



# Veille de l'IREDU n°65

15 juillet 2016

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## 1. Ressources sur le Web

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

[L'école française reste la championne des fondamentaux](#). L'expresso du 7 juillet 2016

L'école primaire française reste marquée par un temps scolaire particulièrement lourd et un nombre d'heures important consacré aux fondamentaux. Si c'est déjà moins vrai dans le secondaire obligatoire, par contre le lycée français est, avec l'espagnol, le plus lourd d'Europe. Enfin l'école française se distingue par son mode de gouvernance dans une Europe qui a opté pour des systèmes plus autonomes.

[Béatrice Mabilon-Bonfils : La pédagogie contre l'apartheid scolaire](#). L'expresso du 8 juillet 2016

Pas facile de monter ce numéro de revue sur un thème quasi inaudible aujourd'hui. Coordinatrice, avec Geneviève Zoia, du numéro de Recherches en éducation sur École, citoyenneté, ethnicité, Béatrice Mabilon-Bonfils témoigne de leur difficulté à publier. Surtout elle fait le lien entre les blocages de l'école française, notamment sa crise pédagogique, et la crispation identitaire autour de la laïcité.

[Quelles stratégies face aux inégalités territoriales ?](#). L'expresso du 8 juillet 2016

"Comme dans la plupart des économies développées, la décennie passée a été marquée en France par un dynamisme important des métropoles, qui concentrent l'activité à haute valeur ajoutée et les populations qualifiées. Ce dynamisme est un atout pour le pays. Mais les inégalités entre territoires se sont accentuées à différents niveaux". France Stratégie publie un dossier prospectif sur les inégalités territoriales à l'horizon 2027.

[Comment aider vraiment les élèves ?](#) L'expresso du 11 juillet 2016

« Recherches », Revue de didactique et de pédagogie du français, consacre son nouveau numéro à ce qui constitue pour tous les enseignants une mission, encore plus qu'une injonction : aider. Le riche dossier présente et analyse des pratiques variées, de l'école à l'université. Au moment où « l'accompagnement personnalisé », jusque là réservé aux élèves de sixième, est étendu à tous les élèves du collège, au moment où au lycée aussi on se lance dans une organisation délicate, parfois lourde et frustrante, du dispositif d'AP, le travail de la revue « Recherches » nous rappelle l'essentiel : aider, ce n'est pas externaliser et stigmatiser ; aider, c'est donner encore plus de sens aux apprentissages et favoriser une posture métacognitive. Et cela se joue au sein même de la classe, de l'école à l'université ...

## ***Repéré sur : Cereq.fr***

Prisca Kergoat (coord.), Valérie Capdevielle-Mougnibas, Amélie Courtinat-Camps, Julie Jarty, Philippe Lemistre, Benjamin Saccomano. [Du bien-être au sens de l'expérience des élèves et des enseignant.e.s de lycée professionnel](#). Net.Doc , n° 162 , 2016 , 223 p.

Centrée sur l'analyse des conditions de vie et d'études en lycée professionnel, cette étude vise à étudier le sens que les lycéens préparant un baccalauréat professionnel (première et terminale) et leurs enseignant(e)s accordent à leurs expériences de formation et de travail. Quatre dimensions sont mises en avant : la ségrégation des espaces, la place de l'enseignant, l'importance de la mise en situation via les stages et enfin la construction identitaire à l'adolescence.

Ce rapport de recherche a été commandité et financé par la Direction de l'évaluation, de la prospective et de la performance (DEPP).

Céline Goffette, Josiane Vero. [Quantity and quality of young employment in the evolving crisis](#). Net.Doc , n° 161 , 2016 , 29 p.

Ce document (en anglais) propose un aperçu des évolutions qu'ont connues les jeunes Européens (15-29 ans) sur le marché du travail, pendant la première (2008-2010) et la seconde phase (2010-2013) de récession. L'approche par les capacités constituant le cadre d'analyse, les situations des jeunes sur le marché du travail sont ainsi examinées au regard de leur caractère volontaire ou involontaire. La focale est ici mise sur les emplois non-standard involontaires et le chômage de longue durée, à partir de l'exploitation des données individuelles de l'Enquête européenne sur les forces de travail (EU-LFS) de 2006, 2010 et 2013.

This working paper provides a snapshot of labour market trends regarding the 15-29 year-old group across Europe in the first (2008-2010) and second period (2010-2013) of downturn, moving towards to a capability approach-inspired vision of employment.

Prisca Kergoat (coord.), Valérie Capdevielle-Mougnibas, Amélie Courtinat-Camps, Julie Jarty, Philippe Lemistre, Benjamin Saccomano. [Du bien-être au sens de l'expérience des élèves et des enseignant.e.s de lycée professionnel](#), Net.Doc , n° 162 , 2016 , 223 p.

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## ***Repéré sur : Education.gouv.fr***

Sandra Andreu, Étienne Dalibard et Yann Étève. [Cedre 2003-2009-2015 ☒ Maîtrise de la langue en fin d'école : l'écart se creuse entre filles et garçons](#). Note d'information, N° 20 - juillet 2016

Mesuré en fin d'école primaire dans le cadre du cycle des évaluations disciplinaires réalisées sur échantillon (Cedre), le niveau des acquis des élèves en maîtrise de la langue (compréhension de l'écrit et étude de la langue) reste stable depuis douze ans. En revanche, la répartition des écoliers

évolue. La proportion des élèves des groupes de haut et de bas niveaux diminue, au profit d'un accroissement des groupes intermédiaires. Les filles sont toujours plus performantes que les garçons et les écarts se creusent encore. De 2003 à 2015, les résultats des élèves scolarisés en éducation prioritaire progressent. L'étude porte sur des élèves entrés majoritairement en CP en septembre 2010.

Étienne Dalibard, Sylvie Fumel et Laurent Lima. [Cedre 2015 : Nouvelle évaluation en fin de collège : compétences langagières et littératie](#). Note d'information - N° 21 - juillet 2016

Les compétences langagières et la littératie en fin de collège ont fait l'objet d'une nouvelle mesure dans le cadre d'un cycle d'évaluations disciplinaires réalisées sur échantillon (Cedre). Cette étude distingue différents niveaux de performances, depuis la maîtrise langagière qui permet de poursuivre une formation pour 85 % des élèves jusqu'à une maîtrise très insuffisante pour 15 % des élèves. Les résultats confirment la forte influence de l'origine sociale sur les performances scolaires. Cette nouvelle évaluation interroge pour la première fois les élèves sur leur processus de lecture.

Fanny Thomas. [Évaluation et statistiques. Le baccalauréat 2016](#) - Session de juin. Note d'information, N° 22 - juillet 2016

À la session du baccalauréat de juin 2016, avec 88,5 % d'admis en France entière, le taux de réussite global est légèrement plus élevé que celui de 2015 (87,8 %). Le taux de réussite au baccalauréat général, de 91,4 %, est identique à celui de 2015. Celui du baccalauréat technologique, qui avait augmenté fortement de 2005 à 2014, est stable depuis à 90,7 %. Dans la voie professionnelle, le taux de réussite gagne 1,9 point et dépasse son niveau de 2014 avec 82,2 %. On compte ainsi 3 100 bacheliers professionnels de plus qu'en 2015. La part des bacheliers dans une génération augmente de 77,7 % en 2015 à 78,6 % en 2016 en raison du plus grand nombre de candidats dans la voie générale.

### ***Repéré sur : Esen.education.fr***

Académie de Créteil, ESPE de l'académie de Créteil, Réseau Canopé, Centre Alain-Savary de l'Institut français de l'éducation/École nationale supérieure de Lyon (IFÉ/ENS), Réseau national de lutte contre les discriminations à l'école et le commissariat général à l'égalité des territoires (CGET). [Discriminations à l'école : rapport du jury de la conférence de consensus](#). Juin 2016

Ce rapport présente les préconisations élaborées par des chercheurs et des acteurs de l'éducation à la suite d'une conférence de consensus tenue en février 2016. Celles-ci visent à apporter des réponses concrètes pour prévenir et lutter contre les discriminations à l'école.

Les constats et préconisations sont articulés autour de 3 axes :

- les catégories juridiques, politiques et théoriques pour penser les discriminations ;
- les mécanismes systémiques ;
- les implicites de l'action pédagogique.

MATHIOT Pierre. [Parcours d'excellence - Faire face avec ambition et méthode à un enjeu de société](#). Paris : Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche, juin 2016. 55 p.

Après un point sur la politique d'ouverture sociale et d'égalité des chances à destination des élèves des milieux modestes, ce rapport-cahier des charges propose des mesures pour développer celle-ci dans les domaines de l'orientation, de l'organisation des parcours d'excellence et de la coopération entre les divers acteurs concernés.

Valérie Liogier, [Mobilité internationale des étudiants dans les pays de l'OCDE](#). Note d'information Enseignement supérieur & recherche, n°3, juin 2016

Cette note montre qu'en 2012-2013, dans les pays de l'organisation pour la coopération et le développement économiques (OCDE), près de 3 millions d'étudiants sont scolarisés en dehors de leur pays d'origine. La France est le quatrième pays d'accueil, avec 230 000 étudiants étrangers mobiles accueillis, derrière les États-Unis, le Royaume-Uni et l'Australie. Les étudiants chinois représentent un quart des étudiants mobiles accueillis dans l'OCDE, et l'ensemble des étudiants asiatiques en représentent la moitié.

Ceren Inan. [Orientation dans l'enseignement supérieur : vœux formulés dans Admission Post-Bac \(APB\) par les élèves pour 2016-2017](#). Note Flash n°8, juin 2016

Cette note de synthèse établit que :

- plus de neuf élèves de terminale sur dix ont validé au moins un vœu d'orientation ;
- la demande de la filière Licence en premier vœu avoisine 40% ;
- dans certaines mentions demandées en premier vœu, la part des femmes atteint des proportions extrêmes ;
- les vœux de rang ultérieur reproduisent souvent les choix de filière du premier vœu.

[Qualéduc : guide d'auto-évaluation en établissement de formation](#). Paris : Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche, Juin 2016

Ce guide est un support de travail pour les établissements du second degré, et notamment les lycées professionnels, qui souhaitent mettre en place une démarche d'auto-évaluation et d'amélioration continue de la qualité. Il a pour objectifs d'aider à :

- formuler une analyse, poser un diagnostic partagé et étayé ;
- établir ou infléchir un plan en présentant des objectifs et des axes de progrès, des actions d'amélioration et en proposant des outils de mise en œuvre de ces évolutions.

***Repéré sur : [halshs.archives-ouvertes.fr](http://halshs.archives-ouvertes.fr)***

Mélanie Souhait, Xavier Bollen, Delphine Ducarme, Etienne Galmiche, Benoit Raucent. [APPRENDRE LES COMPETENCES TRANSVERSALES : Un atelier pour révéler ses talents](#). 8e colloque de Questions de Pédagogie dans l'Enseignement Supérieur, Jun 2015, Brest, France. Actes du 8e colloque QPES, p593, 2015, Innover : comment et pourquoi ?

Le travail en groupe et la communication sont des compétences indispensables au métier d'ingénieur. En 1<sup>ère</sup> année, les étudiants de l'Ecole Polytechnique de Louvain (EPL) doivent adopter des méthodes de travail collectif en vue de développer des compétences ad hoc. Cet article présente une expérience menée en début de curriculum.

Marie David. [Pratiques pédagogiques et autonomie des étudiants de LI](#). Inter Pares, Ecole doctorale EPIC, 2016, pp. 115-122.

Résumé : L'autonomie est considérée comme l'une des causes d'échec des étudiants de première année à l'université (L I). Très encadrés au lycée, ils seraient subitement livrés à eux-mêmes après le baccalauréat. Une enquête par observation directe, menée dans deux lycées et une université, montre au contraire que les pratiques pédagogiques découragent l'autonomie en contrôlant le travail des étudiants. Ceux-ci n'ont pas besoin d'être autonomes. Ils développent pourtant certaines formes d'autonomie, mais peu légitimes du point de vue des professeurs. Ces résultats conduisent à interroger la norme d'autonomie en première année de licence: l'enjeu principal en LI n'est sans doute pas l'autonomie intellectuelle des étudiants.

Jake Murdoch, Christine Guégnard, Dorit Griga, Maarten Koomen, Christian Imdorf. [How Do Second-Generation Immigrant Students Access Higher Education? : The Importance of Vocational Routes to Higher Education in Switzerland, France, and Germany](#) . Swiss Journal of Sociology, 2016, 42 (2), pp.245-263.

Résumé : We analyse the access to different institutional pathways to higher education for second-generation students, focusing on youths that hold a higher-education entrance certificate. The alternative vocational pathway appears to compensate to some degree, compared to the traditional academic one, for North-African and Southern-European youths in France, those from Turkey in Germany, and to a lesser degree those from Portugal, Turkey, Ex-Yugoslavia, Albania/Kosovo in Switzerland. This is not the case in Switzerland for Western-European, Italian, and Spanish youths who indeed access higher education via the academic pathway more often than Swiss youths. Using youth panel and survey data, multinomial models are applied to analyse these pathway choices.

Gérard Lassibille, Carlos Gamero Buron. [Job Satisfaction among Primary School Personnel in Madagascar](#). The Journal of Development Studies, 2016

This article analyses the job satisfaction of primary school teachers in Madagascar. Based on the estimation of multilevel models, low wages and problems getting paid, job insecurity, lack of in-service training, high pupil-teacher ratios, and lack of basic infrastructure and teaching materials are identified as the main reasons for dissatisfaction. Principals' control of teachers' activities also adversely affects satisfaction, suggesting that, in Malagasy schools, neither school directors nor teachers have succeeded in adopting organisational cultures based on cooperation among their members. These results are likely to stimulate debates on educational policy, both in Madagascar and in many other developing countries.

Agathe Dirani. [La créativité dans les premiers emplois en temps de crise : distribution inégale d'une compétence requise](#). XVèmes Journées internationales de Sociologie du Travail : "crise(s) et mondes du travail", May 2016, Athènes, Grèce.

Résumé : Dans une économie en crise et face à la fragilisation des parcours d'insertion professionnelle des jeunes (Galland, 1991), marqués de multiples bifurcations (Bidart, 2010a), l'économie se demande comment mieux équiper les individus pour réduire les inégalités face au marché de l'emploi. La créativité, en tant que modalité de l'action permettant d'engendrer des changements dans la sphère politique (Joas, 2001), associée à l'innovation, nécessaire dans des secteurs d'emploi en expansion, a pu apparaître comme une compétence requise en temps de crise, bénéficiant potentiellement aux travailleurs comme aux organisations qui les emploient. La



créativité, qu'Aristote présente comme un bien précieux accessible aux être humains et que les psychologues positivistes relient à leur définition du bien-être (Deci, Ryan, 2000) semble particulièrement intéressante à analyser tout au long des parcours. Si certains types de socialisations peuvent favoriser son développement (Vygostsky, 1930,[...]

Magali Danner, Jean-François Giret. [L'accès à la titularisation des non reçus au concours de l'enseignement : L'impact du premier emploi sur le positionnement dans la file d'attente](#). XVèmes Journées internationales de Sociologie du Travail : "crise(s) et mondes du travail", May 2016, Athènes, Grèce.

Résumé : L'année préparatoire au concours pour les métiers de l'enseignement dans les IUFM ne permet pas à tous les licenciés d'obtenir une titularisation comme fonctionnaire de l'Education nationale. L'engagement vocationnel, stratégique et social pour devenir enseignant et la spécialisation acquise au travers des études les encouragent cependant à privilégier en début de carrière une cohérence formation-emploi. Malgré un coût en termes de délais d'insertion, satisfaction salariale, sentiment de déclassement et réalisation professionnelle, l'expérience acquise dans ce premier emploi permet d'améliorer son rang dans la file d'attente pour une titularisation par rapport aux jeunes sortants.

Carlos Gamero Buron, Gérard Lassibille. [Job Satisfaction among Primary School Personnel](#). XIX Applied Economics Meeting, Jun 2016, Séville, Spain.

Résumé : This article analyzes the job satisfaction of primary school teachers in Madagascar. Based on the estimation of multilevel models, low wages and problems getting paid, job insecurity, lack of in-service training, high pupil-teacher ratios, and lack of basic infrastructure and teaching materials are identified as the main reasons for dissatisfaction. Principals' control of teachers' activities also adversely affects satisfaction, suggesting that, in Malagasy schools, neither school directors nor teachers have succeeded in adopting organizational cultures based on cooperation among their members. These results are likely to stimulate debates on educational policy, both in Madagascar and in many other developing countries.

Carlos Gamero Buron, Gérard Lassibille. [Work engagement among school directors and teachers' behavior at work](#). XXV Meeting of the Economics of Education Association, Jun 2016, Badajoz, Spain. .

Résumé : Using data from a representative sample of public primary schools in Madagascar, this paper analyzes engagement at work among school directors and investigates the impact of school heads' supervisory roles on teachers' behavior at work. The results show clear signs of weak management within public primary schools. We find that school heads' engagement at work is positively associated with their employment conditions, job satisfaction, and overall working environment. The results also indicate that principals' management styles have a positive effect on teachers' commitment at work, but no significant impact on absenteeism.

**Repéré sur : ife.ens-lyon.fr**

Rémi Thibert. [Représentations et enjeux du travail personnel de l'élève](#). Dossier de veille de l'IFÉ, n° 111, juin 2016

Il est très compliqué d'appréhender la réalité du travail personnel des élèves, surtout depuis son externalisation dans le courant du XX<sup>e</sup> siècle, reportant dans les familles le temps d'étude qui avait lieu auparavant dans les écoles. Aujourd'hui, les devoirs écrits se font essentiellement à la maison, malgré leur interdiction en primaire et les résultats de recherches qui ont montré l'absence d'effets de ces pratiques sur les apprentissages.

Si ces devoirs persistent, c'est qu'ils répondent à d'autres attentes, sociales et non pas didactiques. La question qui devient chaque année plus pressante porte sur l'articulation entre le travail en classe et ce travail demandé pour la classe hors la classe. Or les acteurs chargés d'organiser ce temps de travail personnel sont nombreux : que ce soit dans le périscolaire, avec les études ou l'aide aux devoirs, qui ont lieu au sein des établissements, ou que ce soit à l'extérieur de l'école, grâce à des associations, des centres sociaux, des médiathèques ou encore le milieu familial, sans compter les acteurs économiques privés qui proposent des cours particuliers, des remédiations, etc.

Si ces accompagnements sont juxtaposés et sans lien, le risque est que ceci ne serve à rien, en tout cas pas aux élèves les plus en difficulté.

Il convient donc de penser différemment ces dispositifs d'aide, de penser leur articulation et leurs périmètres, toujours en lien avec ce qui se fait à l'école. Cela nécessite aussi de penser collectivement dans les établissements la question de l'aide au travail personnel.

Ce dossier de veille tente de faire le point sur le travail personnel de l'élève pour la classe hors la classe, en posant la question de l'engagement des élèves dans leurs apprentissages. En effet, pour que le travail personnel hors la classe existe, il faut qu'il soit pensé et commencé au sein même de la classe..

PÈNE Sophie, PA Somalina, HARTMANN Camille. [Université numérique : du temps des explorateurs à celui de la transformation](#). Paris : Conseil national du numérique, 05/2016

En novembre 2015, le Secrétaire d'Etat à l'enseignement supérieur et à la recherche (ESR), a saisi le Conseil national du numérique (CNNum) pour identifier les axes essentiels de transformation numérique de l'ESR dans une « société apprenante ».

La demande portait plus particulièrement sur trois volets : donner une impulsion générale à la transformation numérique de l'ESR dans toutes ses dimensions, ses différents cycles, ses différentes composantes, avec l'objectif de résultats visibles dans des délais courts ; tracer à grands traits la désintermédiation numérique qui touche l'ESR afin d'en mesurer les conséquences pour les établissements (par désintermédiation, il faut comprendre que certaines fonctions, de l'insertion professionnelle à l'aide à la réussite, en passant par la mise à disposition de cours et même les certifications, sont accessibles par des services numériques qui s'adressent directement aux individus et à des communautés apprenantes) ; mettre à disposition des aides concrètes répondant aux besoins de tous les acteurs responsables de la transformation numérique de l'ESR.

Christophe Cornu (dir.). [Au grand jour : réponses du secteur de l'éducation à la violence fondée sur l'orientation sexuelle et l'identité ou l'expression de genre : rapport de synthèse](#). Paris : UNESCO, 05/2016

La violence à l'école et dans d'autres contextes éducatifs est un problème qui s'observe partout dans le monde. Les élèves perçus comme non conformes aux normes prédominantes en matière de sexe et de genre sont particulièrement vulnérables. La violence fondée sur l'orientation sexuelle et sur l'identité ou l'expression de genre est une forme de violence en milieu scolaire fondée sur le genre. Elle inclut les violences physiques, sexuelles et psychologiques et le harcèlement, et comme d'autres



formes de violence en milieu scolaire. Le rapport présente une synthèse des conclusions d'une étude mondiale commanditée par l'UNESCO sur la violence homophobe et transphobe à l'école et sur les réponses du secteur de l'éducation.

Une première partie s'attache à définir la violence homophobe et transphobe, et en décrit l'impact. Une deuxième partie examine la prévalence de cette violence dans le monde. La troisième partie analyse les réponses apportées, en énumérant les principes et composantes d'une réponse globale du secteur de l'éducation, et en indiquant dans quelle mesure les pays mettent en œuvre ces composantes. Une dernière partie contient des recommandations et préconise des mesures de nature à renforcer la réponse à la violence homophobe et transphobe dans les écoles et autres établissements d'enseignement.

[The state of funding in education, teachers working conditions, social dialogue and trade union rights in Western European countries](#). Comité syndical européen de l'éducation (CSEE), 03/2016

Publié par le CSEE (qui représente 131 syndicats d'enseignants dans tous les pays d'Europe), ce rapport rend compte des résultats de deux enquêtes menées en Europe de l'Ouest ainsi qu'en Europe centrale et orientale. Celles-ci visent à fournir un panorama des conséquences de huit années de crise économique et des mesures ayant trait aux finances publiques.

Le rapport identifie un certain nombre de tendances concernant le financement de l'éducation et la portée du secteur privé dans le financement des services éducatifs, les conditions de travail des enseignants et les actions syndicales, ainsi que le dialogue social et la négociation collective.

Miao Fengchun, Mishra Sanjaya & McGreal Rory. [Open Educational Resources: Policy, Costs and Transformation](#). United Nations Educational Scientific and Cultural Organization (UNESCO) - Commonwealth of Learning, 04/2016

Open Educational Resources (OER) — teaching, learning and research materials that their owners make free for others to use, revise and share — offer a powerful means of expanding the reach and effectiveness of worldwide education. The Commonwealth of Learning (COL) and UNESCO co-organised the World OER Congress in 2012 in Paris. That Congress resulted in the OER Paris Declaration: a statement that urged governments around the world to release, as OER, all teaching, learning and research materials developed with public funds.

This book, drawing on 15 case studies contributed by 29 OER researchers and policy-makers from 15 countries across six continents, examines the implementation of the pivotal declaration through the thematic lenses of policy, costs and transformation. The case studies provide a detailed picture of OER policies and initiatives as they are unfolding in different country contexts and adopting a range of approaches, from bottom-up to top-down. The book illuminates the impacts of OER on the costs of producing, distributing and providing access to learning materials, and shows the way that OER can transform the teaching and learning methodology mindset. Recommendations on key actions to be taken by policy-makers, practitioners, OER developers and users are also outlined, particularly within the context of Education 2030. Clearly, progress is being made, although more work must be done if the international community is to realise the full potential of OER.

CABOCHE-BERNOT Claire. [Les jeunes "invisibles". De l'émergence d'un problème à l'élucidation des conditions de construction de réponses cohérentes](#). Thèse en sciences de l'éducation soutenue en 2016 sous la dir. de Philippe MEIRIEU (Université Lumière-Lyon 2)

Trop de jeunes entre 15 et 29 ans rencontrent de nombreux obstacles à leur insertion dans la vie d'adulte. Une description de cette génération et un focus sur les jeunes en déserrance nous permettent d'affirmer, d'une manière générale, qu'ils sont confrontés à un déficit de confiance, ont du mal à trouver leur place dans la société, et qu'une partie non négligeable d'entre eux est entrée en invisibilité (ni en éducation, ni en formation, ni en emploi, ni en accompagnement). Pour prendre la mesure du problème, nous avons construit des statistiques mettant en lumière la géométrie variable de la jeunesse, indiquant les degrés de précarité, de l'insertion à l'invisibilité. Le croisement des résultats avec la situation professionnelle des parents, le type de logement et le lieu d'habitation nous permet d'affiner la sociologie des « invisibles ». Les chiffres montrent pour les jeunes, que trois sur dix sont en situation précaire, un actif sur cinq est au chômage, un sur vingt est en invisibilité totale, et parmi les « invisibles », neuf sur dix ne sont plus issus des seules Zones Urbaines Sensibles (ZUS) et deux sur cinq sont issus de milieu plutôt favorisé. Ce qui change radicalement l'image des exclus faisant jusqu'à présent l'objet des « Politiques de la ville ». De plus nous avons comparé deux régions pour montrer que les politiques régionales influencent les résultats statistiques de l'invisibilité. Pour mieux comprendre ce phénomène, nous avons construit un outil de diagnostic : un « Agenda Social de la Jeunesse » qui a permis de critériser les nombreux éléments d'un inventaire exhaustif des outils et structures travaillant avec les jeunes à partir d'une agglomération de la région parisienne, et de comparer l'état de la « jeunesse » dans cinq pays d'Europe. Les résultats de ces deux études mettent à jour les failles de l'offre à tous les niveaux. Certes elles sont multiples, mais relèvent plus de l'empilement, sans réelle coordination ni cohérence. Elles en deviennent inefficaces et sont, de plus, sous-dimensionnées en regard notamment du fort taux de natalité en France produisant les deux tiers de l'accroissement naturel de la population des vingt-huit pays de l'Union Européenne. Par ailleurs, notre pays a mal anticipé les mutations sociétales en matière d'éducation, de formation et d'emploi. Les conséquences sont fondamentales : cela empêche provisoirement de résorber le chômage et explique en partie la situation des jeunes français, le nombre important d'invisibles et leur sentiment de ne plus être des citoyens à part entière. La jeunesse est devenue véritable sujet de complication pour les décideurs publics, malgré leurs bonnes intentions. Une politique publique de « jeunesse » cohérente doit être pensée en dissociant la gestion préventive du « flux » des décrochés du système de formation et de l'emploi, de la gestion curative du « stock » des « invisibles » nécessitant d'aller les chercher sur le territoire et de repenser la deuxième chance et l'accompagnement jusqu'à leur insertion sociale et dans l'emploi, condition de leur autonomie. Ces deux axes mobilisent des politiques à court terme pour réparer les dégâts du passé, mais ne doivent pas empêcher de penser au long terme, nous obligeant à envisager un changement de paradigme politique. L'emploi est-il encore un élément structurant de la société ? Nous l'entendons comme d'utilité sociale, produisant de la fierté et offrant une place dans la société. Nous pensons que non, alors quel nouveau modèle de société faut-il construire ? Quels outils conceptuels et opérationnels faut-il proposer ? Il nous semble que dans un pays d'abondance, nous devons jouer la carte de « l'humain », en équilibrant les moyens d'assistance pour sortir de l'aide à la survie, les moyens d'insertion pour donner à chacun(e) une place dans la société, et enfin les moyens politiques pour réinscrire les jeunes dans une citoyenneté active. Notre thèse a pour objectif d'ouvrir des pistes de solutions.

POURCELOT Charlotte. [L'influence de la surabondance informationnelle sur le non-recours au tutorat méthodologique en première année universitaire](#). Thèse en sciences de l'éducation, soutenue en 2015, sous la dir. de Sandoss BEN ABID-ZARROUK (Université de Haute-Alsace)

Les universités françaises sont en crise car le taux d'échec et d'abandon y est prégnant depuis plusieurs années. Les réformes nées ou naissantes poursuivent toutes le même but : la réussite. Alors que plusieurs dispositifs d'aide sont désormais offerts aux étudiants, ce travail se propose d'approfondir les travaux menés sur le non-recours au tutorat méthodologique. Il interroge pour cela la variable « information », et s'articule autour de trois hypothèses. -Les étudiants de premier cycle ont des capacités attentionnelles limitées qui les empêchent de faire des choix rationnels.-La surabondance informationnelle en premier cycle ne permet pas aux étudiants de recourir au tutorat méthodologique.-Les étudiants « engagés » qui reçoivent une information claire des potentialités et des objectifs du dispositif d'aide, et qui l'utilisent de manière optimale, réussissent. Pour les tester, nous avons fait appel à deux outils d'enquête complémentaires. Dans un premier temps, vingt-deux tuteurs ont été interviewés, ainsi que la directrice des études et de la vie universitaire, et trois directeurs d'Unité de Formation et de Recherche (UFR). Les résultats de ces enquêtes qualitatives réalisées in situ, révèlent que le tutorat méthodologique souffre de défauts d'information, et que des efforts doivent être fournis dans ce domaine. Des pistes d'amélioration pour informer efficacement les primo-entrants en vue d'augmenter le taux de fréquentation aux séances de tutorat sont donc présentées. Dans un second temps, ont été interrogés par questionnaires 392 étudiants de première année issus des trois facultés que compte l'Université de Haute-Alsace (UHA). Cette enquête avait pour buts de vérifier si les étudiants de premier cycle étaient bien informés des potentialités et des objectifs du tutorat méthodologique, et de faire le lien entre l'étudiant, usager d'un dispositif d'accompagnement méthodologique ou pédagogique, et le dispositif lui-même dans l'atteinte des objectifs qu'il s'est donnés. A partir du « modèle d'efficacité individuelle d'un dispositif d'accompagnement méthodologique ou pédagogique » de Ben Abid-Zarrouk (2013), les virtualités d'un tel outil ont été questionnées ainsi que les caractéristiques de ses utilisateurs. Cette recherche montre notamment que les étudiants qui établissent des stratégies de réussite optimale, qui sont attentifs aux informations relatives aux potentialités des dispositifs d'aide à la réussite en termes de réussite, qui l'estiment utile et qui en sont donc satisfaits, réussissent mieux que les autres, y compris les tutorés. Puis, en s'appuyant sur l'analyse factorielle, cette cohorte a pu être découpée en cinq classes : « Les Scolaires », « Les Oisifs », « Les Retardataires », « Les Irréprochables » et « Les Inadaptés », et huit variables qui se rapportent au tutorat ont pu être caractérisées.

RIEGERT Arnaud. [Inégalités scolaires, ségrégation et effets de pairs](#). Thèse en sciences économiques, soutenue en 2016, sous la dir.de Eric MAURIN (École des hautes études en sciences sociales)

Cette thèse porte sur les enjeux de mixité dans l'institution scolaire en illustrant trois problématiques. La première est celle de l'égalité des chances : comment promouvoir la mixité dans l'enseignement supérieur quand l'enseignement secondaire est lui-même ségrégué ? À l'aide d'une expérimentation aléatoire, nous évaluons l'impact d'un programme de tutorat visant à promouvoir l'accès aux filières d'excellence du supérieur pour des lycées issus de milieux populaires et montrons que ces dispositifs peuvent se heurter à des difficultés, notamment face aux élèves de niveau moyen, au risque de creuser les inégalités dans les lycées plus défavorisés. La deuxième problématique est celle de l'influence des pairs : des modifications dans l'environnement social des élèves peuvent-elles avoir un effet sur la scolarité des jeunes ? Nous exploitons ici une expérience naturelle qui se produit en France lors de la transition collège-lycée, où nous montrons qu'un petit pourcentage d'élèves est affecté aléatoirement à sa classe de seconde. L'observation des trajectoires scolaires montre que les élèves fragiles qui retrouvent très peu de camarades de troisième dans leur classe de seconde sont plus susceptibles de redoubler et ont une probabilité moindre d'obtenir le baccalauréat. La troisième

problématique est celle de la ségrégation : dans quelle mesure les élèves fréquentent-ils des environnements sociaux différents en fonction de leurs caractéristiques personnelles ? Nous effectuons ici une analyse statistique détaillée qui permet de quantifier l'ampleur de la ségrégation sociale et scolaire, entre les établissements scolaires et entre les classes au sein de ceux-ci.

JAUFFRED-GOISLARD DE MONSABERT Sandrine. [Savoir en réseau. Introduction de ressources numériques et interactives. Des usages imaginés aux usages observés dans les classes. Quelle transformation des métiers d'enseignants et d'élèves ?](#) Thèse en sciences de l'éducation, soutenue en 2015, sous la dir. de Cédric FRÉTIGNÉ (Université Paris-Est-Créteil-Val-de-Marne)

Notre recherche interroge les éventuelles transformations qui modifient la relation pédagogique lorsque des enseignants introduisent dans leur pratique des ressources numériques et interactives. Nous visons à observer les usages réels, plutôt que les usages attendus par les acteurs, qui se développent à la faveur de cette nouvelle instrumentation des pratiques pédagogiques. Pour saisir la complexité des processus à l'œuvre dans les situations pédagogiques, nous avons élaboré un outil d'observation des interactions entre les différents acteurs de la classe et identifier les usages déployés par les apprenants. Il a abouti à une proposition de modélisation de la dynamique des situations d'apprentissages collaboratifs instrumentés. Notre recherche s'appuie sur des observations « longitudinales » menées dans une classe de deux enseignants de collège et de lycée. Elles permettent d'évaluer les changements apportés par l'introduction des supports pédagogiques numériques. L'analyse de notre matériau empirique fait ressortir que, lorsque les ressources pédagogiques sont numériques, la mobilisation des élèves est plus visible. Celle-ci est corrélée à une réorganisation du jeu des acteurs de la classe qui produit des interactions plus riches et une meilleure densité didactique. Cela semble confirmer l'hypothèse des enseignants que les ressources numériques permettent une activité plus attractive. De plus, la production et le partage de nouveaux supports pédagogiques via les réseaux sociaux semblent également participer à l'émergence de collectifs professionnels. L'étude de terrain montre que l'utilisation d'Internet en classe est efficace et permet des apprentissages qui aident l'enseignant à adopter une posture éthique d'autorité relevant d'un génie pédagogique : « une parole authentique lorsqu'il s'adresse à l'autre de la relation », « une parole habitée adressée à un autre au singulier », « une parole adressée, qui cherche à comprendre et non une parole assurée, autorisée par un seul savoir scientifique » (FLICHY, 1995 pp. 77, 82). La classe se transforme en un dispositif qui autorise et systématise le travail en autonomie et prépare les esprits aux rencontres hasardeuses.

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#### [The Value of Private Schools: Evidence from Pakistan](#)

Pedro Carneiro (Institute for Fiscal Studies and University College London) ; Jishnu Das (Institute for Fiscal Studies) ; Hugo Reis (Institute for Fiscal Studies)

Using unique data from Pakistan we estimate a model of demand for differentiated products in 112 rural education markets with significant choice among public and private schools. Our model accounts for the endogeneity of school fees and the characteristics of students attending the school. As expected, central determinants of school choice are the distance to school, school fees, and the characteristics of peers. Families are willing to pay on average between 75% and 115% of the average annual private school fee for a 500 meter reduction in distance. In contrast, price elasticities are low: -0.5 for girls and -0.2 for boys. Both distance and price elasticities are consistent with other estimates in the literature, but at odds with a belief among policy makers that school fees deter enrollment and participation in private schooling. Using the estimates from the demand model we show that the existence of a low fee private school market is of great value for households in our sample, reaching about 25% to 100% of monthly per capita income for those choosing private schools. A voucher policy that reduces the fees of private schools to \$0 (from an average annual fee of \$13) increases private school enrollment by 7.5 percentage points for girls and 4.2 percentage points for boys. Our demand estimates and policy simulations, which account for key challenges specific to the schooling market, help situate ongoing debate around private schools within a larger framework of consumer choice and welfare.

#### [How Innovations and Best Practices can Transform Higher Education Institutions : A Case Study of SIMS](#)

Aithal, Sreeramana ; Rao, Srinivas ; Kumar, Suresh

Education has become competitive so as the educational institutions. In order to survive the competition, institutions have to improve the quality of their services. Changes in culture, aspiration and levels of skills required in securing employment for students, force higher education institutions today to rework on their educational models and add value to each and every aspect of their service. Innovations and best practices serve to enhance quality and add value. Srinivas Institute of Management Studies (SIMS), which combines technology, management and social service education has identified and implemented innovations and best practices to differentiate itself among the competitors and to add value in its educational services. In this paper, we have discussed

innovations, small and big, developed indigenously and implemented during last four years. They are broadly classified under six key aspects namely "curricular aspects, teaching-learning and evaluation, research, consultancy and extension, infrastructure and learning resources, student support and progression, and governance, leadership, and management". The paper also contains some of the institutional and individual faculty best practices having visible impact on the quality of higher education imparted by the institution. The best practices concern admission, fees, attendance, teaching, performance, skill building, employability, student involvement, collective learning, value addition, ensuring transparency, information dissemination etc. Finally two institutional best practices are elaborated with its aim of practice, underlying principles and concepts, particular contextual features or challenging issues that have had to be addressed in designing and implementing the practice, and its implementation, including its uniqueness in Indian higher education, evidence of success, identifying the problems encountered and resources required to implement the practice.

#### [Application of ABCD Analysis Framework on Private University System in India](#)

Aithal, Sreeramana ; V.T., Shailashree ; Kumar, Suresh

Private Universities recently introduced in Indian educational system, have enhanced the scope of innovations in Higher education in India due to their autonomy and zeal to excel. In this paper, we have analyzed its merits and limitations using the analyzing framework called ABCD technique. For these six determinant issues which relate to the functioning of a University has been chosen. These are Organizational aspects, Students Progression, Faculty development, Societal & other stakeholders issues, Governance, Leadership, and Issues on Innovations and Best Practices. Further, four key issues were identified under each of these and critical constituent elements under these factors are worked out. Through this analysis, 192 critical constituent elements which satisfy the success of a private university have been explored.

#### [Credit where credit is due: An approach to education returns based on shapley values](#)

Bilal Barakat (Vienna Institute for Demography) ; Jesus Crespo Cuaresma (Department of Economics, Vienna University of Economics and Business)

We propose the use of methods based on the Shapley value to assess the fact that private returns to lower levels of educational attainment should incorporate prospective returns from higher attainment levels, since achieving primary education is a necessary condition to enter secondary and tertiary educational levels. We apply the proposed adjustment to a global dataset of private returns to different educational attainment levels and find that the corrected returns to education imply a large shift of returns from tertiary to primary schooling in countries at all income levels.

#### [Returns to vocational education. Evidence from Poland](#)

Paweł Strawiński (Faculty of Economic Sciences, University of Warsaw) ; Paulina Broniatowska (Warsaw School of Economics) ; Aleksandra Majchrowska (University of Lodz)

Vocational education in upper-secondary school has been perceived for many years as being inferior to general education, in spite of the fact that vocational education graduates enjoy a faster transition from school to work and are more likely to have a permanent first job. As a consequence of the reform of the educational system that took place in Poland in 1999, the enrolment ratio in vocational schools has fallen dramatically. The empirical evidence in the literature on the returns to vocational education is limited. This study fills that gap and looks into wage premium for workers with

vocational education in Poland before and after the reform of the educational system. The relative returns to different types and levels of education were estimated using a standard Mincerian wage equation framework. The empirical analysis concentrated on a comparison of the relative benefits of vocational and non-vocational education. The results showed that vocational education graduates have, on average, a higher probability of finding a permanent job, and secondary-vocational education graduates receive higher earnings than secondary general education graduates in Poland. However, wages of vocational education graduates are lower than those of secondary general education. In spite of this, the decreasing number of vocational education graduates post-reform has contributed to reducing this gap.

#### [The Educational Success of China's Young Generation of Rural-to-Urban Migrants](#)

Pamela Lenton (Department of Economics, University of Sheffield) ; Lu Yin (Department of Economics, University of Sheffield)

The education policies introduced in the rural areas of China following the end of the 'cultural revolution' resulted in an improved provision of educational institutions along with better quality teachers which increased the educational attainment of young rural migrants and raised their career aspirations. This paper uses data from the Rural-Urban Migration in China (RUMiC) dataset for 2009, in a novel examination of the wage returns to schooling for young and old generations of rural-migrant and urban workers in order to ascertain whether the improved schooling has led to better outcomes. Another novel feature is the examination of the wage returns to over-, required and under-education. We find evidence that the wage return to schooling for young rural-to-urban migrants is larger than that for older migrant workers and that the return to schooling for young urban residents is lower than that of older workers. There is evidence of young migrants receiving a wage premium where they are overeducated for their job.

#### [Is it the way they use it? Teachers, ICT and student achievement](#)

Simona, Comi ; Marco, Gui ; Federica, Origo ; Laura, Pagani ; Gianluca, Argentin ;

We provide evidence on whether ICT-related teaching practices affect student achievement. We use a unique student-teacher dataset containing variables on very specific uses of computer and ICT by teachers matched with data on national standardized tests for 10th grade students. Our identification strategy relies on a within-student between-subject estimator and on a rich set of teacher's controls. We find that computer-based teaching methods increase student performance if they help the teacher to obtain material to prepare lectures, if they channel the transmission of teaching material, if they increase students' awareness in ICT use and if they enhance communication. Instead, we find a negative impact of practices requiring an active role of the students in classes using ICT. Our findings suggest that the effectiveness of ICT at school depends on the actual practice that teachers make of it and on their ability to integrate ICT into the teaching process.

#### [Are immigrants overeducated in Germany? Determinants and wage effects of educational mismatch](#)

Schwientek, Caroline

This paper investigates determinants and wage effects of educational mismatch for both natives and immigrants in Germany. Using the GSOEP panel data from 1991 to 2013, I find that conditional on educational attainment immigrants face a higher incidence of overeducation compared to their native counterparts. Among immigrants German language skills as well as education and experience

gained in Germany are negatively correlated with the risk of overeducation. Results from the wage regression indicate that required education is equally rewarded for natives and immigrants, whereas immigrants suffer from a higher penalty from overeducation, but face a lower penalty from undereducation.

#### [Teacher Quality and Learning Outcomes in Kindergarten](#)

M. Caridad Araujo (Institute for Fiscal Studies) ; Pedro Carneiro (Institute for Fiscal Studies and University College London) ; Yyannú Cruz-Aguayo (Institute for Fiscal Studies) ; Norbert Schady (Institute for Fiscal Studies)

We assigned two cohorts of kindergarten students, totaling more than 24,000 children, to teachers within schools with a rule that is as-good-as-random. We collected data on children at the beginning of the school year, and applied 12 tests of math, language and executive function (EF) at the end of the year. All teachers were filmed teaching for a full day, and the videos were coded using a wellknown classroom observation tool, the Classroom Assessment Scoring System (or CLASS). We find substantial classroom effects: A one-standard deviation increase in classroom quality results in 0.11, 0.11, and 0.07 standard deviation higher test scores in language, math, and EF, respectively. Teacher behaviors, as measured by the CLASS, are associated with higher test scores. Parents recognize better teachers, but do not change their behaviors appreciably to take account of differences in teacher quality.

#### [Cognitive Ability and Games of School Choice](#)

Christian, Basteck ; Marco, Mantovani

We take school admission mechanisms to the lab to test whether the manipulable Boston mechanism disadvantages students of lower cognitive ability and whether this leads to ability segregation across schools. Results show this is the case: lower ability participants receive a lower average payoff and are over-represented at the worst school. Under the strategy-proof Deferred Acceptance mechanism, payoff differences between high and low ability participants are reduced, and distributions by ability across schools are harmonized. Hence, we find support for the argument that a move to strategy-proof mechanisms would “level the playing field”. However, we document a trade-off between equality and efficiency in the choice of school admission mechanisms since average payoffs are larger under Boston than under Deferred Acceptance.

#### [Academic Support through Information System : Srinivas Integrated Model](#)

Aithal, Sreeramana ; Kumar, Suresh

As part of imparting quality higher education for undergraduate and postgraduate students, Srinivas Institute of Management Studies (SIMS) developed an education service model for integrated academic support known as Srinivas Integrated Model. Backed by the presumption that knowledge is power and information is fundamental to knowledge building and knowledge sharing, this model is aimed to provide information support to students for improved academic performance. Information on the college and courses in the form of prospectus, information on curriculum, rules and regulations through college calendar, individual course wise pamphlets on value additions through certificate programmes, workshops and skill development programmes, teaching plan booklet enabling a student to forecast the outline of the curriculum, printed study material simplified to gain understanding and straight entry into the curriculum, provision to download examination related information through college website, and opportunity to get information related to individual



attendance, examination marks, instructions from the faculty etc. through the unique college intranet service called Srinivas Information and Management System, are all integral part of this information system model. This paper discusses Srinivas Integrated Model as a best practice of regularizing and managing a complex network of communication traffic using a combination of print, digital and IT enabled techniques and how it serves academic support.

### [The education revolution on horseback II: Using the Napoleonic Wars to elicit the effect of tracking on student performance](#)

Korthals, Roxanne (General Economics 2 (Macro))

Previous literature has found inconsistent effects of tracking students in secondary school on student performance using various ways to alleviate the endogeneity in tracking. Sociological literature argues that the threat for war with and invasion by the French around the 1800s induced European countries to introduce mass public education systems. I use this theory to estimate the effect of tracking on student performance in Europe, instrumenting tracking by the political pressure caused by the Napoleonic Wars. The relation between political pressure by Napoleon and tracking is strong and leads in the second stage to a consistent positive effect of tracking on student performance. One important limitation of this analysis is that it is reasonable to assume that political pressure from Napoleon influenced many facets of European countries.

### [Keeping College Options Open: A Field Experiment to Help All High School Seniors Through the College Application Process](#)

Philip Oreopoulos ; Reuben Ford

Recent research suggests that the college application process itself prevents access. This paper reports results from a large school-based experiment in which application assistance is incorporated into the high school curriculum for all graduating seniors at low-transition schools. Over three workshops, students were guided to pick programs of interest that they were eligible for, apply for real, and complete the financial aid application. The goal was to create a college option for exiting students to make the transition easier and more salient. On average, the program increased application rates from 64 to 78 per cent. College enrolment increased the following school year by 5.2 percentage points with virtually all of this increase in two-year community college programs. The greatest impact was for students who were not taking any university-track courses in high school: the application rate for these students increased by 24 percentage points with a nine per cent increase in two-year college enrolment. A second experiment was conducted two years later to explore several variations of the program. Offering personal assistance without waiving application fees had a negligible or even negative impact on applications and enrollment. Using laptops in homeroom classrooms instead of sending students to computer labs while combining the initial 2 workshops into one full-morning session increased application rates. However, subsequent enrollment effects were negligible. We provide some evidence consistent with the possibility that decreased guidance in choosing eligible programs was responsible for the second-experiment's decline in enrollment impacts.

### [Market Signals: Evidence on the Determinants and Consequences of School Choice from a Citywide Lottery](#)

Steven Glazerman ; Dallas Dotter

In this paper, we estimate school-choice preferences revealed by the rank-ordered lists submitted by more than 22,000 applicants to a citywide lottery for more than 100 traditional and charter public schools in Washington, DC.

### [Employment status and educational attainment among disabled Ghanaians](#)

Clifford Afoakwa ; Fatima Dauda

People with disabilities in Ghana and other developing economies are discriminated against in many fundamental elements of human empowerment such as education and employment. While some employers are unwilling to hire, the educational systems do not provide enabling environment for a good education. This paper explores employment and educational attainment among people with disabilities. Although, people with disabilities have low employment probabilities, our finding suggests that education increases their chance of employment. Moreover, while women with disabilities are dually disadvantaged in the labour market, educational facilities far from home lead to improvement in disabled children's educational achievements.

### [What are the benefits from early childhood education?](#)

OECD

Early childhood education and care programmes (ECEC) have become more accessible in recent years, with high enrolment rates in both early childhood educational development and preprimary education. The educational results of students at the age of 15 may be partially explained by attendance at pre-primary education, which sharply decreases the likelihood of low performance in the Programme for International Student Assessment (PISA). Pre-primary education can play a strong role in promoting equality at an early age, particularly by targeting disadvantaged groups such as first- and second-generation immigrants. Assuring and monitoring the quality of programmes is key to guaranteeing that early childhood education and care has a positive impact on both equity and performance in education.

### [How to Increase Research Productivity in Higher Educational Institutions –SIMS Model](#)

Aithal, Sreeramana

Institutional Ranking in higher educational institutions became common practice and business schools are highly benefited by announcing worldwide ranks based on various ranking criteria. Ranking at higher educational institutions which have already accredited with minimum required infrastructure, innovative curriculum design, should depend on their ability to produce new knowledge as the output of the institutions. Based on the postulates of ABC model of institutional performance measurement, we have devised a model of improving the higher educational output. This model contains the idea on how to involve students and faculty members in improving organizational research output. By means of adopting a curriculum model of research focussed curriculum design and adoption in which students are made to work on industry projects and research projects in each semester along with the study of core and elective subjects, and by means formulating strategy on active involvement of faculty members in intensive research, we have developed a method of increasing research performance and hence enhancing the research productivity in higher educational institutions. We have analysed this model by considering our recent experience and efforts of increasing the research productivity at Srinivas Institute of Management Studies as the case example. The strategies to be followed to increase the number of

research publications and subject book publications by effective faculty involvement and business case development by student involvement are discussed.

### [Protecting Unsophisticated Applicants in School Choice through Information Disclosure](#)

Christian, Basteck ; Marco, Mantovani

Unsophisticated applicants can be at a disadvantage under manipulable and hence strategically demanding school choice mechanisms. Disclosing information on applications in previous admission periods makes it easier to assess the chances of being admitted at a particular school, and hence may level the playing field between applicants who differ in their cognitive ability. We test this conjecture experimentally for the widely used Boston mechanism. Results show that, absent this information, there exist a substantial gap between subjects of higher and lower cognitive ability, resulting in significant differences in payoffs, and ability segregation across schools. The treatment is effective in improving applicants' strategic performance. However, because both lower and higher ability subjects improve when they have information about past demands, the gap between the two groups shrinks only marginally, and the instrument fails at levelling the playing field.

### [Are disadvantaged students given equal opportunities to learn mathematics?](#)

OECD

Some 65% of socio-economically advantaged students reported that they know well or have often heard of the concept of quadratic function, on average across OECD countries; but only 43% of disadvantaged students so reported. On average across OECD countries, the 20% of students who are most exposed to pure mathematics tasks (equations) score, on the PISA mathematics test, the equivalent of almost two school years ahead of the 20% of students who are least exposed. Exposure to simple applied mathematics tasks is much less strongly associated with better performance. About 19% of the performance difference between socio-economically advantaged and disadvantaged students can be attributed to differences in familiarity with mathematics. In Austria and Korea, more than 30% of the performance gap between these two groups of students is related to differences in familiarity with mathematics. In other words, there are clear indications that disadvantaged students systematically receive mathematics instruction of lower quality than advantaged students.

### [Do pensions foster education? An empirical perspective](#)

Gianko Michailidis (Universitat de Barcelona) ; Concepció Patxot (Universitat de Barcelona) ; Meritxell Solé Juvés (Universitat de Barcelona)

In this paper we examine the effect of the demographic transition on public education, pension spending and the interaction between them. In particular, we investigate the theoretical prediction that the structure of PAYG pension systems, alongside population ageing, offers incentives for the working-age generation to invest in the public education of the young in order to "reap" the benefits of their higher productivity in the future, translated into higher income tax/contributions. The empirical evidence resulting from the application of the fixed effects approach to panel data for OECD countries shows that the increasing share of elderly people has non-linear effects on both retirement and education spending. The former suggests that political pressure to increase benefits turns out to have no effect when the ageing process is strong enough to compromise the fiscal budget and the latter indicates a certain degree of generational conflict. Nevertheless, our results suggest that a positive link arises when examining the connection between education and pensions by using the projected old dependency ratio. A more detailed analysis of total education expenditure shows that only the non-mandatory educational levels benefit from the future population ageing.

### [Should Value-Added Models Control for Student Absences?](#)

Gershenson, Seth (American University)

Whether or not value-added models should control for contemporaneous student absences is theoretically ambiguous, as such absences are only partly outside of teachers' control. Teachers often feel strongly that value-added models should account for student attendance, and many districts' value-added models condition on lagged student absences as a result. Using matched teacher-student administrative data from a state-wide longitudinal data system, this note investigates the practical importance of this modeling decision for value-added measures of teacher effectiveness (VAMs). This is done by comparing VAM-based rankings of teacher effectiveness generated by value-added models that either control for current absences, control for lagged absences, or exclude student absences altogether. Regardless of how between-school differences are accounted for, VAM-based rankings of teacher effectiveness are insensitive to how, and whether, student absences enter the value-added model's conditioning set. Spearman Rank Correlations are always larger than 0.99 for both math and reading VAMs, suggesting that whether or not value-added models control for annual student absences is a relatively unimportant modeling decision, at least in the context of self-contained primary school classroom teachers. These results are consistent with recent research suggesting that simply conditioning on lagged achievement yields approximately unbiased VAMs. Moreover, these findings suggest that controlling for student absences in teacher evaluation systems' value-added models is a relatively inexpensive way to increase teacher buy-in.

### [On the Role of Community Management in Correcting Market Failures of Rural Developing Areas: Evidence from a Randomized Field Experiment of COGES Project in Burkina Faso](#)

Sawada, Yasuyuki ; Aida, Takeshi ; Griffen, Andrew ; Kazianga, Harounan ; Kozuka, Eiji ; Nogushi, Haruko ; Todo, Yasuyuki

We estimate the short-term impacts of a school-based management program in Burkina Faso in a range of outcomes that include education, voluntary contribution to public goods, participation in informal saving groups, and health. Evaluated at the control average, COGES increases the voluntary contributions to public goods by 15.90%. Participation in informal saving groups increases by 0.016 percent for the lowest income group, and enrollment in school increases by 7.1%. Overall the findings are consistent with the observation that social capital, strengthened by SBM, plays a critical complementary role in correcting financial market failures in low income economies. The results also demonstrate that impact evaluation of SBM that focus only on education are likely to undervalue the overall effects of SBMS.

### [Academic Entrepreneurship: Bayh-Dole versus the 'Professor's Privilege'](#)

Astebro, Thomas B ; Braguinsky, Serguey ; Braunerhjelm, Pontus ; Broström, Anders

Should society encourage scientists at universities to become entrepreneurs? Using data on U.S. university-employed scientists with a Ph.D. in STEM disciplines leaving their university to become entrepreneurs during 1993-2006 and similar data from Sweden we show evidence suggesting that owning your idea outright (the "Professor's Privilege") rather than sharing ownership with your university employer (the Bayh-Dole regime) is strongly positively associated with the rate of academic entrepreneurship but not with apparent economic gain for the entrepreneur. Further analysis show that in both countries there is too much entry into entrepreneurship, and selection

from the bottom of the ability distribution among scientists. Targeted policies aimed at screening entrepreneurial decisions by younger, tenure-track academics may therefore produce more benefits for society than general incentives.

#### [The power to choose Gender balance of power and intra-household educational spending in India](#)

Smriti Sharma ; Christophe Nordman

We assess the effect of female bargaining power on the share of educational expenditures in the household budget in India. We augment the collective household model by endogenizing female bargaining power and use a three-stage least squares approach to simultaneously estimate female bargaining power, per capita household expenditure and budget share of education. Our key results are: (i) female bargaining power has a positive and significant effect on the household budget share of educational spending; (ii) this bargaining power is associated positively (negatively) with education spending in urban (rural) areas; (iii) female bargaining power has a uniformly positive effect on educational expenditure of girls in urban areas among all caste groups, but the observed negative association in rural areas appears to be driven by one of the lower caste groups; and (iv) a pro-male bias exists in educational spending for all age groups, with some differentiation by location and caste.

#### [Information and Preferences for Public Spending: Evidence from Representative Survey Experiments](#)

Philipp Lergetporer (Ifo Institute, University of Munich, Germany; CESifo) ; Guido Schwerdt (Department of Economics, University of Konstanz, Germany; CESifo, IZA) ; Katharina Werner (Ifo Institute, University of Munich, Germany) ; Ludger Woessmann (Ifo Institute, University of Munich, Germany; CESifo, IZA, and CAGE)

The electorates' lack of information about the extent of public spending may cause misalignments between voters' preferences and the size of government. We devise a series of representative survey experiments in Germany that randomly provide treatment groups with information on current spending levels. Results show that such information strongly reduces support for public spending in various domains from social security to defense. Data on prior information status on school spending and teacher salaries shows that treatment effects are strongest for those who initially underestimated spending levels, indicating genuine information effects rather than pure priming effects. Information on spending requirements also reduces support for specific education reforms. Preferences on spending across education levels are also malleable to information.

#### [Junior Farmer Field Schools, Agricultural Knowledge and Spillover Effects: Quasiexperimental Evidence from Northern Uganda](#)

Jacopo, Bonan ; Laura, Pagani ;

We analyse the impact of a junior farmer field school (JFFS) project in Northern Uganda on students' agricultural knowledge and practices. Assuming that children are induced to transmit their newly acquired knowledge to their parents and guardians, we also test for the presence of spillover effects at household level. The empirical analysis is based on two sources of panel data: a household survey and a dataset containing results of a test on agricultural knowledge administered to treated and control students before and after the program by the project's staff. We use matching difference-in-differences estimators, comparing the key outcomes across matched samples of treated and non-treated groups before and after the project intervention. We find that the program had positive effects on students' agricultural knowledge and adoption of good practices and that it produced

some spillover effects in terms of improvements of household agricultural food security. However, we find no impact on the propensity to introduce new agricultural good practices and on household agricultural production. Overall, our results point to the importance of adapting the basic principles of farmer field schools to children through junior farmer field schools, as they could improve short and long-term food security and well-being of both children and their households.

#### [What to teach, when teaching economics as a minor subject?](#)

Martin Kniepert (Institute for Sustainable Economic Development, University of Natural Resources and Life Sciences Vienna)

Over the last few years, demands from student organisations for pluralism in teaching economics gave quite a stir to neoclassical economics; at least in the media, and at some selected universities. On the other hand, university teachers show considerable inertia. Sometimes they are pointing out that economic theory was not as streamlined as asserted. But mostly they insist on mainstream teaching as a basic prerequisite, possibly to be complemented later by some elective courses. While a dispute about the adequacy of this will certainly continue, it has to be stated that the typical syllabus for economics as a minor subject leaves the respective students with a very narrow notion of economics. This paper elaborates on this aspect. It outlines specific restrictions and requirements an economics-minor syllabus has to comply with in order to have a realistic chance for a wider dissemination at universities. Taking account of this, it is shown that pluralist intentions are covered to a considerable extent by the broader perspective of (new) institutional economics as developed by North, Williamson, Ostrom, and others. At the same time it allows for a coherent and commonly shared body of economic knowledge. To substantiate this, this paper resorts to important steps in the history of economic thinking, to its epistemological foundations, as well as to rather practical needs of mutual recognition of exams.

#### [Regional human capital inequality in Europe in the long run, 1850 – 2010.](#)

Claude Diebolt ; Ralph Hippe

Human capital is an important factor for economic and social development, as has been underlined by recent theoretical models. A range of contributions has focused on the international evolution of human capital over the last decades and beyond. However, the regional dimension of human capital in Europe remains insufficiently explored, particularly in a long-run perspective. For this reason, this paper addresses this gap in the literature and highlights the regional evolution of human capital in Europe between 1850 and 2010 by using numeracy, literacy and educational attainment proxies. The results show that intranational inequalities in human capital have always been important and are in a number of cases more important than international differences.

#### [Quality Thresholds, Features, and Dosage in Early Care and Education: Methods](#)

Margaret Burchinal ; Yange Xue ; Anamaire Auger ; Hsiao-Chuan Tien ; Andrew Mashburn ; Elizabeth W. Cavadel ; Ellen Peisner-Feinberg

To address the issues regarding quality thresholds, features, and dosage identified in the literature review, secondary data analyses were conducted using data from eight large-scale ECE research projects.

#### [The Importance of School Systems: Evidence from International Differences in Student Achievement](#)

Woessmann, Ludger (Ifo Institute for Economic Research)

Students in some countries do far better on international achievement tests than students in other countries. Is this all due to differences in what students bring with them to school – socio-economic background, cultural factors, and the like? Or do school systems make a difference? This essay argues that differences in features of countries' school systems, and in particular their institutional structures, account for a substantial part of the cross-country variation in student achievement. It first documents the size and cross-test consistency of international differences in student achievement. Next, it uses the framework of an education production function to provide descriptive analysis of the extent to which different factors of the school system, as well as factors beyond the school system, account for cross-country achievement differences. Finally, it covers research that goes beyond descriptive associations by addressing leading concerns of bias in cross-country analysis. The available evidence suggests that differences in expenditures and class size play a limited role in explaining cross-country achievement differences, but that differences in teacher quality and instruction time do matter. This suggests that what matters is not so much the amount of inputs that school systems are endowed with, but rather how they use them. Correspondingly, international differences in institutional structures of school systems such as external exams, school autonomy, private competition, and tracking have been found to be important sources of international differences in student achievement.

#### [Youth Employment and Academic Performance: Production Functions and Policy Effects](#)

Holford, Angus J. (University of Essex)

We identify the effects of part-time employment, study time at home, and attitudes in school, in the production function for educational performance among UK teenagers in compulsory education. Our approach identifies the factors driving differences between the reduced form 'policy effect' of in-school employment, and its direct effect or 'production function parameter'. Part-time employment is shown to reduce performance among girls but not boys, because employment crowds out both study time at home and positive attitude in school to a greater extent for girls than boys. Part-time work also induces earlier initiation into risky behaviours for girls than boys.

#### [High School Track Choice and Financial Constraints: Evidence from Urban Mexico](#)

Avitabile, Ciro ; Bobba, Matteo ; Pariguana, Marco

This paper examines the role of liquidity constraints in shaping curricular choices in upper secondary education. In the context of the centralized school assignment system in Mexico City, we study how a large household income shock affects sorting of relatively disadvantaged youth over high school tracks exploiting the discontinuity in the assignment of the welfare program, Oportunidades. The in-cash transfer is found to significantly increase the probability of selecting the vocational track as the most preferred option vis-a-vis other more academically-oriented education modalities. The observed change in stated preferences affects admission outcomes within the school assignment system, thereby suggesting the scope for longer term impacts on schooling and labor market trajectories.

#### [Ability tracking and social capital in China's rural secondary school system](#)

Fan Li ; Prashant Loyalka ; Hongmei Yi ; Yaojiang Shi ; Natalie Johnson ; Scott Rozelle

The goal of this paper is describe and analyze the relationship between ability tracking and student social capital, in the context of poor students in developing countries. Drawing on the results from a

longitudinal study among 1,436 poor students across 132 schools in rural China, we find a significant lack of interpersonal trust and confidence in public institutions among poor rural young adults. We also find that there is a strong correlation between ability tracking during junior high school and levels of social capital. The disparities might serve to further widen the gap between the relatively privileged students who are staying in school and the less privileged students who are dropping out of school. This result suggests that making high school accessible to more students would improve social capital in the general population.

#### [Affirmative action and long-run changes in group inequality in](#)

India Hemanshu Kumar ; Rohini Somanathan

Research on caste-based inequalities in India has generally focused on differences between large categories such as the Scheduled Castes, the Scheduled Tribes, and the remainder of the population. We contribute to the literature on horizontal inequalities in India by looking within these groupings, and studying differences between the individual jatis that comprise these categories. Using census data, we find evidence of persistent inequalities in educational outcomes between the jatis, suggesting that socio-economic hierarchies have proved to be stable throughout the post-Independence period. Indeed, the evidence points to divergence: communities with more education in 1961 also had higher educational attainment in 2001. Also, while numerically larger Scheduled Caste communities witnessed greater improvements in educational levels compared to smaller ones, this was not true for the Scheduled Tribes. This may be the result of their greater political mobilization. Keywords: caste, tribe, India, disadvantaged groups, horizontal inequalities, affirmative action, education

#### [The economic geography of human capital in Twentieth-century Latin America in an international comparative perspective](#)

Enriqueta Camps ; Stanley Engerman

In this paper we present results for educational achievement in the different economic regions of Latin America (Big countries: Mexico and Brazil; Southern Cone; Andean countries; Central America; and others) during the twentieth century. The variables we use to measure education are average years of education, literacy, average years in primary school, average years in secondary school, and average years in university. To attain a broader perspective on the relationship of education with human capital and with welfare and wellbeing we relate the educational measures to life expectancy and other human capital variables and GDP per capita. We then use regressions to examine the impact of race and ethnicity on education, and of education on economic growth and levels of GDP per capita. The most significant results we wish to emphasize are related to the importance of race and racial fractionalization in explaining regional differences in educational achievement. Southern Cone countries, with a higher density of white population, present the highest levels of education in average terms, while countries from Central America and Brazil, with a higher proportion of Indigenous Americans and/or blacks, have the lowest levels. In most countries the major improvements in educational achievement are: the expansion of primary education during the first half of the twentieth century, and the expansion of secondary education after 1950. In all cases, average years in university are low, despite improvements in university quality during the last decades of the century when professors exiled during dictatorships returned to their countries of origin. International comparisons (continental averages for years of education weighted by country



population size) place twentieth-century Latin America in an intermediate position between the USA and Europe at the top, and countries from Asia and Africa at the bottom.

#### [Ewing Marion Kauffman School Evaluation Impact Report Year 4](#)

Matthew Johnson ; Alicia Demers ; Cleo Jacobs Johnson ; Claudia Gentile

The Kauffman School is a charter school in Kansas City, Missouri that serves students from the city's most economically disadvantaged neighborhoods. This report evaluates the effectiveness of the school at improving student achievement during its first four years of operation.

#### [To Introduce or Not To Introduce Monetary Bonuses: The Cost of Repealing Teacher Incentives](#)

Yusuke Jinnai (International University of Japan)

Teacher performance pay programs form the foundation of recent reforms in public education. Although existing research has found monetary bonuses for teachers increase student achievement, no studies have examined the potentially negative effects of repealing such incentives. Using novel data from North Carolina, where the state government first reduced and finally repealed its teacher incentive program, this paper shows that student achievement at the lowest-performing schools significantly decreased after the reduction in bonuses and further decreased after the repeal of the incentive program. These findings illustrate that once incentives are introduced it is not cost-free to reduce or remove them.

#### [The Causal Effect of Education on Health Behaviors: Evidence from Turkey](#)

Aysit Tansel (Department of Economics, Middle East Technical University, IZA Bonn, and ERF Cairo) ; Deniz Karaoglan (Department of Economics, Middle East Technical University)

This study provides causal effect of education on health behaviors in Turkey which is a middle income developing country. Health Survey of the Turkish Statistical Institute for the years 2008, 2010 and 2012 are used. The health behaviors considered are smoking, alcohol consumption, fruit and vegetable consumption, exercising and one health outcome namely, the body mass index (BMI). We examine the causal effect of education on these health behaviors and the BMI Instrumental variable approach is used in order to address the endogeneity of education to health behaviors. Educational expansion of the early 1960s is used as the source of exogenous variation in years of schooling. Our main findings are as follows. Education does not significantly affect the probability of smoking or exercising. The higher the education level the higher the probability of alcohol consumption and the probability of fruit and vegetable consumption. Higher levels of education lead to higher BMI levels. This study provides a baseline for further research on the various aspects of health behaviors in Turkey.

#### [The \(Non-\) Effect of Violence on Education: Evidence from the "War on Drugs" in Mexico](#)

Perez-Arce, Francisco ; Marquez-Padilla, Fernanda ; Rodriguez-Castelan, Carlos

There is a growing interest in economic literature on the pervasive effects of violence exposure on human capital accumulation. However, this literature has come short on disentangling the direct effects of violence on individuals' schooling decisions from the indirect effects related to the destruction of infrastructure which inevitably accompanies armed conflict. In this paper we study the sharp increase in violence experienced in Mexico after 2006, known as "The War on Drugs" and its effects on human capital accumulation. This upsurge in violence is expected to have direct effects on individuals' schooling decisions but not indirect effects as severe destruction of infrastructure was

absent. In addition, the fact that the marked increases in violence were concentrated in some municipalities (and not in others) allows us to implement a fixed effects methodology to study the effects of violence on education outcomes. Differently to several recent studies! that have found significant negative effects of violence on economic outcomes in Mexico, we find evidence that this is not the case, at least in terms of human capital accumulation. By using several sources of data we show that at most very small effects on total enrollment exist. We also show that these small effects on enrollment may be driven by some students being displaced from high violence municipalities to low violence municipalities; but the education decisions of individuals do not seem to be highly impacted. We also discard the possibility that the effects on enrollment of young adults appear small due to a counteracting effect from ex-workers returning to school (i.e. we discard the possibility that crime reduced labor force participation, and those affected enrolled in school). These results stand in contrast with recent evidence of the negative effects of crime on short-term economic growth since minimal to null effects of violence on human capital accumulation today ! should have little to none adverse effects on long-term growth outcomes in Mexico.

### [Gender Performance Gaps: Quasi-Experimental Evidence on the Role of Gender Differences in Sleep Cycles](#)

Lusher, Lester (University of California, Davis) ; Yassenov, Vasil (University of California, Davis)  
Sleep studies suggest that girls go to sleep earlier, are more active in the morning, and cope with sleep deprivation better than boys. We provide the first causal evidence on how gender differences in sleep cycles can help explain the gender performance gap. We exploit over 240,000 assignment-level grades from a quasi-experiment with a community of middle and high schools where students' schedules alternated between morning and afternoon start times each month. Relative to girls, we find that boys' achievement benefits from a later start time. For classes taught at the beginning of the school day, our estimates explain up to 16% of the gender performance gap.

### [Changing Approaches in Campus Placements: A New Futuristic Model](#)

Aithal, Sreeramana ; Shenoy, Varun

The success of higher education is measured in olden days by determining the level of knowledge and skills the students gained during that period. But as time progress, the phenomena of globalization and large quantity of job creation in Information Technology industries changed the scenario in such a way that new model of higher education is seen which consists of providing campus placement as a final part of their higher education service. Recently, providing campus placement to successful students is considered as institutional obligation and institutions are ranked based on number of successful job placement provided in the campus for a given year along with the average salary offered. But as time progress, the model of campus placement is going to change and it is predicted that industries are thinking of adopting new model of placement through online. In this new model called "Online-oriented industry placement model", students have to study various companies of their choice in different countries, and study their business models along with suggesting solutions to their problems and business expansion opportunities with students/applicants promise of individual contribution to the company. If company executives realise that the candidate is suitable for their organization they may offer competitive job but sustainability is a function of candidate's contribution to organizational challenge and his individual continuation to group productivity. The paper contains the details on this new proposed model and strategy to be followed by the student to get good challenging job offers from reputed international companies and

hard and smart work he/she has to perform for his/her sustainability and growth in the organization. The paper also contains advantages, benefits, constraints, and disadvantages of such online student centric placement model.

#### [The Causal Effect of Education on Health Behaviors: Evidence from Turkey](#)

Tansel, Aysit (Middle East Technical University) ; Karaođlan, Deniz (Middle East Technical University)  
This study provides causal effect of education on health behaviors in Turkey which is a middle income developing country. Health Survey of the Turkish Statistical Institute for the years 2008, 2010 and 2012 are used. The health behaviors considered are smoking, alcohol consumption, fruit and vegetable consumption, exercising and one health outcome namely, the body mass index (BMI). We examine the causal effect of education on these health behaviors and the BMI Instrumental variable approach is used in order to address the endogeneity of education to health behaviors. Educational expansion of the early 1960s is used as the source of exogenous variation in years of schooling. Our main findings are as follows. Education does not significantly affect the probability of smoking or exercising. The higher the education level the higher the probability of alcohol consumption and the probability of fruit and vegetable consumption. Higher levels of education lead to higher BMI levels. This study provides a baseline for further research on the various aspects of health behaviors in Turkey.

#### [Creating Innovators through setting up organizational Vision, Mission, and Core Values : a Strategic Model in Higher Education](#)

Aithal, Sreeramana

Vision, mission, objectives and core values play major role in setting up sustainable organizations. Vision and mission statements describe the organization's goals. Core values and core principles represent the organization's culture. In this paper, we have discussed a model on how a higher education institution can prosper to reach its goal of 'creating innovators' through its vision, mission, objectives and core values. A model for the core values required for a prospective graduate from higher educational institutions is developed, discussed and analysed. The model identifies some of the core values which are essential for a student/graduate to become successful and stand-out in his/her life. Based on the core values, a set of core principles for higher educational institutions is developed. Finally, the benefits of core values and core principles are discussed.

#### [The Benefits of Alternatives to Conventional College: Labor-Market Returns to Proprietary Schooling](#)

Jepsen, Christopher (University College Dublin) ; Mueser, Peter R. (University of Missouri-Columbia) ; Jeon, Kyung-Seong (University of Missouri-Columbia)

This paper provides novel evidence on the labor-market returns to proprietary (also called for-profit) postsecondary school attendance. Specifically, we link administrative records on proprietary school attendance with quarterly earnings data for nearly 70,000 students. Because average age at school entry is 30 years of age, and because we have earnings data for five or more years prior to attendance, we estimate a person fixed-effects model to control for time-invariant differences across individuals. By five years after entry, quarterly earnings returns are around 26 percent for men and 21-22 percent for women. Average returns are quite similar for associate's degree programs and certificate programs, but vary substantially by field of study. Differences in return by gender are completely explained by differences in field of study.

### [Ability Drain: Size, Impact, and Comparison with Brain Drain under Alternative Immigration Policies](#)

Maurice Schiff

Immigrants or their children founded over 40% of the Fortune 500 US companies. This suggests that 'ability drain' is economically significant. While brain drain associated with migration also induces a brain gain, this cannot occur with ability drain. This paper examines migration's impact on ability, education, and productive human capital or 'skill' (which includes both ability and education) for source country residents and migrants, under three different regimes: (i) a points system that accounts for educational attainment; (ii) a 'vetting' system that accounts for both ability and education or skill (e.g., the US H1-B visa program); and (iii) a points system that combines the points and vetting systems (as in Canada since 2015). It finds that migration reduces (raises) source country residents' (migrants') average ability and has an ambiguous (positive) impact on their average education and skill, with a net skill drain more likely than a net brain drain. These effects increase the more unequal is ability, i.e., the higher the variance in ability. The average ability drain for highly educated US immigrants from 42 developing source countries is 84 percent of the brain drain, a ratio that increases with source countries' income and is greater than one for most Latin American and Caribbean countries. Heterogeneity in ability is the ultimate cause of both ability and brain drain (as they are equal to zero under homogeneous ability). Policy implications are provided.

### [Study on Research Productivity in World Top Business Schools](#)

Aithal, Sreeramana

Institutional Ranking in higher educational institutions became common practice and business schools are highly benefitted by the announced worldwide ranks based on various ranking criterions. The ranking is usually announced based on pedagogy, placement, research output, faculty-student ratio, international linkage, management of technology etc. We have developed a model of calculating research productivity of higher educational institution based on calculating institutional research index and weighted research index. The institutional research productivity is calculated using a metric which consists of three institutional variables and one parameter. The three variables identified as the number of Articles published in peer reviewed journals (A), the number of Books published (B), and number of Case studies and/or Book Chapters (C) published during a given time of observation. The parameter used is the number of full-time Faculty members (F) in that higher education institution which remains constant during a given period of observation. In this paper, we have used ABC model of institutional research productivity to calculate annual research productivity of some of the world top business schools. The annual publication data for the year 2015 is collected from the respective institutional websites. The research productivity of these institutions are determined and compared. Based on research productivity index, and corrected research productivity index, the Business Schools are re-ranked. The parameters used in Financial Times (FT) Ranking system is compared with the features of ABC research productivity ranking model.

### [ABC Model of Research Productivity and Higher Educational Institutional Ranking](#)

Aithal, Sreeramana ; Kumar, Suresh

Institutional Ranking has become a common practice in higher educational institutions, and business schools are the most benefitted by such ranking announced worldwide based on various ranking criteria. The ranking is usually based on pedagogy, placement, research output, faculty-student ratio, international linkage, management of technology etc. In this paper, based on six postulates, we have argued and analysed why the performance of higher educational institutions should be based on sole

criteria of Institutional Research Performance (IRP). We have developed a model of measuring research productivity for higher educational institutions based on calculating institutional research index and weighted research index. The institutional research productivity is calculated using a metric which consists of three institutional variables and one parameter. The three variables identified are the following : Number of Articles published in peer reviewed journals (! A), Number of Books published (B), and Number of Case studies and/or Book Chapters (C) published during a given time of observation. The parameter used is a number of full-time Faculty members (F) which remains constant during a given period of observation. A framework for institutional ranking based on institutional research productivity by considering calculated Institutional Research Index is also developed which can be used to give grades to higher educational institutions. Further, the model is tested by making use of case example of two best Business Schools from the USA and two best Business Schools from India. The value of research index and weighted research index are calculated for these institutions and observed variation of research productivity during last four years is also studied and discussed.

#### [Income and Education as the determinants of Anti-Corruption Attitudes: Evidence from Indonesia](#)

Anita K Zonebia (Department of Economics, Padjadjaran University) ; Arief Anshory Yusuf (Department of Economics, Padjadjaran University) ; Heriyaldi (Department of Economics, Padjadjaran University)

Level of economic development has been found to be among the strongest determinants of corruption level in cross-country studies. Those studies use income per capita as a measure of level of development and found that higher level of corruption is associated with lower level of income. We argue that, at any given income level, education is also a very important determinant of the level of corruption and failing to include education may bias or over-estimate the importance of income. We estimated an empirical model of individual's attitude toward anti-corruption using a large sample of 9,020 individuals that represent Indonesian population and find that the effect of income (proxied by expenditure) is either weakened or eliminated when we control for the level of education. The effect of education is also found to exhibit a non-linear pattern which implies that investing in education will have increasing returns in the form of anti-corruption attitude. This finding supports the view that increasing access to education is an effective measure of reducing corruption norms particularly in developing countries.

#### [Evaluation Design Report for the Georgia Improving General Education Quality Project's School Rehabilitation Activity](#)

Ira Nichols-Barrer ; Caroline Lauver ; Leigh Linden ; Matt Sloan

#### [The Effects of Compulsory Military Service Exemption on Education and Labor Market Outcomes: Evidence from a Natural Experiment](#)

Torun, Huzeyfe (Central Bank of Turkey) ; Tumen, Semih (Central Bank of Turkey)

Based on a law enacted in November 1999, males born on or before December 31st 1972 are given the option to benefit from a paid exemption from compulsory military service in Turkey. Exploiting this natural experiment, we devise an empirical strategy to estimate the intention-to-treat effect of this paid exemption on education and labor market outcomes of the individuals in the target group. We find that the paid exemption reform reduces the years of schooling among males who are eligible to benefit from the reform relative to the ineligible males. In particular, the probability of receiving a

college degree or above falls among the eligible males. The result is robust to alternative estimation strategies. We find no reduction in education when we implement the same exercises with (i) data on females and (ii) placebo reform dates. The interpretation is that the reform has reduced the incentives to continue education for the purpose of deferring military service. We also find suggestive evidence that the paid exemption reform reduces the labor income for males in the target group. The reduction in earnings is likely due to the reduction in education. It should be noted, however, that due to the characteristics of the population on the treatment margin, the external validity of these results should be assessed cautiously.

### [Do Principals' Professional Practice Ratings Reflect Their Contributions to Student Achievement? Evidence from Pennsylvania's Framework for Leadership](#)

Moira McCullough ; Stephen Lipscomb ; Hanley Chiang ; Brian Gill

We examined Pennsylvania's Framework for Leadership (FFL), a tool for measuring and evaluating principals' professional practices. Using data on more than 300 principals, we find that FFL evaluation scores are significantly and positively correlated with estimates of principals' contributions to student achievement. This is the first study to find evidence that ratings of principals' professional practice are correlated with credible measures of principals' contributions to student achievement.

### [Ageing and Literacy Skills: Evidence from IALS, ALL and PIAAC](#)

Barrett, Garry (University of Sydney) ; Riddell, W. Craig (University of British Columbia, Vancouver)

We study the relationship between age and literacy skills using data from the IALS, ALL and PIAAC surveys. In cross-sectional data there is a negative partial relationship between literacy skills and age that is statistically significant indicating that literacy declines with age, especially after age 45. However, this relationship could reflect some combination of age and birth cohort effects. In order to isolate age effects, we use the three international surveys to create synthetic cohorts. Our analysis shows that in most participating OECD countries the negative slope of the literacy-age profile in cross-sectional data arises from offsetting ageing and cohort effects. In these countries more recent birth cohorts have lower levels of literacy and individuals from a given birth cohort lose literacy skills after they leave school at a rate greater than indicated by cross-sectional estimates. Finland, Italy and the Netherlands are exceptions to this pattern; in these countries more recent cohorts have higher literacy levels and the cross-sectional estimates overstate the rate at which literacy declines with age. Our birth cohort results suggest that there is not a general tendency for literacy skills to decline from one generation to the next, but that the majority of the countries examined are doing a poorer job of developing literacy skills in successive generations.

### [Do Returns to Education Depend on How and Who You Ask?](#)

Serneels, Pieter (University of East Anglia) ; Beegle, Kathleen (World Bank) ; Dillon, Andrew (Michigan State University)

Returns to education remain an important parameter of interest in economic analysis. A large literature estimates returns to education in the labor market, often carefully addressing issues such as selection, both into wage employment and in terms of completed schooling. There has been much less exploration whether estimated returns are robust to survey design. Specifically, do returns to education differ depending on how information about wage work is collected? Using a survey experiment in Tanzania, this paper investigates whether survey methods matter for estimating mincerian returns to education. Results show that estimated returns vary by questionnaire design,

but not by whether the information on employment and wages is self-reported or collected by a proxy respondent (another household member). The differences due to questionnaire type are substantial varying from 6 percentage points higher returns to education for the highest educated men, to 14 percentage points higher for the least educated women, after allowing for non-linearity and endogeneity in the estimation of these parameters. These differences are of similar magnitudes as the bias in OLS estimation, which receives considerable attention in the literature. The findings underline that survey design matters for the estimation of structural parameters, and that care is needed when comparing across contexts and over time, in particular when data is generated by different surveys.

#### [Niger IMAGINE Long-Term Evaluation - French](#)

Emilie Bagby ; Anca Dumitrescu ; Cara Orfield ; Matt Sloan

The IMAGINE project was designed to improve educational outcomes of girls in Niger. This report documents the main findings from the three-year long-term evaluation of the IMAGINE project.

#### [Higher education institutions and regional growth: The case of New Zealand](#)

Eyal Apatov (Motu Economic and Public Policy Research) ; Arthur Grimes (Motu Economic and Public Policy Research)

We examine the relationship between the presence of Higher Education Institutions (HEIs) and local growth, using a sample of 57 New Zealand Territorial Local Authorities (TLAs) between 1986 and 2013. Our models include a large set of controls, including past growth. An innovation of our approach is that we include official population projections as a control to account for growth-related factors that were perceived at the time by policy makers, but are otherwise unobservable to the econometrician. Holding all else equal, we find that a greater university share of Equivalent Full Time Students (EFTS) to working-age population raises population and employment growth. At the means, a one percentage point increase in university EFTS share is associated with a 0.19 (0.14) percentage point increase in the annual average population (employment) growth rate. This relationship holds under all alternative specifications, including different HEI activity definitions, samples, and specifications. On the other hand, growth related to polytechnic activity was estimated less precisely, and is much smaller. While our results suggest a positive association between university activity and growth, we find no evidence for complementarities between HEI activity and several indicators of urbanisation and innovation, nor do we find evidence that HEI presence affected the industrial (sectoral) structure of the local economy.

#### [Evaluation of the Niger Education and Community Strengthening Program, Design Report](#)

Emilie Bagby ; Evan Borkum ; Anca Dumitrescu ; Matt Sloan

#### [Niger IMAGINE Long-Term Evaluation - English](#)

Emilie Bagby ; Anca Dumitrescu ; Cara Orfield ; Matt Sloan

The IMAGINE project was designed to improve educational outcomes of girls in Niger. This report documents the main findings from the three-year long-term evaluation of the IMAGINE project.

#### [Apprenticeship as a stepping stone to better jobs: Evidence from Brazilian matched employer-employee data](#)

Carlos Henrique Corseuil (IPEA) ; Miguel Foguel (IPEA) ; Gustavo Gonzaga (Department of Economics, PUC-Rio)

The objective of this paper is to evaluate the Brazilian Apprenticeship program (Lei do Aprendiz). This program is a youth-targeted ALMP that has been adopted at a large scale since 2000 in Brazil. The program concedes payroll subsidies to firms that hire and train young workers under special temporary contracts aiming to help them successfully complete the transition from school to work. We make use of a very rich longitudinal matched employee-employer dataset covering the universe of formally employed workers in Brazil, including apprentices. Our identification strategy exploits a discontinuity by age in the eligibility to enter the program in the early 2000's, when 17 was the age limit to take part in the program. We examine the impacts on employability, wage growth and attachment to the formal labor market using other temporary workers as a control group. We find that the program increases the probability of employment in permanent jobs in 2-3- and ! 4-5-year horizons. We also find a positive impact on real wages that increases over time. These results hold when we isolate the effects of the training dimension of the program by using an alternative control group composed of subsidized temporary workers. We show evidence that the positive effects of the program are much larger for less-educated workers and for workers who had their first jobs in large firms. These results are robust to other choices of methods to address selection into the program based on unobservables. Creation-Date: 2016-04

#### [Producing Humanities PhDs among BAs at Doctoral Institutions](#)

Todd R. Jones ; Ronald G. Ehrenberg

This paper investigates which attributes of a Carnegie PhD-level institution predict the share and number of its undergraduate humanities BA recipients that will go on to earn a humanities PhD. We use restricted-access individual-level Survey of Earned Doctorates data from the National Science Foundation (NSF) to determine both where and when PhD recipients received their BA. We use a truncation-correction methodology to account for problems inherent with studying PhD recipients, who often will receive their PhD after the data end. Using OLS, negative binomial regression, and an analysis similar to that of a prior, related paper, we find robust relationships between PhD production and student test scores, instructional expenditures per student, and the number of highly-ranked humanities PhD programs an institution has.

#### [Measuring School and Teacher Value Added in Charleston County School District, 2014-2015 School Year](#)

Alexandra Resch ; Jonah Deutsch



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- Ghanaian teachers: competencies perceived as important for inclusive education

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- Selecting picture books featuring characters with autism spectrum disorder: recommendations for teachers  
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- Including alternative stories in the mainstream. How transcultural young people in Norway perform creative cultural resistance in and outside of school | Open Access  
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- Teachers' experiences with co-teaching as a model for inclusive education  
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- Education for sustainability-challenges and opportunities: The case of RCEs (regional centres of expertise in education for sustainable development)  
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- “Really Just Lip Service”: Talking About Diversity in Suburban Schools  
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- Boyz in the ‘Burbs: Parental Negotiation of Race and Class in Raising Black Males in Suburbia  
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- Teacher collaborative inquiry in the context of literacy education: examining the effects on teacher self-efficacy, instructional and assessment practices  
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- Conceptual, pedagogical, cultural, and political dilemmas of implementing a constructivist workshop approach to teaching literacy  
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- How not to evaluate a psychological measure: Rebuttal to criticism of the Defining Issues Test of moral judgment development by Curzer and colleagues  
Stephen J Thoma, Muriel J Bebeau, and Darcia Narvaez

### 3. Livres intéressants



VERLEY Elise, VAN DE VELDE Cécile, GIRET Jean-François. **Les vies étudiantes**. Tendances et inégalités. Paris : La Documentation française, juin 2016. 312 p. (études et recherche), 24 €

On recense plus de 2,4 millions d'étudiants en France. Une population dont les effectifs ne cessent de croître et qui se révèle être de plus en plus diversifiée.

À partir de l'enquête « Conditions de vie des étudiants 2013 » (41 000 étudiants représentant un échantillon représentatif de la population étudiante), cet ouvrage donne un éclairage précis de leurs conditions de vie, en France, et apporte matière à réflexion pour les futurs débats sur l'enseignement supérieur. L'enquête permet de dresser un panorama des vies étudiantes de bac +1 à bac +8.

Ce n'est pas une, mais bien des vies étudiantes qui sont analysées dans cet ouvrage, dressant les tendances et inégalités qui s'en dégagent en termes de ressources, d'articulation des temps de vie et d'études, de rapport à l'avenir, mais aussi de vulnérabilités vécues et perçues.