jérôme Rivoire

#### ➤ Comment s'organiser

Les conditions pour que ça marche, Anne-Marie Sanchez

Un pilotage partagé, Nathalie Chomarat, Jean-Luc Cournac

Quel EPI épique! Nathalie Cros, Anne Testeil

Vue du terrain, et d'un peu plus loin, Yves Zarka

Vive le copiratage des pionniers ! Benjamin Paul

« Suis-je manipulé par l'image que je vois ? » Francis Blanquart, Jean-Yves Dufresne, Yannick Fresko, Isabelle Valdher, Isabelle Vantomme, Céline Walkowiak

EPI en Guadeloupe, Jean-Pierre Bellanger

Combat et Plana, des espaces de projets, Laurent Cardona, Damien Dubreuil

De la logique d'externalisation à celle d'inclusion Gwenaël Le Guével

- Des contenus riches, des projets stimulants

Pourquoi les radis piquent-ils ? Nathalie Ladeveze, Michelle Pires, Pascal Pujades

Trois sens en théorie et en action, Nelly Cardenas, Julien Contu, Adrien Merville

Les disciplines font leur cinéma, Alexis Deloffre, Carine Pressacco, Florian Rivier, Sandrine Vallier

Petit

Évaluer en EPI, Thierry Dupuy

Quand rigueur et créativité sont de la partie, Rosène Charpine, Sabrina Tricaud

À la source : l'acte de chercher, Ange Ansur

Guide de préparation d'une semaine interdisciplinaire, Anne Hiribarren

Au moment de finir, par où commencer ? Michel Develay

- À lire sur le site des Cahiers pédagogiques

La zip de Shanghai et les mathématiques, Marion Bellin, Claudine Plourdeau

Un EPI à grande vitesse, Céline Guitard

Des idées pour des EPI « langues et cultures de l'Antiquité » Véronique Baslé, Florence Castinaud

Des modules interdisciplinaires en 2de, sources d'inspiration pour les EPI? Antoine Coutelle, Xavier

Garnier

Ma première semaine interdisciplinaire, Alexandre Balet

Un recyclage, au sens noble du terme, Laurent Fillion

[Formation Emploi, n° 132, 2015/4](#)

Thème : Enseignement supérieur et mondes économiques : de nouveaux éclairages

- Edito : Les subtiles relations entre formation et mondes économiques?  
Jean-Frédéric Vergnies
- Introduction : Nouveaux éclairages sur les relations entre enseignement supérieur et monde économique?  
Olivia Chambard, Laurène Le Cozanet
- L'ouverture de l'Université vers le monde extérieur autour de 1968 : entre consensus partiel, polarisation et compromis?  
Christelle Dormoy-Rajramanan
- La composition du corps professoral comme reflet du rapport des écoles d'ingénieurs au(x) monde(s) économique(s)?  
Antoine Derouet

- L'université, un employeur comme les autres ? L'essor de la « Gestion des Ressources Humaines » au Royaume-Uni?  
Simon Paye
- L'enseignement à but lucratif en France à l'aune des porosités public/privé : un état des lieux?  
Aurélien Casta
- Postface : De la mise en concurrence à la mise en marché de l'enseignement supérieur?  
Hugo Harari-Kermadec, Léonard Moulin

#### [L'orientation scolaire et professionnelle, 44/2, 2015](#)

Formations par apprentissage et production des inégalités  
sous la direction de Valérie Capdevielle-Mougnibas & Prisca Kergoat

- Les formations par apprentissage et la production des inégalités : de l'orientation à la formation  
Prisca Kergoat et Valérie Capdevielle-Mougnibas
- L'apprentissage, un bien public ?  
Gilles Moreau
- Projet professionnel, rapport à l'apprendre et sens de l'expérience scolaire chez des collégien(ne)s orienté(e)s vers le Dispositif d'Initiation aux Métiers de l'Alternance (DIMA)  
Vincent Bouzignac, Valérie Capdevielle-Mougnibas and Myriam de Léonardis
- Trouver et tenir sa place. Les apprenti(e)s et le travail  
Prisca Kergoat
- Entre revanche scolaire et subordination salariale. Les appropriations ambivalentes du statut d'apprenti chez des coiffeurs en CAP  
Fanny Renard
- La formation professionnelle au Québec: le regard des élèves  
Jonas Masdonati, Geneviève Fournier and Mathieu Pinault

#### [Recherches en éducation, n° 25, mars 2016](#)

Thème : Les élèves face aux outils pédagogiques : quels risques d'inégalités?

- Editio -Les élèves face aux outils pédagogiques: quels risques d'inégalités?  
STEPHANE BONNÉRY, JACQUES CRINON & GERMAIN SIMONS
- Usages différenciés de documents pédagogiques en sciences: études de quelques raisons  
ÉLIANE PAUTAL

- Le composite dans les albums de littérature de jeunesse et ses effets différenciateurs: un exemple en cycle 2  
PATRICIA RICHARD-PRINCIPALLI & MARIE-FRANÇOISE FRADET
- Circulation, déambulation et textes hétérogènes  
CATHERINE DELARUE-BRETON & JACQUES CRINON
- La fiche à l'école maternelle: un objet littéraire paradoxal,  
ARIANE RICHARD-BOSSEZ
- L'autonomie de l'élève et ses supports pédagogiques  
HELOÏSE DURLER
- Le Carnet d'expériences et d'observations au cycle 2: un outil d'apprentissage scientifique pour l'élève?  
CATHERINE BOYER, CORA COHEN-AZRIA & ABDELKARIM ZAÏD
- Raconter le travail scolaire. Effets cognitifs et sociaux de la tenue du carnet de bord de Travaux Personnels Encadrés,  
STÉPHANE VAQUERO
- Lire un dossier de documents à visée informative et y circuler : un « objet enseignable » au début du secondaire?  
SÉVERINE DE CROIX & JESSICA PENNEMAN
- Risques d'inégalités des apprentissages liés à certaines caractéristiques des manuels contemporains de langues modernes en Belgique francophone,  
GERMAIN SIMONS, DANIEL DELBRASSINE & FLORENCE VAN HOOFF
- L'éducation au patrimoine à l'école primaire: une éducation citoyenne?  
SYLVIANE BLANC-MAXIMIN
- La législation en faveur de l'enseignement des Langues et Cultures Nationales au Cameroun : mesure d'audience dans l'Adamaoua et implications glottopolitiques  
GILBERT DAOUAGA SAMARI
- Mots scolaires et modèle éducatif  
ALAIN GARCIA
- Devenir chercheur ou enseignant chercheur : le goût pour la recherche des doctorants à l'épreuve du marché du travail  
CLAIRE BONNARD, JULIEN CALMAND & JEAN-FRANÇOIS GIRET
- Liberté, éducation et pouvoir. Lecture non-directive à partir des travaux de Daniel Hamelin  
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## Revues anglophones :

### [American Educational Research Journal, February 2016; Vol. 53, No. 1](#)

- A Multination Study of Socioeconomic Inequality in Expectations for Progression to Higher Education: The Role of Between-School Tracking and Ability Stratification  
Philip D. Parker, John Jerrim, Ingrid Schoon, and Herbert W. Marsh
- Student Movement in Social Context: The Influence of Time, Peers, and Place  
Luke Dauter and Bruce Fuller
- Unequal Advantages: The Intergenerational Effects of Parental Educational Mobility  
Matthew Lawrence
- The Implications of the Use of Parental Choice as a Legal “Circuit Breaker”  
Julie F. Mead and Maria M. Lewis
- Cumulative Advantage in the Skill Development of STEM Graduate Students: A Mixed-Methods Study  
David F. Feldon, Michelle A. Maher, Josipa Roksa, and James Peugh
- Instruction and Students’ Declining Interest in Science: An Analysis of German Fourth- and Sixth-Grade Classrooms  
Steffen Tröbst, Thilo Kleickmann, Kim Lange-Schubert, Anne Rothkopf, and Kornelia Möller
- Improving Children’s Competence as Decision Makers: Contrasting Effects of Collaborative Interaction and Direct Instruction  
Xin Zhang, Richard C. Anderson, Joshua Morris, Brian Miller, Kim Thi Nguyen-Jahiel, Tzu-Jung Lin, Jie Zhang, May Jadallah, Theresa Scott, Jingjing Sun, Beata Latawiec, Shufeng Ma, Kay Grabow, and Judy Yu-Li Hsu

### [Applied Measurement in Education, Volume 29, Issue 2, April-June 2016](#)

- Use of Generalizability Theory Within K–12 School-Based Assessment: A Critical Review and Analysis of the Empirical Literature  
Amy M. Briesch, Sandra M. Chafouleas & Austin Johnson
- An Extension of IRT-Based Equating to the Dichotomous Testlet Response Theory Model  
Wei Tao & Yi Cao
- Initial Considerations When Applying an Instructional Sensitivity Framework: Partitioning the Variation Between and Within Classrooms for Two Mathematics Assessments  
Marsha Ing

- Reduction in Cheating Following a Forensic Investigation on a Statewide Summative Assessment  
Joseph C. McClintock
- Multilevel Latent Class Analysis for Large-Scale Educational Assessment Data: Exploring the Relation Between the Curriculum and Students' Mathematical Strategies  
Marije F. Fagginger Auer, Marian Hickendorff, Cornelis M. Van Putten, Anton A. Béguin & Willem J. Heiser

[Assessment & Evaluation in Higher Education, Volume 41, Issue 3, May 2016](#)

- Does calibration reduce variability in the assessment of accounting learning outcomes?  
Brendan O'Connell, Paul De Lange, Mark Freeman, Phil Hancock, Anne Abraham, Bryan Howieson & Kim Watty
- A comparison of self versus tutor assessment among Hungarian undergraduate business students  
András István Kun
- Substantive editing as a form of plagiarism among postgraduate students in Australia  
Lisa Lines
- Students' perceptions of the academic environment and approaches to studying in British postgraduate business education  
Haoda Sun & John T.E. Richardson
- Sustainable assessment revisited  
David Boud & Rebeca Soler
- Assessing learning in a sociology department: what do students say that they learn?  
Julia Bandini, Sara Shostak, David Cunningham & Wendy Cadge
- Can a systematic assessment moderation process assure the quality and integrity of assessment practice while supporting the professional development of casual academics?  
Gail Crimmins, Gregory Nash, Florin Oprescu, Kristel Alla, Ginna Brock, Bree Hickson-Jamieson & Caitlin Noakes
- Reading, listening and feeling: audio feedback as a component of an inclusive learning culture at universities  
Helen Knauf
- Criterion-referenced and norm-referenced assessments: compatibility and complementarity  
Beatrice Lok, Carmel McNaught & Kenneth Young

- Let's stop the pretence of consistent marking: exploring the multiple limitations of assessment criteria  
Sue Bloxham, Birgit den-Outer, Jane Hudson & Margaret Price
- Academic integrity: a quantitative study of confidence and understanding in students at the start of their higher education  
Philip Newton

[Community College Journal of Research and Practice, Volume 40, Issue 6, June 2016](#)

- A spectrum of support: current and best practices for students with Autism Spectrum Disorder (ASD) at community colleges  
Kirsten R. Brown & Michael D. Coomes
- The effects of self-regulated learning training on community college students' metacognition and achievement in developmental math courses  
Linda Bol, Karen D. Y. Campbell, Tony Perez & Cherng-Jyh Yen
- A discourse analysis of collaboration between academic and student affairs in community colleges  
Needham Yancey Gulley
- Financial challenges in higher education: community college leadership style and ranking  
Phillip D. Price, Douglas K. Schneider & Linda A. Quick
- Evaluation of the effectiveness of remedial reading courses at community colleges  
Nicole Lavonier
- A multidimensional approach to overcoming challenges in leading community college math tutoring success  
Reem Jaafar, Andi Toce & Bernard A. Polnariev
- Improving calculus I in community colleges: It takes a [multidisciplinary] village  
Helen E. Burn, Nina White & Vilma Mesa
- A place for community colleges in public health education: Two curricular frameworks  
Cynthia Wilson & Richard Riegelman

[Compare: A Journal of Comparative and International Education, Volume 46, Issue 2, March 2016](#)

- Different stakeholders in education  
Germ Janmaat, Tristan McCowan & Nitya Rao
- Parental preferences in school choice: comparing reputational hierarchies of schools in Chile and Finland

Sonja Kosunen & Alejandro Carrasco

- Contextualising the career pathways of women principals in Hong Kong: a critical examination  
Anita Kit-wa Chan, George Siu-keung Ngai & Po-king Choi
- What factors influence the direction of global brain circulation: the case of Chinese Canada  
Research Chairholders  
Qiang Zha
- Insider-outsider-inbetweener? Researcher positioning, participative methods and cross-cultural educational research  
Lizzi Milligan
- Leadership identity in a small island developing state: the Jamaican context  
Alan Floyd & Carol Fuller
- The securitisation of refugee flows and the schooling of refugees: examining the cases of North Koreans in South Korea and Iraqis in Jordan  
Bruce A. Collet & Hyeyoung Bang
- Conflicting road maps: cross-cultural professional development for Egyptian educators  
Waheed Hammad

[Comparative Education, Volume 52, Issue 1, February 2016](#)

- Internationalisation and development in East Asian higher education: an introduction  
Terri Kim
- Putting higher education in its place in (East Asian) political economy  
Bob Jessop
- The concept of greater China in higher education: adoptions, dynamics and implications |  
Open Access  
William Yat Wai Lo
- Mobility, formation and development of the academic profession in science, technology, engineering and mathematics in East and South East Asia  
Akiyoshi Yonezawa, Hugo Horta & Aki Osawa
- Administrative practices as institutional identity: bureaucratic impediments to HE  
'internationalisation' policy in Japan  
Gregory S. Poole



- Western faculty 'flight risk' at a Korean university and the complexities of internationalisation in Asian higher education  
Stephanie K. Kim
- Internationalisation without cultural diversity? Higher education in Korea  
Rennie J. Moon

[Computers & Education, Volume 95, April 2016](#)

- The effect of online summary assessment and feedback system on the summary writing on 6th graders: The LSA-based technique  
Yao-Ting Sung, Chia-Ning Liao, Tao-Hsing Chang, Chia-Lin Chen, Kuo-En Chang
- The impact of digital devices vs. Pen(cil) and paper on primary school students' writing skills – A research review  
Sabine Wollscheid, Jørgen Sjaastad, Cathrine Tømte
- Students' patterns of engagement and course performance in a Massive Open Online Course  
Trang Phan, Sara G. McNeil, Bernard R. Robin
- Science teachers' TPACK-Practical: Standard-setting using an evidence-based approach  
Tsong-Hau Jen, Yi-Fen Yeh, Ying-Shao Hsu, Hsin-Kai Wu, Kuan-Ming Chen
- See feminine – Think incompetent? The effects of a feminine outfit on the evaluation of women's computer competence  
Alexandra Fleischmann, Monika Sieverding, Ulrike Hespeneide, Miriam Weiß, Sabine C. Koch
- Crystallized intelligence affects hedonic and epistemic values to continue playing a game with saliency-based  
Jon-Chao Hong, Ming-Yueh Hwang, Kai-Hsin Tai, Yen-Chun Kuo
- Effects of a computer-assisted formative assessment intervention based on multiple-tier diagnostic items and different feedback types  
Uwe Maier, Nicole Wolf, Christoph Randler
- On the effectiveness of game-like and social approaches in learning: Comparing educational gaming, gamification & social networking  
Luis de-Marcos, Eva Garcia-Lopez, Antonio Garcia-Cabot
- The effects of secondary teachers' technostress on the intention to use technology in South Korea  
Young Ju Joo, Kyu Yon Lim, Nam Hee Kim
- What are the determinants of rural-urban digital inequality among schoolchildren in Taiwan? Insights from Blinder-Oaxaca decomposition

Pei-An Liao, Hung-Hao Chang, Jiun-Hao Wang, Lih-Chyun Sun

- Computer use at schools and associations with social-emotional outcomes – A holistic approach. Findings from the longitudinal study of Australian Children  
Maria Hatzigianni, Athanasios Gregoriadis, Marilyn Fleer
- Using a gesture interactive game-based learning approach to improve preschool children's learning performance and motor skills  
Hsien-Sheng Hsiao, Jyun-Chen Chen
- The impact of reflective thinking activities in e-learning: A critical review of the empirical research  
Fatma Gizem Karaoglan Yilmaz, Hafize Keser
- Enhancing learning and engagement through embodied interaction within a mixed reality simulation  
Robb Lindgren, Michael Tscholl, Shuai Wang, Emily Johnson
- TPACKing: A constructivist framing of TPACK to analyze teachers' construction of knowledge  
Mark W. Olofson, Meredith J.C. Swallow, Maureen D. Neumann
- Exploring students' computational practice, design and performance of problem-solving through a visual programming environment  
Po-Yao Chao
- Facebook and the others. Potentials and obstacles of Social Media for teaching in higher education  
Stefania Manca, Maria Ranieri
- Streamlined orchestration: An orchestration workbench framework for effective teaching  
Lighton Phiri, Christoph Meinel, Hussein Suleman
- Taking badges to school: A school-based badge system and its impact on participating teachers  
Peter Samuelson Wardrip, Samuel Abramovich, Yoon Jeon Kim, Meghan Bathgate
- The effects of learner-generated videos for YouTube on learning outcomes and satisfaction  
Carlos Orús, María José Barlés, Daniel Belanche, Luis Casaló, Elena Fraj, Raquel Gurrea
- How do online course design features influence student performance?  
Shanna Smith Jaggars, Di Xu
- The influence of task demand and social categorization diversity on performance and enjoyment in a language learning game  
Wei Peng, Hayeon Song, Jinyoung Kim, Tom Day

- Improving children's cognitive modifiability by dynamic assessment in 3D Immersive Virtual Reality environments  
David Passig, David Tzuriel, Ganit Eshel-Kedmi
- Virtual laboratories for education in science, technology, and engineering: A review  
Veljko Potkonjak, Michael Gardner, Victor Callaghan, Pasi Mattila, Christian Guetl, Vladimir M. Petrović, Kosta Jovanović
- Serious games for the job training of persons with developmental disabilities  
Jungmin Kwon, Youngsun Lee
- Can MOOCs be interesting to students? An experimental investigation from regulatory focus perspective  
Jie Zhang

[Educational and Psychological Measurement, April 2016; Vol. 76, No. 2](#)

- A Latent Transition Analysis Model for Assessing Change in Cognitive Skills  
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- Teachers' capacities to meet students' additional support needs in mainstream primary education  
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- Principals as Literacy Leaders with Indigenous Communities (PALLIC) building relationships: one school's quest to raise Indigenous learners' literacy  
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- Distributive decisions in education: Goals, trade-offs, and feasibility constraints  
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### 3. Livres intéressants



FONTANINI Christine. **Orientation et parcours des filles et des garçons dans l'enseignement supérieur**. Rouen : Publications des universités de Rouen et du Havre, 2016. 216 p. 21€

Deux grands bouleversements ont traversé la deuxième moitié du XXe siècle en France: la massification des étudiant(e)s et l'évolution spectaculaire de la scolarité des filles, notamment dans l'enseignement supérieur.

L'enseignement supérieur a encore été très peu exploré pour ce qui concerne les choix d'orientation des filles et des garçons et, en France, il existe peu de recherches portant sur les raisons pour lesquelles certaines filières de l'enseignement supérieur se féminisent fortement ces trente dernières années et d'autres beaucoup moins. Les études sur les choix d'orientation des garçons dans l'enseignement supérieur sont encore plus rares. Or, la division sexuée de l'orientation est tout autant le produit des choix des garçons que celui des filles; il faut donc analyser les mécanismes du processus d'orientation conjointement, du point de vue des deux sexes. Ce livre a donc pour objectif de présenter une synthèse des diverses recherches sur l'évolution des choix d'orientation des filles et des garçons dans l'enseignement supérieur depuis une trentaine d'années. Quels sont les facteurs explicatifs de l'attrait des filles pour certaines professions et formations supérieures mais aussi pourquoi certaines filières les attirent encore peu? Quelles sont les mutations des choix d'orientation post-baccalauréat des garçons?