

Veille de l'IREDU n°85

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1. Ressources sur le Web

Repéré sur : Alternatives-economiques.fr

Alexiane Lerouge et Xavier Molénat. [Vidéo : L'école accroît-elle les inégalités ?, Alternatives économiques, 30/08/2017](#)

Dire que l'école française fabrique des inégalités sociales, ça peut sembler un peu fort de café. C'est pourtant la conclusion d'un rapport du Cnesco (Conseil national d'évaluation du système scolaire) en 2016. De fait, le système scolaire français fait partie des plus inégalitaires des pays de l'OCDE. Mais cela ne veut pas dire que notre système scolaire accentue les inégalités déjà présentes dans la société, n'en déplaise au Cnesco. L'école française n'accroît pas les inégalités, non. Mais elle les maintient, en avantageant systématiquement les plus aisés. Et c'est déjà bien assez grave.

Explications en vidéo.

Xavier Molénat. [Dédoubler les classes de CP et CE1, une mesure controversée, Alternatives économiques, 04/09/2017](#)

C'est la mesure phare de la rentrée : les classes de CP et CE1 vont être dédoublées au sein de l'éducation prioritaire. Le processus démarre dès cette année pour les 2500 CP situés en zone REP+ (les plus défavorisés), et devrait se déployer jusqu'en 2019 dans l'ensemble des CP et CE1 de l'éducation prioritaire. L'idée est que, face à une douzaine d'élèves, l'enseignant puisse être plus vigilant et mieux accompagner les élèves en difficulté à ce moment crucial de l'apprentissage des « fondamentaux » (lire, écrire, compter). « La première inégalité, c'est une inégalité devant le langage, une inégalité devant les savoirs, c'est pourquoi les premières années de la vie ont un rôle si important », a ainsi expliqué le ministre de l'Education nationale Jean-Michel Blanquer lors de sa conférence de rentrée.

Marie Duru-Bellat. [L'éducation \(enfin\) réconciliée avec la recherche ?, Alternatives économiques, 05/09/2017](#)

Les travaux de recherche semblent avoir le vent en poupe auprès du nouveau ministre de l'Education Jean-Michel Blanquer. Ainsi, la décision de dédoubler les classes de CP en zone prioritaire s'inspire-t-elle directement des travaux des économistes Thomas Piketty et Mathieu Valdenaire qui ont montré que seule une réduction très marquée de la taille de la classe, qui plus est uniquement dans les milieux les plus défavorisés, pouvait réduire les inégalités sociales. Prendre au sérieux les résultats de la recherche, parfait ! ...

Eva Mignot. [La bataille de la mixité sociale au collège, Alternatives économiques, 5/09/2017](#)

Vincent Grimault. [L'apprentissage poursuite sa grande mutation, Alternatives économiques, 7/09/2017](#)

Repéré sur : cafepedagogique.net

[Des jeunes plus diplômés mais qui ne s'insèrent pas mieux.](#) L'expresso du 4 juillet 2017

" Dans un contexte de faible reprise économique, l'accès à l'emploi des jeunes de la Génération 2013 est légèrement plus favorable que pour la génération précédente. En 2016, soit trois ans après avoir quitté le système éducatif, un jeune actif sur cinq recherche un emploi et c'est le cas pour un jeune actif non diplômé sur deux. Ces niveaux restent bien supérieurs à ceux connus avant la crise". Voilà pour le positif de l'enquête Céreq sur l'insertion de la génération 2013. Mais ce que montre aussi ce numéro c'est que malgré la hausse des qualifications, il n'y a aucun changement visible de l'insertion des jeunes. L'étude nourrit le thème de "l'inflation scolaire".

[Enseignement à distance : Promesses non tenues ?](#) L'expresso du 5 juillet 2017

Moocs, cours en ligne : l'enseignement à distance doit apporter le savoir à tous et démocratiser l'enseignement. Mieux, avec l'intelligence artificielle, cette nouvelle façon d'enseigner doit réussir là où l'enseignement classique échoue et ouvrir une nouvelle voie à la démocratisation de l'Ecole en assurant un enseignement mieux adapté et plus progressif. Selon une étude réalisée par Lindsay Fox et Eric Taylor pour l'ONG Brookings, auprès de 100 000 étudiants, il n'en est rien. Leur étude établit que pour les étudiants les moins bien préparés l'enseignement à distance fait moins bien que les cours classiques. Globalement prendre un enseignement à distance à la place d'un cours classique réduit les chances de succès. Les effets sont particulièrement nets chez les étudiants les plus faibles

[L'Unesco publie un guide pour l'inclusion scolaire.](#) L'expresso du 6 juillet 2017

" Par ce Guide, l'UNESCO vise à offrir un appui pratique pour permettre aux États membres de voir quelle est la place de l'équité et de l'inclusion dans leurs politiques existantes, de décider des mesures à entreprendre pour améliorer ces politiques et de suivre les progrès une fois que les actions sont entamées. Il propose un cadre d'évaluation qui accompagne les pays dans cet examen, prenant en compte quatre dimensions clés : les concepts, les déclarations de politique, les structures et systèmes, les pratiques". Le guide propose des exemples de dispositifs inclusifs développés dans différents pays.

[Aziz Jellab : Pour un établissement scolaire équitable.](#) L'expresso du 10 juillet 2017

Quel rôle peut jouer l'établissement scolaire pour construire une école plus équitable c'est à dire qui fasse progresser tous les élèves ? Dans un système scolaire où la position sociale semble dicter la position scolaire, l'ouvrage d'Aziz Jellab et Maryse Adam-Maillet est bienvenu. Les deux auteurs montrent comment l'autonomie des établissements peut être utilisée pour réduire les écarts scolaires plutôt qu'entretenir la concurrence et les inégalités. L'ouvrage ouvre un chantier totalement nouveau dans le combat contre les inégalités : celui des politiques linguistiques. Un des nombreux chemins vers l'équité en éducation.

[Quatre ans après : Une radiographie des ESPE ?](#) L'expresso du 11 juillet 2017

Changement de paradigme ou pas ? S'il est trop tôt pour faire un bilan de la réforme de la formation des enseignants lancée en 2013, les analyses réunies par le nouveau numéro d'Administration & Education, tentent au moins un état des lieux. La revue croise les éclairages sur la réforme : celui du pilote au cabinet de Fioraso, celui du Comité de suivi, celui du Parlement ainsi que quelques analyses

d'experts : économiste, spécialistes de l'éducation par exemple. Coordonné par Monique Ronzeau et Marc Demeuse, le numéro assure ainsi une analyse complexe et multiple où restent quand même peu audibles les voix des premiers concernés : formateurs et étudiants.

[Maths : Où en est la différence entre filles et garçons ?](#) L'expresso du 11 juillet 2017

" Alors qu'elles sont plutôt bonnes élèves, dans toutes les matières et tout au long de leur scolarité, les filles s'orientent moins que les garçons vers des études de mathématiques. D'autre part, des enquêtes internationales (PISA, TIMSS, ...) font apparaître des différences entre les filles et les garçons. Face à ces questions, un bilan approfondi est nécessaire : pourquoi ces différences ? Pourquoi ces orientations ?" L'association Femmes & mathématiques organise le 30 septembre un colloque, en collaboration avec la CFEM, le réseau des IREM et l'Institut Henri Poincaré). "Plusieurs conférences plénieressont déjà prévues (Michèle Artigue, Valérie Berthé, Anne Boyé, Isabelle Collet, Claudine Hermann, Franck Salles, Françoise Vouillot). Elles aborderont la problématique sous les angles complémentaires de la didactique, la statistique, l'histoire, la psychologie, les sciences de l'éducation,... ", annonce le Bulletin CFEM.

[Bac : Ecarts maintenus entre les filières](#). L'expresso du 12 juillet 2017

Cette année encore il y a 10 points d'écart entre le taux de réussite aux bacs général et technologique et celui des bacs professionnels. Globalement 88% des candidats ont été admis, annonce la Depp, soit 1% de moins qu'en 2016.

[Brevet : Un nouveau record ?](#) L'expresso du 12 juillet 2017

Les premiers résultats du brevet, sur 8 académies seulement, marquent une forte progression du taux de réussite qui atteint 91%. En 2016 il n'y avait eu que 87% de reçus, ce qui marquait déjà une progression. Rappelons que le taux de réussite était de 78% en 2003, 82% en 2007 85% en 2014 et 86% en 2015. Selon les résultats très partiels donnés le 11 juillet on compterait 93% de reçus en série générale et 78% en série professionnelle. Rennes, Nice, Caen, Aix-Marseille étaient en tête avec plus de 91% de reçus. Le nouveau système d'évaluation, nettement plus compliqué que le précédent, accorde une grande importance à la validation des compétences. En fait un élève qui a normalement validé durant l'année a presque les points nécessaires au brevet. L'examen n'est qu'une formalité. Cette année pour le brevet, l'inconnue est davantage à chercher dans la façon dont la validation s'est effectuée dans les établissements que dans la nature des épreuves...

[Orientation : Comment expliquer le recul de l'apprentissage dans l'enseignement secondaire ?](#)

L'expresso du 12 juillet 2017

Alors que les Républicains veulent rétablir l'apprentissage à 14 ans, l'Insee fait le point sur le déclin de l'apprentissage dans l'enseignement secondaire. Ce net recul, 24% depuis 2008, tient à une évolution de l'orientation des élèves de 3ème . Mais c'est aussi l'évolution de l'emploi qui commande...

[Primaire : Travailler sur le climat scolaire](#). L'expresso du 12 juillet 2017

Comment améliorer le climat scolaire de l'école en Rep ? Le dernier numéro de la Gazette de l'école La Rucklin (Belfort) revient sur 5 ans de projet. Le projet joue sur 9 leviers dont l'alliance avec les parents, le travail sur la violence, celui sur la justice scolaire, la pédagogie de coopération, le sentiment d'appartenance. Autant dire que chacun de ces thèmes est un défi. La Gazette montre ce

qui a été réalisé pour les mettre en application de façon concrète. Une belle réussite, toute en modestie.

Qu'est ce qui motive les profs ? L'expresso du 13 juillet 2017

De nombreux travaux ont étudié la motivation des élèves qui est reconnue comme un facteur de réussite. Mais que sait-on des motivations des professeurs ? Les jeunes et les professeurs plus anciens ont-ils les mêmes buts ? A-t-on le même objectif en éducation prioritaire et ailleurs ? Dans la Revue française de pédagogie, n°194, Nicolas Mascret, Christophe Maïano et Olivier Vors étudient, au regard des types psychologiques récents, les motivations des enseignants. Une étude fine qui permet au final de mieux connaître les enseignants.

Bruno Devauchelle : Quel paysage du numérique éducatif pour la rentrée ? L'expresso du 13 juillet 2013

Au moment de l'injonction à fermer les livres et les cahiers, les smartphones restent ouverts, les ordinateurs portables vont continuer d'offrir leurs services quotidiens. Et pendant ce temps de "grandes vacances" l'école va s'endormir tandis que les objets numériques vont poursuivre leur vie ordinaire. Voilà deux mondes qui se séparent sur des incompréhensions dont on n'a pas fini de connaître les conséquences : que se passera-t-il à la rentrée scolaire dans le domaine du numérique ? Y aura-t-il une interdiction forte des smartphones dans les établissements (lesquels ?) Ecartera-t-on le code des fondamentaux au prétexte qu'il faut d'abord savoir lire écrire compter avant de faire des programmes informatiques ? Le plan numérique de 2015 sera-t-il abandonné ou continué ? Les Environnements Numériques de Travail seront-ils encore portés par un ministère qui après avoir passé un accord avec Microsoft semble prêt à ouvrir ses portes à Google (qui est déjà bien présent dans le territoire comme en témoigne le recensement des établissements utilisateurs par Google Classroom) ? Les ressources et leur accès (Eduthèque Myriade et autres) vont-ils continuer leur développement ? Comment les collectivités territoriales vont réagir face à un nouveau pouvoir politique qui pour l'instant ne se prononce pas (encore ?) sur le numérique éducatif ?

Cahiers de vacances : Quelle efficacité ? L'expresso du 13 juillet 2017

Ce sont les best sellers de l'été. Sur les 20 meilleures ventes de livres de cette semaine, 10 sont des cahiers de vacances. La grande coupure de l'été est aussi le moment où les parents inquiets cherchent à maintenir ou même à améliorer le niveau scolaire de leur enfant. Et pour quatre écoliers sur cinq cela passe par un cahier de vacances à remplir durant l'été. Mais sont-ils efficaces ? Et que faire d'autre ? Voilà ce que disent nos experts...

Coût de la rentrée en hausse au lycée. L'expresso du 21 aout 2017

Combien coûte la rentrée scolaire ? Selon la Confédération syndicale des familles, la rentrée 2017 est marquée par une hausse de 0.8%. Une hausse moyenne confirmée par l'autre organisation familiale, l'association Famille de France. Selon la CSF, cette hausse suit celle de l'inflation (0.7%). Mais l'évolution diffère selon le niveau. Au primaire et en collège, la rentrée devrait coûter moins cher : - 2.7% à l'école et - 1.9% au collège du fait d'une baisse des fournitures scolaires. Au lycée par contre les dépenses augmentent de 2%. L'allocation de rentrée scolaire connaît elle une légère hausse de 0.3%. Elle est versée depuis le 17 aout. Versée sous conditions de ressources, elle se monte à 364€ pour les enfants de 6 à 10 ans, 384€ de 11 à 14 ans et 397€ de 15 à 18 ans.

Inégalités : Une recherche pointe l'histoire et le poids des régulations administratives locales.

L'expresso du 29 aout 2017

"La décision des autorités administratives de réviser, ou non, la carte scolaire et de réguler, ou non, les demandes de dérogation a eu un impact indéniable sur les phénomènes locaux de concurrence scolaire, et donc sur le fonctionnement et l'évolution des collèges classés en ZEP. Et ce, dès les années 1990. La seule implantation géographique ou l'opposition centre-périphérie ne constituent pas les éléments explicatifs les plus pertinents pour comprendre les situations exposées ici". Dans un article de la revue Sociologie (n°2 volume 8 2017), Lydie Heurdier (Escol Paris 8) pointe l'archéologie de l'éducation prioritaire.

Rythmes scolaires : A Bouvier dénonce "l'hypocrisie" des adultes. L'expresso du 29 aout 2017

Tout le monde en a pour son compte. Dans Acteurs publics, Alain Bouvier dénonce l'hypocrisie qui entoure le retour à la semaine de 4 jours. "Sur cinq ans, au lieu de 925 jours d'école en moyenne, avec la réforme Darcos, les petits Français n'en avaient plus que 720, soit, en gros, une année scolaire de moins ! Peut-on sérieusement affirmer que cela serait sans conséquence ? L'hypocrisie est patente !", explique-t-il. Il montre que le retour des 4 jours profite aux parents privilégiés, au gouvernement qui récupère l'argent du périscolaire et aux enseignants. "Ici leur jardin les attend, là du squash, du vélo, une chorale ou du théâtre ; ils doivent aussi s'occuper de leur enfants ou petits-enfants... Ils demandent surtout que leur incroyable temps de vacances soit sauvégarde", écrit-il. Est-ce le même sujet ?

La scolarisation très inégale des moins de trois ans. L'expresso du 30 aout 2017

"Aujourd'hui la réalité de ce que recouvre la scolarisation des enfants de deux-quatre ans est contrastée, entre une scolarisation aménagée dans le cadre d'un dispositif dédié et, à l'autre extrême, une scolarisation dans une classe qui accueille des enfants de deux à cinq ans, où la réponse et l'adaptation aux besoins des plus jeunes restent insuffisamment prises en compte". La scolarisation des moins de trois ans est au coeur d'un débat. Longtemps simple variable d'ajustement, elle est devenue depuis la loi de Refondation un nouvel espace à conquérir pour l'Ecole. Récemment encouragée par l'OCDE, elle est aussi remise en question dans des études comme celle d'Arthure Heim. Dans ce nouveau rapport dirigé par Marie-Hélène Leloup, l'inspection prend parti en faveur de cette scolarisation. Le rapport ne cache pas la réalité et les insuffisances ! de la scolarisation des tout petits. Il montre son organisation et les pratiques pédagogiques. Il invite à professionnaliser davantage les toutes petites sections(TPS) et à poursuivre les efforts.

Rentrée : Cinquante ans de progrès de l'école en 3 graphiques. L'expresso du 1er septembre 2017

L'Ecole n'a pas à avoir honte d'elle-même. Certes l'Ecole française a ses faiblesses et il y a bien des critiques à lui faire. Le Café pédagogique n'est pas le dernier à relever ce qui ne va pas. Mais l'Ecole a aussi ses réussites. En trois graphiques, en s'appuyant sur la revue Education & Formations, rendons les visibles. En cette période de rentrée, nous les partageons avec vous...

Evaluation de CP : Quelle utilité ? L'expresso du 4 septembre 2017

Quel accueil les enseignants font-ils aux nouvelles évaluations nationales du CP ? Après la publication sur un site académique d'une version quasi définitive des évaluations, plusieurs enseignants ont réagi à ces nouvelles évaluations imposées par le ministère. Pas toujours jugées utiles, elles suscitent des réactions variées. Le Snuipp demande un droit d'inventaire et d'adaptation pour les enseignants.

L'innovation pédagogique : Mythes et réalité. L'expresso du 5 septembre 2017

Et si beaucoup d'innovations ne l'étaient pas ? Et si les vraies innovations étaient tellement de détail que leur diffusion n'avait plus d'intérêt ? Dans la collection Mythes et réalité (Retz éditeur), André Tricot, professeur à l'Espe de Toulouse, passe l'innovation pédagogique au crible des évaluations et de la recherche. Un travail décapsant qui attaque les mythes pédagogiques au risque de désespérer les enseignants en début d'année. André Tricot vous avez le droit de faire cela ?

Vacances d'été : L'exception française ? L'expresso du 5 septembre 2017

La France est-elle le pays des vacances d'été interminables ? C'est ce que laisse entendre le ministre qui, début juin, devant les parents de la Fcpe, a réouvert le chantier de la réforme des rythmes annuels. Mais qu'en est-il exactement ? Les vacances d'été sont-elles plus longues en France que dans les autres pays européens ?

Une étude britannique appelle à renforcer l'éducation aux compétences sociales à l'école. L'expresso du 5 septembre 2017

Selon cette étude réalisée par The Princes Trust, avec le soutien d'une banque, les compétences sociales sont jugées aussi importantes que les diplômes par les élèves, les enseignants et les salariés. Or 43% des jeunes de 11 à 19 ans estiment que ces compétences ne sont pas assez développées à l'école. Une opinion partagée par un quart des enseignants.

Découvrez les évaluations de CP. L'expresso du 5 septembre 2017

Découvrez les évaluations de CP. Les évaluations de français (livret maître et cahier de l'élève) et les évaluations en maths (livret maître et cahier de l'élève). Il s'agit des fichiers définitifs qui seront distribués dans les écoles. Les évaluations seront passées dans la première quinzaine de septembre

Pierre Merle : Blanquer une politique qui renforce les inégalités. L'expresso du 6/09/2017

Bien loin de défendre la constitution d'une élite ou de stimuler les établissements scolaires, le rétablissement des filières dans les collèges par JM Blanquer (classes bilangues, classes de latin grec) va augmenter la dualisation du système éducatif français et les inégalités sociales de réussite scolaire, explique Pierre Merle dans La vie des idées. "Les filières d'excellence et l'apartheid scolaire qu'elles favorisent contribuent à expliquer pourquoi le système éducatif français, lorsqu'on le compare aux autres systèmes éducatifs européens, est celui dans lequel un enfant d'origine populaire a le moins de chances d'accéder au baccalauréat et de poursuivre des études dans l'enseignement supérieur. À cet égard trop souvent oublié, les filières d'excellence, outre qu'elles ne permettent pas de maintenir une élite scolaire, participent à la reproduction des inégalités sociales, à une efficacité moyenne, et à la faible équité de l'école française".

Illettrisme : Les filles restent premières victimes. L'expresso du 7 septembre 2017

Sur les 750 millions d'adultes illettrés dans le monde, les deux tiers sont des femmes, explique l'Unesco à l'occasion de la Journée de l'alphabétisation le 8 septembre. L'organisation souligne les progrès accomplis. "Il y a 50 ans 22% des 15 à 24 ans étaient illétrés, c'est 9% aujourd'hui". Les progrès sont particulièrement visibles en Asie du sud et de l'est. En Asie du sud le taux d'adultes alphabétisés est passé de 46 à 72% depuis 1990. En Asie de l'ouest et en Afrique du nord de 64 à 81%.

Comment évaluer l'enseignement en immersion ? L'expresso du 7 septembre 2017

"En ces temps de mondialisation, les politiques favorisent de plus en plus le multilinguisme en tant que fort atout social et économique. L'enseignement d'une matière par l'intégration d'une langue étrangère (EMILE), une méthode didactique dans laquelle les matières scolaires sont enseignées dans une langue cible différente de celle de la langue de l'enseignement général – couramment appelée enseignement en immersion, est vu comme un moyen de promouvoir le multilinguisme dans l'enseignement. En Communauté française de Belgique, les écoles ont été autorisées à dispenser l'EMILE en néerlandais, en anglais ou en allemand depuis 1998. A ce jour, nous ne disposons cependant que d'une vision fragmentaire et incomplète de l'impact de l'EMILE sur l'acquisition d'une langue seconde/étrangère". Le ! Girsef (Université de Louvain) consacre un nouveau Cahier au projet d'évaluation de cet enseignement. " Cette étude interdisciplinaire vise à apporter une contribution empirique et théorique importante au débat public et aux discussions scientifiques internationales en cours sur le multilinguisme en général et l'enseignement en immersion en particulier".

Egalitarisme : L'étude qui contredit Blanquer. L'expresso du 11 septembre 2017

Alors que le ministre de l'éducation nationale pourfend "l'égalitarisme" en éducation et demande une diversification des établissements scolaires, une nouvelle étude québécoise de l'IRUS dénonce les effets négatifs de cette politique dans la province. Elle montre les effets négatifs de la mise en concurrence des établissements par une diversification de leur offre. Pour l'IRIS c'est cette politique de diversification qui explique la chute des résultats de tous les élèves y compris les plus privilégiés. L'étude invite à remettre au centre de la politique éducative la mixité sociale. Un concept qui intéresse peu le nouveau ministre français...

Internet fait perdre 11 jours d'école par an. L'expresso du 12 septembre 2017

Selon un sondage réalisé par Nominet, l'organisme d'attribution des noms de domaine au Royaume Uni, les enseignants britanniques perdraient en moyenne 17 minutes par jour à réguler l'usage des smartphones en classe. Cela représente près de 11 jours de classe perdus par an. Un quart des enseignants ont déclaré des cas de cyberbullying dans leur classe et la moitié pense que l'usage que font les élèves des réseaux sociaux a un impact négatif sur leur niveau scolaire. Nominet alerte les parents sur les conséquences scolaires des réseaux sociaux et des usages d'Internet chez les élèves.

Regards sur l'éducation : Salaire enseignant : L'exception française. L'expresso du 13 septembre 2017

Etre enseignant en France c'est faire un métier différent. Cela a été montré dans Regards sur l'éducation 2016 sur bien des points. C'est confirmé dans l'édition 2017 sur le plan salarial. Non seulement les salaires des enseignants français évoluent à rebours de celui des autres pays, mais les conditions de travail sont aussi moins bonnes.

Regards sur l'éducation : Excellence et égalité vont de pair. L'expresso du 13 septembre 2017

Contrairement à ce que certains disent sur "l'égalitarisme", les systèmes éducatifs les plus performants sont ceux où les écarts sociaux de réussite scolaire sont les plus faibles. C'est une des grandes leçons de Regards sur l'éducation. Si la France est mal placée à ce niveau, Regards sur l'éducation montre aussi l'importance du niveau scolaire des parents en France. La réussite scolaire c'est toujours héréditaire ?

[Regards sur l'éducation : Pourquoi il ne faut pas limiter l'accès au supérieur.](#) L'expresso du 13 septembre 2017

Limiter l'accès au supérieur comme l'envisage le gouvernement n'est certainement pas une bonne idée soufflent les données de Regards sur l'éducation, publiées par l'OCDE le 12 septembre. En effet la France compte relativement peu de diplômés du supérieur long par rapport à ses voisins. Surtout avoir un diplôme du supérieur est particulièrement payant en France , même avec un diplôme de type BTS. Une dimension supplémentaire à inscrire au désarroi à venir dans les classes populaires...

[Regards sur l'éducation : La France n'a pas assez investi en éducation.](#) L'expresso du 13 septembre 2017

On connaît les déséquilibres internes dans la répartition des investissements en éducation en France. Ce que révèle Regards sur l'éducation dans sa nouvelle édition publiée le 12 septembre, c'est que l'effort budgétaire français a été inférieur à celui des autres pays entre 2010 et 2014. La refondation n'aurait-elle pas eu le budget nécessaire ?

[Niveaux de vie : La fracture augmente.](#) L'expresso du 13 septembre 2017

" En 2015, en France, le niveau de vie médian de la population s'élève à 20 300 euros annuels, soit un montant légèrement plus élevé que celui de 2014 en euros constants. Dans le haut de la distribution, les niveaux de vie repartent à la hausse après plusieurs années de baisse, l'augmentation étant particulièrement marquée pour les plus aisés. Dans le bas de la distribution, les niveaux de vie stagnent", écrit l'Insee dans un nouveau numéro D'Insee Première. La France compte 9 millions de pauvres dont 3 millions de moins de 18 ans.

[Rémi Brissiaud : Dédoublement des CP : risque d'échec aggravé en calcul.](#) L'expresso du 13 septembre 2017

La principale des mesures de rentrée, le dédoublement des CP en REP, a déjà été largement commentée. Beaucoup a été dit : la nécessité de poursuivre ce dédoublement au CE1 et le besoin d'une formation des enseignants, notamment. Mais, dans le domaine de l'apprentissage du calcul, une question se pose : à quelles pratiques pédagogiques va-t-on former les enseignants des CP dédoublés ? A celles recommandées par les nouveaux programmes 2015 (maternelle) et 2016 (élémentaire) ou celles prônées par les programmes précédents ? La question est importante : si la formation des enseignants de CP en REP ne tient pas compte des changements opérés dans les nouveaux programmes, le dédoublement de leurs classes donnera seulement l'illusion d'un progrès parce que, à long terme, les performances de leurs élèves stagneront, voire baîsseront. De ce point de vue! , l' ;évaluation de début CP qui vient d'être rendue publique, envoie un message très inquiétant. Pour que le dispositif consistant à dédoubler les CP réussisse, il faut très vite s'adresser différemment aux enseignants de ces classes. Pour que l'échec régresse dans les autres classes, le même changement s'impose.

[E Gentaz - L Sprenger-Charolles : Evaluation de CP : Un outil invalide.](#) L'expresso du 14 septembre 2017

Le Ministère de l'Education Nationale (MEN) a proposé à la fin de l'été à tous les enseignant-e-s des « évaluations diagnostiques » destinées aux élèves entrant en CP, évaluations qui sont maintenant accessibles à tous sur le web. Il ne fait pas de doute qu'évaluer les capacités des enfants est très important. Le MEN défend maintenant, et à juste titre, une approche des questions éducatives

davantage éclairée par les résultats des travaux de la recherche (1) . Cependant, l'analyse de ces évaluations révèle de sérieux problèmes quant à leur validité scientifique et pédagogique. De plus, en raison de leur nature, elles risquent de provoquer dans la communauté enseignante un rejet du principe même de l'évaluation.

[Enseignement supérieur : Un nouveau rapport de terra Nova prévoit des formations de 6 mois...](#)

L'expresso du 15 septembre 2017

Pour Terra Nova il s'agit d'adapter l'université au nouveau public des étudiants qui travaillent et donc d'inventer de nouveaux rythmes permettant de les faire réussir. Des esprits chagrin pourraient y voir autant de pistes pour faire des économies, voir des formations au rabais, pour des étudiants de moins en moins tolérés dans les universités. Ce second rapport de Terra Nova propose d'en finir avec les 1500 heures d'enseignement présentiel pour la licence et de développer la formation à distance. Il lance aussi l'idée d'un "contrat d'étude semestriel" qui va encore plus loin que la formation d'un an que le gouvernement a imaginé pour les bacs pros.

Repéré sur : campusfrance.org

[La mobilité internationale des étudiants africains.](#) Les notes Campus France, HS 16, Septembre 2017

Cette note Campus France présente une analyse statistique globale de la mobilité internationale des étudiants africains, et particulièrement vers la France

Repéré sur : cedefop.europa.eu

[Spotlight on VET United Kingdom](#)

This flyer provides a concise overview of the UK's vocational education and training system.

[Spotlight on VET Luxembourg.](#)

This flyer provides a concise overview of Luxembourg's vocational education and training system.

[Spotlight on VET Austria](#)

This flyer provides a concise overview of Austria's vocational education and training system.

[Spotlight on VET Germany](#)

This flyer provides a concise overview of Germany's vocational education and training system.

[Spotlight on VET Estonia.](#)

This flyer provides a concise overview of Estonia's vocational education and training system.

[Vocational education and training Estonia](#)

This short description contributes to better understanding of vocational education and training (VET) in Estonia by providing an insight into its main features and highlighting VET policy developments and current challenges

Repéré sur : Cereq.fr

Jean-Marie Dubois, Patrick Rousset. [L'adaptation des compétences, un défi à relever pour les entreprises du numérique.](#) Bref n°358 septembre 2017, 4p.

Dans le secteur du numérique, l'innovation est au cœur de la croissance. Pour la favoriser, les entreprises doivent, plus qu'ailleurs, recruter du personnel qualifié et veiller au maintien et au renouvellement des compétences de leurs salariés. La formation initiale, la formation continue sous ses différentes formes et l'alternance sont largement mobilisées, dans un continuum qui pourrait préfigurer une tendance plus générale.

Repéré sur : Crifpe.com

Dayan, L. (2017). [Promoting teacher reflection and sustaining professional development through the use of authentic video captures.](#) Mémoire de maîtrise inédit, Université McGill, Montréal, Québec

"Effective professional development programs are essential in order to improve and sustain ongoing teacher learning. The study is part of a larger ongoing protocol, Creating, Collaborating and Computing in Mathematics (CCC-M) whose aim is to design and validate, within a partnership between university-based educational researchers and teachers, a professional learning network (PLN) to develop digital literacy and disciplinary understanding in mathematics classrooms with a focus on the transition between elementary and high school. This thesis explores the use of video records of classroom practices in a PLN in order to support teacher reflection and professional development. Two objectives guided this research; first, to develop and sustain reflection through video-based authentic classroom clips and second, to develop an analysis framework to examine reflective conversation in order to explore methods of facilitation. Select video recordings of participating teachers of the PLN were presented in both a small group and large group context. Members of the research team facilitated the discussions. Guiding questions were also provided. Qualitative analyses such as verbal analysis as well as schematic interaction maps were used to analyze the discourse. The research team also developed a framework, the Data-Based Reflection Model through which video-based reflective conversations could be coded. Results show that the activity was successful in promoting and supporting teacher reflection through video analysis and that the analysis framework was a viable method for examining reflective discourse. This provided the research team with interesting insights on facilitation and future directions for the PLN. "

Jung Lin, T. W. (2017). [Understanding the development of a new teacher learning community composed of first time participants and a novice facilitator.](#) Thèse de doctorat inédite, Université McGill, Montréal, Québec.

Les récents efforts pour améliorer la qualité de l'enseignement des mathématiques ont orienté les éducateurs aux pratiques d'enseignement décrites comme ambitieuses. Ces pratiques visent à assurer l'accessibilité du contenu à tous les élèves et de soutenir le développement d'une compréhension solide et durable des idées mathématiques chez les élèves. Plusieurs études ont montré le potentiel de collaboration des communautés d'apprentissage professionnelles (CAP) pour soutenir les changements dans les pratiques d'enseignement. La plupart des études menées présentent des communautés professionnelles bien établies et soutenues par des facilitateurs d'expérience qui souvent sont les chercheurs eux-mêmes. Cependant, la communauté scientifique sait encore très peu

sur les potentiels d'apprentissage des pratiques ambitieuses dans une CAP composée d'enseignants et d'un facilitateur qui sont à leur première participation . Cette étude cherchait à répondre aux questions de recherche suivantes: 1. Comment les opportunités d'apprentissage pour les enseignants emergent-elles des interactions dans une nouvelle CAP composée d'enseignants et d'un facilitateur qui sont à leur première participation ? 2. Comment et pourquoi les interactions offrent ou contraignent les opportunités de développer des pratiques d'enseignement qualifiées ambitieuses ? Les théories socioculturelles comme les modèles culturels et les mondes figurés ont guidé mon analyse les dynamiques qui façonnaient les interactions au sein d'une nouvelle CAP. Cette CAP était composée de six d'enseignants volontaires et d'une facilitatrice qui se sont rencontrés 22 fois pendant une année scolaire . Cette perspective a été prise afin de comprendre les points de départ des enseignants et de la facilitatrice afin d'informer les chercheurs et les dirigeants de perfectionnement professionnel sur les considérations à mener pour soutenir l'apprentissage des enseignants dans les CAP .Les résultats ont montré que de nombreuses possibilités découlent des conversations. Une vaste gamme d'ouvertures dans les interactions servait de fenêtres pour percevoir les pratiques d'enseignants. Cependant, la plupart des interactions limitaient les possibilités d'apprentissage car les pratiques d'enseignement ambitieuses y étaient mentionnées , mais jamais examinées de façon critique ou utilisées en réflexion par le groupe .Les résultats ont montré que ce monde figuré a été façonné par des modèles culturels conçus par les participants sur: 1) la participation et le but de la CAP , 2) leurs conceptions de l'enseignement et de l'apprentissage des mathématiques, et 3) la pression ressentie lorsqu'ils enseignent un programme dans un système éducatif à enjeux élevés . Comment les enseignants et la facilitatrice se positionnaient eux même et positionnaient les autres a influencé la façon dont ils interagissaient dans ce contexte . Les perceptions des enseignants sur l'enseignement et l'apprentissage des mathématiques, en particulier au niveau de la 10e année où les étudiants sont tenus de passer un examen uniforme , ont fortement déterminé le mérite de certaines interventions dans les conversations . Les résultats généraux soutiennent aussi le besoin d'identifier les pratiques de facilitation et d'aider les facilitateurs à comprendre les positions des enseignants au tout début de leurs travaux ensemble. La facilitation des discussions demande une habileté particulière pour pouvoir tirer parti des nombreuses ouvertures lors des conversations, en plus de pour pouvoir amener les enseignants à développer de nouveaux modes d'interactions qui offriront des possibilités de conversations plus productives au sujet de ces pratiques. Comprendre les modèles culturels qui façonnent les façons dont les enseignants participant à une CAP est un des aspects importants d'une facilitation efficace, mais apprendre à les utiliser comme point de départ des enseignants pour soutenir leur apprentissage l'est tout autant.

Ménard, C. (2017). [La blancheur critique et le rapport à la diversité ethnoculturelle d'enseignants en formation: analyse de contenu d'écrits d'étudiants](#). Thèse de doctorat inédite, Université McGill, Montréal, Québec.

Au Québec et au Canada, le visage de la population se diversifie de plus en plus, tant dans les grands centres urbains que dans les régions. La population scolaire suit naturellement cette tendance tandis que le profil sociodémographique du corps enseignant québécois reste généralement le même, à savoir des femmes, blanches, catholiques, de classe moyenne, provenant des banlieues. La formation initiale des enseignants devient donc le lieu essentiel de sensibilisation à la problématique de la prise en compte de la diversité en milieu scolaire. Il devient important que les enseignants fassent preuve de décentration dans leurs pratiques

pédagogiques, soient conscients de leurs identités et de celles de leurs élèves et reconnaissent les dynamiques de privilège et de pouvoir entourant ces identités. C'est dans cette optique que s'inscrit la blancheur critique. Pour mieux outiller les futurs enseignants dans leurs pratiques, des cours d'éducation interculturelle ont été élaborés et offerts dans les programmes de formation des maîtres. Cette recherche vise à comprendre le rapport à la diversité ethnoculturelle de futurs enseignants étudiant au Québec et l'influence du cours d'éducation interculturelle sur leur vision de la diversité et leurs pratiques pédagogiques pour arriver à débusquer et déconstruire les effets de la blancheur critique dans leurs identités et leurs pratiques. Cette recherche est de type qualitatif, exploratoire et descriptif. La collecte des données s'est effectuée dans un cours d'éducation interculturelle auprès d'étudiants suivant le programme de formation à l'enseignement dans une université montréalaise. Nous avons utilisé deux outils méthodologiques : 1) un questionnaire de définitions de concepts reliés à l'interculturel au début et à la fin du cours et 2) des journaux de bord hebdomadaires écrits par les étudiants tout au long de leur session de cours. Le traitement des données a été fait selon une analyse qualitative de contenu de chaque outil. Les résultats des questionnaires sont présentés et analysés pour chaque thème défini et ceux des journaux, selon quatre axes sous lesquels les journaux étaient regroupés, à savoir le type d'enseignant, l'identité, la discrimination et les réalités scolaires. Les questionnaires démontrent que les thèmes les mieux maîtrisés à la fin du cours sont en lien avec la notion de discrimination, contrairement aux thèmes « éducation interculturelle » et « acculturation ». Le thème « race » n'est pas compris dans une perspective sociale et révèle une idéologie daltonienne. Les participants ne connaissent pas du tout les thèmes de « blancheur » et « méritocratie ». Les journaux de bord révèlent que les participants sont sensibles aux situations de discrimination et veulent être vigilants pour les combattre dans leurs classes. Il en est de même pour les réalités scolaires où ils se veulent ouverts et inclusifs tant par des pédagogies novatrices que dans leur rapport à l'Autre. Tout ceci est viable tant et aussi longtemps qu'ils ne sentent pas que leur langue (française) et leur identité (canadienne-française) menacées. La langue se révèle être au cœur de l'identité québécoise. Toutefois, ils ne sont pas conscients des dynamiques de priviléges et de pouvoir et ont une forte croyance dans le mythe de la méritocratie. Nonobstant, sept participants sur 16 démontrent une grande ouverture par leurs propos plus favorables à la diversité et leur regard plus critique les sujets discutés. En conclusion, ces résultats permettront certes de bonifier les cours d'éducation interculturelle, et par ricochet le curriculum de la formation des maîtres.

Villa, G. (2017). [E-Learning culture : operationalization of a systemic model to support ICT-Integration in pre-service teacher trainers' practice](#). Thèse de doctorat inédite, Université de Montréal, Montréal.

Le développement professionnel des enseignants a longtemps été identifié comme essentiel à la réussite de l'adoption des TIC en éducation (BECTA, 2009). Des programmes de formation efficaces sur les TIC pour le développement professionnel des futurs enseignants devraient veiller à ce que, une fois diplômés, les enseignants aient les compétences et les

connaissances nécessaires pour utiliser efficacement les TIC dans les salles de classe non seulement en raison de la nécessité pour les enfants de développer des compétences qui leur permettront de bien se débrouiller dans la société moderne (UNESCO, 2011; Dede, 2014), mais aussi, en raison de la valeur potentielle de ces technologies comme outils d'apprentissage (Gill and Dalgarno, 2008). Les TIC sont donc, devenues des incontournables pour les enseignants et les apprenants dans le contexte de la société du savoir. Cependant, lorsqu'on regarde leurs usages et leurs impacts on n'est pas satisfait après tout ce qui a été investi en termes de formation, argent, équipement, etc. Une des causes semble être la formation des enseignants, notamment dans son contenu et dans les stratégies de formation adoptée (Villeneuve, et al. 2012). Nous avons développé une intervention de formation pour rendre opérationnel le modèle IntersTICES (Peraya and Viens, 2005) et aider les formateurs d'enseignants intégrer les TIC dans leur pratique d'enseignement. Cette opérationnalisation impliquant les enseignants travaillant dans le programme de formation initiale des maîtres à l'Université de Montréal, a mis en perspective l'importance de la culture e-learning des formateurs d'enseignants, de l'accompagnement, et des interventions de suivi pour les activités, y compris l'utilisation pédagogique des TIC. La recherche a porté sur l'analyse de l'impact de l'intervention de formation sur la culture e-learning de participants, ainsi que sur leur intention d'adopter et d'utiliser les TIC dans leurs cours. Les résultats suggèrent que l'opérationnalisation du modèle IntersTICES via une intervention de formation de type IntersTICES, peut fournir les formateurs des formateurs une occasion de réflexion et de sensibilisation sur leurs représentations personnelles concernant tous les aspects de leur culture e-learning. De plus, cette opérationnalisation a aidé les formateurs des formateurs à prendre conscience de l'impact que leur culture e-learning a sur leur pratique tout au long et à n'importe quel stade du développement et de la mise en œuvre de leur activité choisie intégrant les TIC.

Ferrari, R. & Wentzel, B. (2017). *Monitorage de l'éducation : concepts-clés et approche comparée..* Neuchâtel (Suisse) : IRDP.

Ce dossier thématique a pour premier objectif de présenter, dans une logique de synthèse, et de discuter quelques concepts-clés autour du monitorage de l'éducation.

Le deuxième objectif, développé dans la seconde partie, est d'illustrer quelques pratiques de monitorage mises en oeuvre dans différents contextes. Le cadre d'analyse convoqué dans cette seconde partie du dossier s'inspire des concepts-clés introduits préalablement. Ils permettent notamment de nourrir l'analyse, principalement descriptive ici, et d'autoriser certaines comparaisons.

Blanden, J., Hansen, K. & McNally, S. (2017). [Quality in Early Years Settings and Children's School Achievement](#). (Rapport no. 1468). Londres : Centre for Economic Performance (CEP), London School of Economics and Political Science.

Childcare quality is often thought to be important for influencing children's subsequent attainment at school. The English Government regulates the quality of early education by setting minimum levels of qualifications for workers and grading settings based on a national Inspectorate (OfSTED).

This paper uses administrative data on over two million children to relate performance on national teacher assessments at ages 5 and 7 to the quality characteristics of the nursery they attended before starting school. Results show that staff qualifications and childcare quality ratings have a weak association with teacher assessments at school, based on comparing children who attended different nurseries but attended the same primary school. Our results suggest that although children's outcomes are related to the nursery they attend, which nurseries are good cannot be predicted by staff qualifications and OfSTED ratings; the measures of quality that Government has focused on. Supplementary tables are appended.

Broughman, S., Rettig, A. & Peterson, J. (2017). [Characteristics of Private Schools in the United States: Results From the 2015–16 Private School Universe Survey First Look](#). Washington, DC : National Center for Education Statistics (NCES), U.S. Department of Education.

This First Look Report provides selected findings from the 2015-16 Private School Universe Survey (PSS) regarding private schools that were in operation during the 2015-16 school year. The data include information on school size, school level, religious orientation, association membership, geographic region, community type, and program emphasis. The PSS collects nonfiscal data biennially from the universe of private schools in the United States with grades kindergarten through twelve.

Carlson, A. G., Curby, T. W., Brown, C. A., Trygstad, K. M. & Truong, F. R. (2017). [Equitable Education for All: Using a Comprehensive Instructional Model to Improve Preschool Teacher Practices](#). Washington, DC : AppleTree Institute for Education Innovation.

The current study evaluates the effectiveness of a comprehensive instructional model, ("Every Child Ready"), as a vehicle to provide equitable education experiences for all children by compensating for gaps in teacher knowledge. The ECR instructional model addresses several challenges facing the early childhood landscape. Specifically, the ECR instructional model includes an affordable research based curriculum, differentiated professional development for adult learners (teachers and leaders), and provides educators with a developmentally appropriate robust assessment tool kit to help measure the effectiveness and quality of instruction. The current study utilizes a quasi-experimental design to evaluate the quality of teacher-student interactions in classrooms implementing ECR and classrooms that implemented "business as usual" curriculum and professional development. Models were estimated using Mplus 7 software to account for the nested nature of classrooms in schools. Results indicate that teachers who implement the Every Child Ready instructional model out performed non-ECR classrooms in the CLASS Instructional Support domain ($b = 0.67$, $p < 0.001$). This difference was present for all three Instructional Support dimensions (Concept Development, Quality of Feedback, and Language Modeling), but was especially strong in the area of Concept Development ($b = 0.78$, $p < 0.001$). Findings suggest that classrooms who implement the ECR Instructional model are better equipped to encourage higher order thinking skills.

Taie, S. & Goldring, R. (2017). [Characteristics of Public Elementary and Secondary School Teachers in the United States: Results From the 2015–16 National Teacher and Principal Survey First Look](#). Washington, DC : National Center for Education Statistics (NCES), U.S. Department of Education.

This First Look report provides descriptive statistics and basic information from the 2015–16 National Teacher and Principal Survey Public School Teacher Data File.

Ferrara, J., Nath, J. L., Guadarrama, I. N. & Beebe, R. (2017). [Expanding Opportunities to Link Research and Clinical Practice A Volume in Research in Professional Development Schools.](#) Charlotte, NC, USA : Information Age Publishing.

This volume in the Research in Professional Development Schools book series considers the role professional development schools (PDSs) play in expanding opportunities for linking research and clinical practice. As in past volumes of this series, PDS practitioners and researchers make a compelling case for the power of micro-level initiatives to change practice. Contributors share ideas to expand PDS work beyond site-specific contexts to include a broader macro-level agenda for clinical practice. Authors hope to inspire large scale PDS reform through replication of successful initiatives featured in this volume. Evoking change is not easy. Nonetheless, series editors and contributors conclude that PDSs generate a critical mass of PK–16 educators willing to form partnerships to address enduring educational dilemmas.

Schraw, G., Lunn Brownlee, J., Olafson, L. & Vander Veldt Brye, M. (2017). [Teachers' Personal Epistemologies Evolving Models for Informing Practice.](#) Charlotte, NC, USA : Information Age Publishing.

The focus of this book is to explore teachers' evolving personal epistemologies, or the beliefs we hold about the origin and development of knowledge in the context of teaching. The chapters focus on a range of conceptual frameworks about how university and field-based experiences influence the connections between teachers' personal epistemologies and teaching practice. In an earlier volume we investigated preservice and inservice teachers' beliefs and teaching practices (Brownlee, Schraw and Berthelsen, 2011). While we addressed the nature of teachers' personal epistemologies, learning and teaching practices, and approaches for changing beliefs throughout teacher education programs, the volume did not address conceptual frameworks for the development of teacher's personal epistemologies. To address this gap, the book is focused on teacher educators, teachers and teacher education programmers in universities with an overall aim of highlighting how we might support preservice teachers' involvement in learning that is challenging and inservice teachers' engagement in professional experiences that promote changes in teaching practice. We argue that teachers need to be encouraged to question their beliefs and develop increasingly sophisticated beliefs about their knowledge and their students' knowledge that facilitate learning and intellectual growth.

Yendol-Hoppey, D., Shanley, D. A., Delane, D. C. & Hoppey, D. (2017). [Working Together Enhancing Urban Educator Quality Through School-University Partnerships.](#) Charlotte, NC, USA : Information Age Publishing.

This book provides illustrations of urban school-university partnerships recognized by the Shirley Schwartz Award of Council of Great City Schools. The authors share their work by blending practitioner and researcher voices to offer other school and university based educators, policy makers, and foundation leadership potential solutions to the complex problem of preparing educators and enhancing teaching within urban schools.

In each chapter, the authors describe their urban partnership story, the greatest challenges they faced, how they responded to those challenges, and evidence of impact. Given that

each partnership is unique, the authors conclude each chapter by offering a set of questions for discussion.

This book serves as an excellent resource for educators interested in establishing urban school-university partnerships that improve educator quality, strengthen the pipeline of urban educators, and expand Pk-12 students' learning experiences. The book is divided into three sections: (1) Teacher Candidate Preparation, (2) Teacher Professional Development, and (3) Principal Development.

Repéré sur : Education.gouv.fr

[Repères et références statistiques sur les enseignements, la formation et la recherche, 2017](#)

Publication annuelle de la DEPP et de la SD-SIES, Repères et références statistiques réunit en un seul volume toute l'information statistique disponible sur le système éducatif et de recherche français. Organisé en douze chapitres et 185 thématiques, RERS apporte des éclairages nouveaux en fonction de l'actualité et des derniers résultats d'études.

[L'éducation nationale en chiffres, édition 2017.](#)

Cette synthèse des caractéristiques et des tendances du système éducatif français présente les principaux chiffres clés pour l'année scolaire en cours : population scolaire, effectifs d'enseignants, coût de l'éducation, part des secteurs public et privé, diplômes délivrés, insertion professionnelle des jeunes.

[I.G.A.E.N.R. Pour une meilleure intégration des formations paramédicales à l'université : mise en œuvre des mesures 5, 6 et 13 de la Grande conférence de santé.](#) Paris : I.G.A.E.N.R., Juin 2017

Le rapport Pour une meilleure intégration des formations paramédicales à l'université : mise en œuvre des mesures 5, 6 et 13 de la Grande conférence de santé s'inscrit dans la continuité de la Grande conférence de santé de février 2016 et formule des propositions de mise en œuvre des mesures, touchant aux droits sociaux des étudiants, à l'offre de formation et aux conditions de développement d'une offre publique, ainsi qu'à l'ancre pédagogique de ces formations à l'université. Dans un souci de cohérence, le rapport aborde également la question de l'évaluation des formations.

Repéré sur : Esen.education.fr

[Cour des comptes. Améliorer l'efficience des dépenses d'éducation.](#) Paris : Cour des comptes, Juin 2017. 253 p.

Dans son rapport sur la situation et les perspectives des finances publiques, la Cour a recherché des voies qui concilient une stabilisation des dépenses budgétaires et une efficacité accrue du système éducatif.

Elle préconise notamment :

- de réduire le coût du lycée et de renforcer les moyens alloués au socle commun de connaissances, de compétence et de culture ;

- d'améliorer l'efficacité du système de l'enseignement supérieur pour faire face à une pression démographique prévisible. La Cour recommande ainsi d'explorer les pistes d'une allocation des moyens aux universités tenant compte de l'activité et de la performance, ou le regroupement d'établissements sur un même site ou au sein de communautés d'universités.

Repéré sur : halshs.archives-ouvertes.fr

J. Vandenbunder. [Du collectif dans les écoles supérieures d'art. Entre régime de singularité, évaluation scolaire et construction de réseaux](#). Bien commun et intérêt(s) individuel(s), Jun 2017, Zurich, France. 2017.

Cette communication vise à étudier la façon dont le(s) collectif(s) peu(ven)t exister dans les écoles supérieures d'art françaises et les contraintes spécifiques que soulèvent de telles collaborations entre étudiants artistes. En partant d'exemples concrets, cette communication a pour objectif de mettre en lumière les différents obstacles qui s'opposent à la construction d'un collectif (voire de collaborations ponctuelles) dans les écoles d'art. D'un côté, le « régime de singularité » propre à la création artistique, et notamment dans les arts plastiques, semble être intrinsèquement contraire à la réalisation de tels collectifs de travail. De l'autre, la nécessité d'évaluer des individus isolés, dans un cadre scolaire et afin de délivrer des diplômes, empêchent également la présentation d'œuvres produites collectivement, obligation étant de distinguer les contributions de chacun. Pour autant, les collectifs d'artistes, réunissant plusieurs étudiants, peuvent exister aux beaux-arts. Ils[...]

Dominique Bessières. [La mise en action des technologies pour l'éducation : un grand projet de politique publique de modernisation et de professionnalisation](#). PUQ (Presses universitaires du Québec). Changement et grands projets : des choix engagés, PUQ (Presses universitaires du Québec), p. 219-236, 2015, 978-2-7605-4295-2. .

Résumé : Aujourd'hui, les équipements en ordinateurs et réseaux haut-débit sont assurés dans les établissements d'enseignement français. Le temps est venu d'une perspective plus critique sur les conditions de développement des instrumentations pédagogiques, de dévoilement des processus de changement et d'appropriation, en lien avec les contextes organisationnels et étatiques, professionnels et managériaux. Notre intérêt se porte sur les conditions des usages de ces technologies, leur diffusion, l'adhésion à une modernisation du travail en adéquation avec des enjeux globaux d'action publique.

Kan Qian, Stephen Bax. [Beyond the language classroom: researching MOOCs and other innovations](#). 2017

With the rise of the internet and new communication technologies, language learning has moved beyond the classroom walls. This volume presents a range of important studies on innovative ways for learning languages outside the classroom. Chapters discuss MOOCs in the UK, Belgium, China, and Italy for studying a range of languages, research on new apps, flipped classroom modes, and approaches to informal learning in a range of international settings. In these ways, the volume offers a significant contribution to our understanding of how learning beyond the language classroom will transform language education in the decades to come.

Anne-Lise Doyen, Eric Lambert, Florence Dumas, Michele Carlier. [Manual performance as predictor of literacy acquisition : A study from kindergarten to Grade 1](#). Cognitive Development, Elsevier, 2017, 43 (3), pp. 80-90. . <10.1016/j.cogdev.2017.02.011>.

Résumé : Many studies have shown phonological awareness to be a predictor of reading and spelling acquisition, but arguments that motor performance and manual laterality may also be predictors of literacy are much more controversial. We examined the links between manual performance, degree of laterality (absolute difference between the two hands) and literacy in a group of 73 pupils with typical development observed at the end of kindergarten and in the middle of Grade 1. Phonological awareness and hand skill were assessed in kindergarten. Reading comprehension, reading, spelling and graphomotor skills were assessed in Grade 1. Phonological awareness was confirmed to be a strong predictor for reading and spelling. Higher performance levels in reading and spelling were found to be associated with a weaker degree of laterality and with faster peg-moving by the non-dominant hand. These results support the hypothesis that manual motor skills have an impact on spelling and reading acquisition.

Olivier Florian. [L'impact des études supérieures sur les valeurs des étudiants](#). Sociologie. EHESS, 2017. Français.

Résumé : Ce travail de thèse part d'une idée simple : ce que l'on fait, ce que l'on vit nous change. Or au sein des expériences collectives vécues, l'une tend à devenir de plus en plus partagée : le passage par des études supérieures. Aussi peut-on être surpris de constater que peu nombreuses sont les études s'intéressant à l'impact que peuvent avoir les cursus disciplinaires sur le jugement des étudiants, population dont l'identité – ne serait-ce que professionnelle – reste en construction. A partir d'une enquête par questionnaire inspirée des European Values Survey et des Enquêtes sur les pratiques culturelles des Français et menée auprès d'un échantillon final d'étudiants de 11 filières universitaires, notre travail montre que l'idée controversée d'une socialisation disciplinaire mérite d'être considérée. Car si dès la première année, les disciplines tendent à s'attirer les faveurs de populations aux profils déjà différenciés, l'avancée dans les études tend de son côté à remodeler ces[...]

Dossou Anani Koffi Dogbe-Semanou. [Persévérance et Abandon des apprenants à distance en Afrique subsaharienne francophone : cas du Togo](#). Education. Université de Lomé (TOGO), 2016. Français.

Résumé : Pour faire face aux problèmes que connaissent les systèmes éducatifs subsahariens, il est souvent fait recours à la formation à distance. Les programmes de formation à distance mis en œuvre en Afrique subsaharienne francophone (ASSF) se caractérisent par un taux élevé d'apprenants menant les activités d'apprentissage à leur terme. Ce qui contraste avec le taux élevé d'abandon habituellement relevé dans ce mode de formation. C'est cette efficacité des dispositifs de formation à distance (FAD) touchant l'ASSF qui nous intéresse dans cette étude qui vise à comprendre les pratiques de l'ingénierie pédagogique mises en œuvre pour favoriser la persévérance des apprenants. Pour atteindre cet objectif, nous avons mobilisé le modèle de Kember (1989) comme cadre théorique de référence d'une démarche qualitative/interprétative recourant à la méthode d'étude de cas multiples. Vingt et un (21) apprenants résidant au Togo au moment de leur formation, 17 persévérand et 4 ayant abandonné,[...]

Pierre-Yves Bernard, Christophe Michaut, Lucy Bell. ["Fed up" with school: Student's dropping out motives](#). EUROPEAN EDUCATIONAL RESEARCH ASSOCIATION 2017, Aug 2017, Copenhague, Denmark. 2017.

Résumé : Early school leaving is considered today as one of the most important issues educational systems are facing. Defined as the ending of studies before completion of the secondary education, and also named "dropping out", it constitutes a very serious impediment in the access to employment of the people concerned. This is why the decrease of dropping out is considered by the European public authorities as a priority. European countries are all pursuing policies tackling early school leaving. However, the phenomenon is more or less important according to the national context. A wide spread of ESL (Early school leaving) rates differentiates European countries, from 5% in Slovenia to 20% in Spain. France is in a rather central position at 9,2%. These gaps show that the educational system context has a crucial effect on the risk of dropping-out, and that the students' school experiences are specific to each context. The paper presented here addresses this issue in the French context: to what[...]

Angela Barthes. [Quels outils curriculaires pour des « éducations à » vers une citoyenneté politique ?](#). Educations, 2017, 17-1 (1), pp.25-40. .

Résumé : Les « éducations à » émanent des instances internationales, prennent en charge des questions de société, et se positionnent au moins partiellement dans le champ politique. Il s'agit donc de s'interroger sur les conditions curriculaires permettant de contrer les risques de dérives normatives pour tendre vers une citoyenneté politique. La démarche s'appuie sur les méthodes de la pensée critique, relève quatre habiletés nécessaires, propose des outils concrets pour les mettre en oeuvre (épistémologie, représentations sociales, bibliographie, formalisation de critères, démarches systémiques de recherche de sens), et montre aussi ce que cela donne dans le cadre de l'éducation au développement durable. ABSTRACT. The " educations for" emanate from international authorities, set in charge of societal issues, and position at least partially in the political arena. It is thus a question of wondering about the curriculaires conditions allowing to counter the risks of normative drift to aim[...]

Sophie Denave, Fanny Renard. [L'ORIENTATION EN CAP MÉTIERS DE L'AUTOMOBILE ET COIFFURE : Entre élaboration d'aspirations et conditions d'affectation](#). Éducation et formations, Ministère de l'éducation nationale, 2017, Voie professionnelle : choix d'affectation, conditions de vie, conditions de travail, pp.43-66.

Résumé : Cet article étudie les processus d'orientation post-troisième à partir d'une enquête menée auprès de jeunes préparant un CAP coiffure ou métiers de l'automobile en lycée professionnel ou en CFA. Ces deux spécialités ont en commun d'être à la fois attractives et relativement sélectives, accueillant des jeunes issus des fractions stabilisées des classes populaires. Mais elles se différencient par leur recrutement genre et par la structuration des diplômes. L'analyse tient ensemble les conditions d'élaboration des aspirations juvéniles et les conditions d'affectation dans ces spécialités et voies de formation. Si elles conduisent à la formulation de voeux d'orientation vers des spécialités distinctes selon leur sex-ratio, les conditions d'élaboration des aspirations juvéniles semblent proches, au regard des parcours scolaires, des conseils institutionnels et des soutiens parentaux dont les élèves de troisième font l'objet. La comparaison des spécialités et voies de formation fait[...]

Philippe Lemistre. [BIEN-ÊTRE EN LYCÉE PROFESSIONNEL ET AVENIR ENVISAGÉ : Le cas des élèves préparant le bac professionnel](#). Éducation et formations, Ministère de l'éducation nationale, 2017, Voie professionnelle : choix d'affectation, conditions de vie, conditions de travail, pp.25-42. . Résumé : L'objectif de cet article est d'étudier le bien-être des lycéens professionnels, en lien avec les perspectives post-bac qu'ils envisagent. Après une discussion sur les approches disciplinaires du bien-être, les investigations ont été menées à partir d'une enquête réalisée en 2014 dans cinq lycées professionnels pour 963 lycéens de première et terminale (hors apprentissage). Quatre scores ont été constitués, chacun se rapportant à un registre spécifique : « conditions scolaires », « relations sociales », « épanouissement personnel » et « état de santé ». En privilégiant une approche sociologique de ces indicateurs, ils ont été mis en relation avec les variables contextuelles et sociodémographiques, puis leurs effets sur les projections vers l'avenir ont été comparés à ceux, connus et à nouveau démontrés, de l'origine sociale. Les indicateurs de bien-être qui gardent une forte dimension subjective s'avèrent néanmoins liés aux parcours d'études, à la situation familiale et à la mixité[...]

Marie-Noël Vercambre-Jacquot, Nathalie Billaudeau. [LES ENSEIGNANTS DE LYCÉE PROFESSIONNEL : Cadre de travail et bien-être... quelles spécificités ?](#). Éducation et formations, Ministère de l'éducation nationale, 2017, Voie professionnelle : choix d'affectation, conditions de vie, conditions de travail, pp.67-86. .

Résumé : Itinéraire professionnel, cadre de travail, origine sociale des élèves... le profil et l'environnement de travail des enseignants de lycée professionnel (LP) diffèrent nettement de ceux de leurs collègues de lycée d'enseignement général et technologique (LEGT). Dans quelle mesure ces différences se traduisent-elles en termes de disparité de bien-être, au travail et plus généralement ? Dans une enquête à caractère représentatif réalisée en 2013 auprès de plusieurs milliers d'enseignants, à la question « aujourd'hui, si vous deviez faire le bilan de votre expérience professionnelle d'enseignant, vous diriez-vous... ? », 18 % des professeurs de LP répondent : « très satisfait » et 60 % « assez satisfait ». Ils sont respectivement 25 % et 60 % en LEGT. L'écart brut de satisfaction s'atténue, mais reste statistiquement significatif si l'on tient compte des différences de conditions d'exercice. Les enseignants de LP sont également un peu plus pessimistes quant à l'évolution du métier (67 %[...]

Nadine Théophile. [S'ORIENTER EN LICENCE APRÈS UN BAC TECHNOLOGIQUE : Entre logiques individuelles et mécanismes institutionnels](#). Éducation et formations, Ministère de l'éducation nationale, 2017, Voie professionnelle : choix d'affectation, conditions de vie, conditions de travail, pp.89-103. .

Résumé : Les bacheliers technologiques représentent une part de plus en plus importante des inscrits en licence, et, en raison de leur moindre réussite, invitent les universités à s'adapter. Leur orientation en licence n'est pas forcément une orientation par défaut, c'est-à-dire faute d'avoir été recruté dans une formation sélective. Ainsi, dans l'académie de Créteil, près d'un quart des lycéens technologiques ont placé une licence en tête de leur classement dans l'application Admission post-bac (APB). Ces lycéens sont majoritairement issus de quatre séries de bac et leurs choix d'orientation sont concentrés sur quelques licences. Ces choix peuvent s'expliquer par leur appétence personnelle et la représentation qu'ils ont d'un prolongement de leurs études secondaires. Leurs choix peuvent se trouver confortés par les informations délivrées par l'Onisep : en raison de l'accès de droit à la licence pour tous les bacheliers, ces informations jouent sur le registre des recommandations. Ces[...]

Sylvie Fumel, Saskia Keskpaik. LA [MOTIVATION DES ÉLÈVES À RÉPONDRE À UN TEST STANDARDISÉ : Résultats d'une étude dans le cadre de Cedre compétences langagières et littératie](#). Éducation et formations, Ministère de l'éducation nationale, 2017, Voie professionnelle : choix d'affectation, conditions de vie, conditions de travail, pp.105-119.

Résumé : Les évaluations standardisées des élèves, telles que Cedre ou PISA, renvoient à des enjeux politiques croissants alors qu'elles restent à faible enjeu pour les élèves y participant. Dans le système éducatif français où la notation tient une place prépondérante, la question de la motivation des élèves face à ces évaluations mérite d'être posée. Une étude expérimentale a été effectuée en 2015, visant à comparer les performances de deux groupes d'élèves : un groupe expérimental qui participe à l'évaluation ayant au préalable reçu l'information que l'épreuve sera notée et un groupe témoin qui passe le test dans les conditions habituelles d'une épreuve standardisée non notée. L'analyse des résultats dégage une tendance pour un plus grand investissement dans une évaluation aux enjeux élevés, mais les résultats restent à confirmer à plus grande échelle.

Roland Goigoux. [Beginning reading and writing : Study on the influence of teaching practices on quality of basic learning](#) . 2017.

Synthesis of the research report Directed and supervised by Roland Goigoux Professor at Université Clermont Auvergne

Séverine Ventolini, Samuel Mercier. [Le réseau d'anciens diplômés : une ressource stratégique pour les diplômes de l'université ?](#). Finance Contrôle Stratégie, Association FCS, 2017, <10.4000/fcs.1940>. Résumé : L'existence de réseaux de diplômés constitue un avantage stratégique pour les formations universitaires, notamment lorsque ces réseaux apportent des ressources en termes d'insertion professionnelle des diplômés, de réputation et de ressources financières pour l'institution de formation. C'est ce que cet article propose d'étudier à travers l'analyse d'un cas : le réseau Alumnos. Nous identifions les principales caractéristiques d'un réseau de diplômés facilitant l'acquisition de ces ressources : un réseau dense favorisé par des liens forts entre ses membres, une diversité organisationnelle et hiérarchique des diplômés et l'existence d'une personne centrale pour animer la communauté des diplômés.

Daniel Frandji, Renaud Morel. [La réforme des rythmes scolaires et les projets éducatifs territoriaux : première analyse des évaluations, bilans et autres expertises réalisées entre 2013 et 2017](#).. Cette étude se donne pour ambition d'approfondir la réflexion sur la réforme dite des rythmes « s.. 2017, 61 p.

Résumé : Cette étude se donne pour ambition d'approfondir la réflexion sur la réforme dite des rythmes « scolaires » et/ou « éducatifs » et la mise en place des Projets éducatifs de territoire (PEDT) qui l'accompagne. Elle s'attache à clarifier les enjeux et contours de cette réforme et engage surtout un travail d'analyse secondaire d'une partie des différents travaux et rapports dits « d'évaluation », de « bilan » ou « d'études » politico-administratifs, savants ou experts qui ont récemment été produits sur cette dernière. Ceci conduit à soutenir une double série de questionnements sur l'évolution et les aménagements de cette réforme, l'enchevêtrement des logiques et des modes de problématisation des questions scolaires et éducatives qu'elle promeut, les variétés du «discours éducatif et pédagogique» qu'elle sous-tend, ainsi que sur la forme particulière prise par la «littérature experte », qui accompagne, depuis quelques années, sa mise en œuvre controversée.

Nanta Novello Paglianti, Giovanna Truda. [Changer les attitudes contre la violence de genre: culture, éducation et apprentissage mutuels.](#) Publié dans "ICSR Mediterranean Knowledge - Working Papers Series" (ISSN 2464-9538). <http://www.m..> 2017.

Résumé : This article examines the concept of gender and its multiple meanings. First we will ask what that concept for understanding the dynamics of its construction and its evolution. Then we will link it with the term "violence" and its different meanings that will be explained through the elucidation of special cases such as anti-violence centers in southern

Pierre Bruno, Mongenot Christine. [Objectifs, démarches et supports pour réfléchir sur le genre : quelles ressources pour les enseignants ?](#). Le Français Aujourd'hui, Armand Colin / Dunod ; Association française des professeurs de français ; Association française des enseignants de français (AEF), 2016, 2 (193), pp.63-76. .

Résumé : La polémique sur les ABCD de l'égalité a conduit le ministère de l'Éducation nationale à leur substituer un « Plan d'action pour l'égalité entre filles et garçons à l'école ». Les auteurs s'interrogent sur la portée de cette substitution, principalement dans le cadre de l'enseignement du français, en analysant d'une part le discours d'accompagnement destiné aux enseignants – mais peut-être aussi aux parents – puis d'autre part les « outils » censés permettre des approches genrées des situations d'apprentissage et des supports à mobiliser. L'article souligne l'approche nuancée offerte dans la brochure Les concepts en jeu, tout en pointant certaines ambiguïtés réelles dans d'autres parties du discours tenu. De la même manière, l'abandon de propositions de séquences ou de séances précises au profit de simples « pistes » dans les documents mis en ligne sur CANOPÉ favorise une pédagogie parfois diffuse, et n'évite pas l'écueil de quelques simplifications en focalisant l'action pour[...]

Julie Doron, Yannick Stephan, Christine Le Scanff. [Les stratégies de coping : une revue de la littérature dans les domaines du sport et de l'éducation.](#) European Review of Applied Psychology / Revue Européenne de Psychologie Appliquée, Elsevier, 2013, 63, pp.303-313. <10.1016/j.erap.2013.04.003>.

Résumé : Le coping est un concept central dans les contextes sportif et éducatif étant donné le stress généré par la mise en jeu des compétences, l'incertitude du résultat, par l'échec et/ou les obstacles rencontrés dans les situations d'apprentissage. Comprendre pourquoi et comment, les individus adoptent des conduites menant à des conséquences adaptées ou non dans ces contextes représente donc un enjeu majeur, non plus uniquement en termes de prévention des risques pour la santé et le bien-être, mais également en termes d'optimisation de la performance. Données de la littérature. – Ce travail s'appuie spécifiquement sur les travaux menés dans les champs de la psychologie du sport et de l'éducation. Discussion. – La spécificité et les points communs de ces contextes, la particularité des stratégies de coping, de leurs antécédents et de leurs conséquences ainsi que les limites méthodologiques et les conceptions actuelles sont mis en évidence. Conclusion. – Des perspectives de recherches[...]

Julie Doron, Dorine Neveu, Laurent Visier, Julie Boiché, Raphaël Trouillet, et al.. [Students perceived stress in academic programs : Consequences for its management.](#) Epidemiology and Public Health / Revue d'Epidémiologie et de Santé Publique, Elsevier Masson, 2012, 60 (4), pp.255-264. <10.1016/j.respe.2012.01.008>.

Résumé : Background: Academic stress contributes to the deterioration of the students' quality of life. Psychological determinants involved in the stress process, trait anxiety and coping, have been neglected when assessing the role of academic programs in stress. This study aimed at determining whether academic programs are associated with a high level of perceived stress above and beyond potential personal and environmental risk factors, as well as coping strategies. Methods: A cross-sectional survey was conducted in 2009 among third-year medical (total n = 170, participants 88%), dental (n = 63, 94%), psychology (n = 331, 61%) and sports sciences (n = 312, 55%) students in Montpellier (France). The stress level experienced during the last 2 months, trait anxiety and coping strategies were appraised. Substance use, psychological care, and stress triggers were also collected using a self-administered questionnaire. Results: Compared with medicine and after adjusting for gender and age, only[...]

Françoise Granoulhac. ['Turning the clock back': the revival of Thatcherism in the Conservative Party's education policy \(2005-2015\)](#). Observatoire de la société britannique, La Garde : UFR Lettres et sciences humaines, Université du Sud Toulon Var, 2015, The Thatcher Legacy / L'héritage du Thatchérisme, pp.79 - 95. . <10.4000/ob.1767>.

Résumé : In education as in other public services, continuities between New Labour and the Thatcher and Major administrations have often been underlined. Since 2005 the Conservatives have endeavoured to distance themselves from both their predecessors and to set out a new vision for education. This paper, which focuses on primary and secondary education, discusses and compares discourse and policy, and argues that the expected renewal has been superseded by a re-enactment of 1980s policies and a revival of Thatcher's ideas and values. It identifies several economic and political factors accounting for the recent 'Thatcherite turn' in education, which should also be considered in the wider historical context of the protracted development of state education in England in the nineteenth and early twentieth centuries. Here, "New Conservatives" will refer to the Conservative-led Coalition Government.

S M Kabir, Ahsanul Haque, Abdullah Sarwar. [Factors Affecting the Intention to Become an Entrepreneur: A Study from Bangladeshi Business Graduates Perspective](#). International Journal of Engineering and Information Systems, 2017, 1 (6), pp.10-19.

Résumé : The current stage of entrepreneurial culture in Bangladesh encourages rethinking about the content and approach of teaching in entrepreneurship education. Therefore, this study aimed at identifying the factors influencing Bangladeshi graduates' intention toward becoming entrepreneurs. A sample of 387 business graduate students was selected randomly from both private and public universities located in Dhaka and Rajshahi. Partial Least Squares Structural Equation Modeling (PLS-SEM) has been employed to test the structural relationship among variables that influence respondent's entrepreneurial intention. This study has found that entrepreneurial education will provide skills and knowledge that might help the students to change their typical mind-set from searching job to creating jobs. Hence, focusing on developing entrepreneurial mind through education will have importance for the development of entrepreneurial culture as well as for the sustainable socioeconomic development in[...]

Croizet Jean-Claude, Goudeau Sébastien, Medhi Marot, Mathias Millet. [How do educational contexts contribute to the social class achievement gap: documenting symbolic violence from a social psychological point of view](#). Current Opinion in Psychology, Elsevier, 2017, 18, pp.105-110. .

<10.1016/j.copsyc.2017.08.025>.

Résumé : This article examines how the educational system participates in the reproduction of social inequality. After exposing the basics of the Social Reproduction Theory developed in sociology by Bourdieu and Passeron in 1977, we examine the research in social psychology that documents the reality of 'symbolic violence' that is the symbolic power that operates in the classroom and undermines the performance of students from underprivileged backgrounds. Three lines of research are examined: self-esteem, self-threat and research on the non-neutrality of educational settings. Highlights •This article examines how the educational system contributes to social inequality. •The classroom is conceived as a level playing field that reveals individual merit. •But the implicit cultural norms that prevail in school advantage high-SES students. •This hidden advantage fuels the symbolic disqualification of low-SES students. •This symbolic violence undermines the self and amplifies social inequality.

Anne Cordier. [Agir contre la \(re\)production de « distinctions »](#). Diversité : ville école intégration, CNDP, 2016, Ce que le numérique peut en éducation, . Résumé : En s'appuyant sur des réalités de terrain analysées depuis plusieurs années au sein d'établissements scolaires du second degré, cet article souhaite pointer la (re)production de « distinctions » – au sens bourdieusien assumé du terme – à l'oeuvre hors et dans la classe, en lien avec le numérique. Face à cet objet socialement partagé qu'est Internet, les acteurs de l'éducation ont un rôle à jouer dans la réduction des inégalités cognitives et sociales engendrées ou accentuées par le numérique.

Nils Wilcke. [Recherche d'emploi : cadres et ouvriers n'ont pas les mêmes stratégies](#). Alternatives économiques, 6/09/2017

On ne cherche pas de la même manière un emploi selon que l'on est cadre ou ouvrier. C'est ce que révèle une étude de l'Insee publiée le 16 juillet dernier. Au total, 4.2 millions de personnes, âgées de 15 ans ou plus, déclarent avoir effectué des démarches de recherche d'emploi en 2016. Bien que les stratégies de recherche semblent très variées (recours aux petites annonces, prise de contact avec Pôle Emploi ou une agence d'intérim, échanges avec des relations professionnelles, etc.), l'étude démontre surtout qu'elles dépendent pour beaucoup de caractéristiques socioprofessionnelles des personnes interrogées.

Repéré sur : ife.ens-lyon.fr

Reverdy Catherine (2017). [L'accompagnement à l'école : dispositifs et réussite des élèves](#). Dossier de veille de l'IFÉ, n°119

Que propose le système éducatif pour accompagner tou.te.s les élèves dans leur apprentissage ? Beaucoup de dispositifs pédagogiques, sous toutes les formes possibles : des dispositifs externes à la classe, en petits groupes, en groupes de besoin, en ateliers à l'intérieur de la classe, avec des enseignant.e.s supplémentaires, des enseignant.e.s spécialisé.e.s, etc.

Pour voir plus clair dans cette multitude de dispositifs, qui souvent se juxtaposent au fur et à mesure des années, nous les avons examinés selon leur public : les dispositifs organisés pour les seuls élèves en difficulté, comme les activités pédagogiques complémentaires en primaire ; les dispositifs organisés pour tou.te.s les élèves, comme l'accompagnement personnalisé dans le secondaire. La

mise en place historique du premier type de dispositifs (tournés vers le soutien et la remédiation) semble avoir montré ses limites : le fait d'être hors la classe, outre l'effet immédiat de stigmatisation vis-à-vis des camarades de la classe, entraîne une rupture avec la dynamique et la temporalité de la classe, ce qui n'améliore pas à moyen terme l'apprentissage des élèves.

Suite à ces résultats, le passage de l'aide aux élèves en difficulté à l'accompagnement de tou.te.s les élèves s'est donc fait dans les préconisations officielles, mais n'a pas été suivi dans la pratique, puisque les deux types de dispositifs coexistent à l'heure actuelle. Ce Dossier de veille tente d'en comprendre les raisons, en explorant les études portant sur l'évaluation des dispositifs et en s'intéressant aussi bien à l'engagement des élèves dans leur apprentissage qu'aux transformations profondes des pratiques enseignantes qu'impliquent les dispositifs. Des pistes permettant aux enseignant.e.s de faire face aux défis de suivi de l'apprentissage (et donc de réussite) de tou.te.s leurs élèves sont abordées, notamment l'organisation et la gestion collective du repérage des besoins des élèves.

[The Critical Importance of Costs for Education Decisions.](#) National Center for Education Statistics (NCES), 06/2017

This brief provides guidance to decision makers in schools, districts, state education departments, and intermediary organizations about ways that cost analyses can help inform their decisions about program choices, budgets, and strategies. It addresses questions about: (1) why cost information matters in education; (2) what cost metrics are available to inform decision making; (3) how cost analyses can inform decision making; (4) what resources exist to help calculate the costs of education programs; and (5) what types and uses of cost analysis are available for decision making. Finally, the brief discusses the purposes, advantages, disadvantages, and possible applications for four types of cost analyses.

[The Funding of School Education: Connecting Resources and Learning.](#) Paris : OCDE, 06/2017

This report on the funding of school education constitutes the first in a series of thematic comparative reports bringing together findings from the OECD School Resources Review. School systems have limited financial resources with which to pursue their objectives and the design of school funding policies plays a key role in ensuring that resources are directed to where they can make the most difference. As OECD school systems have become more complex and characterised by multi-level governance, a growing set of actors are increasingly involved in financial decision-making. This requires designing funding allocation models that are aligned to a school system's governance structures, linking budget planning procedures at different levels to shared educational goals and evaluating the use of school funding to hold decision makers accountable and ensure that resources are used effectively and equitably.

[Starting Strong 2017.](#) Paris : OCDE, 06/2017

Early childhood education and care (ECEC) can help lay the foundations for future skills development, well-being and learning. Having timely, reliable and comparable international information is essential to help countries improve their ECEC services and systems. For over 15 years, the OECD has been conducting policy analysis and gathering new data on ECEC. For the first time, this report brings together all the key ECEC indicators in one volume. It presents an exhaustive overview of ECEC systems and provision as well as trend data and information on recent reforms. The report takes a

hard look at issues such as access and governance, equity, financing, curriculum, the teaching workforce and parent engagement. Key challenges for improving the ECEC sector are identified. With around 45 charts and data for the 35 OECD countries and a number of partner countries, the publication also includes a great deal of new material. It offers new data on ECEC provision and intensity of participation for children under the age of three (based on an improved typology of settings). It also presents new indicators on the profile of ECEC staff (e.g. level of qualification, teacher salary and organisation of working time) and on equity in access to ECEC. New PISA 2015 analyses help highlight the relationship between the number of years of ECEC and academic performance at age 15, and the effects of ECEC attendance on health and well-being, and mothers' employability.

[The OECD Handbook for Innovative Learning Environments](#). Paris : Organisation for Economic Co-operation and Development (OECD), 06/2017

How might we know whether our schools or system&nbs;are set up to optimise learning? How can we find out whether we are getting the most from technology? How can we evaluate our innovation or think through whether our change initiative will bring about its desired results? Teachers and educational leaders who grapple with such questions will find this handbook an invaluable resource. It draws on extensive reports and materials compiled over a decade by the OECD in its Innovative Learning Environments (ILE) project. Its four chapters – The learning principles; The innovative learning environment framework; Learning leadership and evaluative thinking; and Transformation and change - each contain a concise, non-technical overview introduction followed by a set of tools. The handbook makes good the ILE ambition not just to analyse change but to offer practical help to those around the world determined to innovate their schools and systems.

[De l'observation des pratiques des maîtres débutants : éléments de compréhension des organisateurs de pratiques typiques](#)

Auteur(s) : FRANÇOISE Christine

Date de soutenance : 2016

Thèse délivrée par : Université de la Réunion

Section(s) CNU : section 70 : Sciences de l'éducation

Sous la direction de : Frédéric TUPIN

"L'objectif de notre recherche est de tenter d'identifier les compétences professionnelles (Altet, 1996 et 2009) acquises ou en cours d'acquisition des maîtres novices durant leur année de stagiarisation (visée heuristique). Pour ce faire, nous nous inscrivons dans le paradigme écologique ou paradigme de la complexité (Clanet, 1997 ; Piot, 2014). Nous portons un intérêt particulier à l'acquisition des compétences liées à trois dimensions clés que sont la gestion du temps, la tâche et les interactions maîtres-élèves, dimensions étudiées notamment par les chercheurs intégrés au réseau OPEN (Observation des pratiques enseignantes). Nous postulons que le développement professionnel (Wittorski & Briquet-Duhazé, 2010), initié en début de carrière, est variable selon les novices et que cette variabilité est interdépendante du degré de maîtrise des compétences attachées à ces dimensions. Le niveau d'expérience constituant un axe majeur de notre recherche, nous opposerons dans une approche contrastive, l'enseignant stagiaire à l'enseignant expérimenté, évoluant dans des situations similaires. Si nous avons pour ambition de déceler des différences entre les stagiaires en formation professionnelle (variabilité inter-maîtres), nous visons également l'identification des « invariances qui dénotent la présence d'organisateurs des pratiques » (Clanet, 2001). Nous nous

efforçons donc de repérer parmi les pratiques enseignantes mobilisées, les organisateurs des pratiques typiques des maîtres « novices ». Pour ce faire, nous recourons à des méthodes mixtes, quantitative (questionnaires) et qualitative (observations et entretiens). Les questionnaires portent sur le niveau de maîtrise des compétences attendues (Référentiel de compétences, 2013) et sur les difficultés potentielles des futurs maîtres. La population enquêtée concerne les stagiaires eux-mêmes ($N=178$) ainsi que les maîtres d'accueil temporaire (MAT) ($N=83$) qui les accompagnent. Dans un second temps sont confrontés les deux corpus de représentations pour en évaluer le degré de congruence. Centrées sur trois dimensions organisatrices précédemment déclinées (Clanet, 2010), les observations portent sur six trinômes d'enseignants (un MAT et deux stagiaires $N=18$) œuvrant dans des classes de cycle III. Nous prenons appui sur la dimension tâche, afin d'analyser les dimensions transversales temps et interactions. Plus précisément, les étapes communes, mises en évidence au sein de séances portant sur la résolution de problèmes – et partant la tâche donnée à l'élève – sont analysées via la gestion du temps et des interactions. Dans une perspective ergonomique (Leplat, 2000), nous mesurons enfin, à travers ces observations et des entretiens, l'écart entre tâche « prescrite » et tâche « effective ». Les premiers résultats nous ont permis de dégager une typologie déclinant trois profils dominants parmi les maîtres stagiaires. En outre, il semble que s'agissant de l'enseignement des mathématiques à l'école élémentaire, les stagiaires rencontrent certaines difficultés communes, caractéristiques des premiers pas dans le métier. Pour autant, l'opposition initiale entre pratiques des stagiaires et pratiques des maîtres expérimentés laisse place à un continuum intégrant la complexité des pratiques d'enseignement donnant lieu à de multiples déclinaisons. Au regard de l'analyse des résultats, la formation initiale des futurs professeurs des écoles pourrait être questionnée dans le but d'en améliorer la qualité via un processus réflexif."

[Médias et interculturalité : l'éducation aux médias dans une perspective comparative internationale \(Australie, Québec, France\)](#)

Auteur(s) : LOICQ Marlène

Date de soutenance : 2011

Thèse délivrée par : Université Sorbonne nouvelle-Paris 3

Section(s) CNU : section 71 : Sciences de l'information et de la communication

Sous la direction de : Guy LOCHARD & Estelle LEBEL

Jury de thèse : Jacquinot-Delaunay, Geneviève ; Lavallée, Marguerite ; Lebel, Estelle ; Lochard, Guy ; Maigret, Éric

"Cette thèse explore le potentiel interculturel des médias. Les médias sont des dispositifs de médiation investis dans des logiques locales et des échanges internationaux ;ils produisent alors des conditions nouvelles d'interaction interculturelle qui nous interpellent.Dans une démarche pratique et analytique, l'éducation aux médias est le terrain privilégié pour développer autant la maîtrise des outils que l'investigation heuristique de la configuration médiatique. Ainsi, avons-nous identifié les dimensions interculturelles du domaine de l'éducation aux médias dans le cadre d'une analyse socio-anthropologique des discours institutionnels de l'Australie, du Québec et de la France. Cette étude montre des logiques discursives et pragmatiques distinctes, et révèle divers imaginaires sociaux sur les médias,notamment dans leur rapport aux questions culturelles. De là, les études de cas nous présentent ces discours comme le lieu de convergence de l'éducation aux médias et des problématiques interculturelles, abordé dans la contrainte du modèle socio-politique national de gestion de la diversité culturelle (multiculturel, interculturel, républicain). Enfin, la perspective

internationale comparative permet tout à la fois de singulariser les cas et d'identifier les dimensions transversales qui se présentent comme autant de piliers réflexifs pour envisager l'interculturalité des médias. À partir des questions de communication, de sens, d'identité et de citoyenneté, soulevées dans le cadre institué de l'éducation aux médias, nous proposons alors d'ouvrir la voie à une réflexion sur l'éducation interculturelle aux médias articulée autour d'une approche pluridisciplinaire du concept de représentation."

[Analyse comparative du temps d'instruction dans l'enseignement obligatoire à temps plein en Europe 2016/2017](#). Eurydice, 07/2017

Ce rapport examine le temps d'instruction minimum recommandé dans l'enseignement général obligatoire à temps plein en 2016/2017 dans 42 systèmes éducatifs européens. Il comprend des diagrammes nationaux qui illustrent les données par pays et par matière. L'analyse comparative examine les changements politiques qui se sont produits au cours de l'année précédente et qui concernent le temps d'instruction recommandé et sa répartition entre les matières. Il s'intéresse également au temps d'instruction minimum à allouer à plusieurs matières qui sont actuellement d'un intérêt particulier au niveau européen; la lecture, l'écriture et la littérature, les mathématiques, les sciences naturelles, l'enseignement d'autres langues, et l'éducation physique et à la santé. Pour les mathématiques et les sciences naturelles, le rapport compare le temps d'enseignement déclaré par les enseignants et les étudiants dans les enquêtes TIMSS et PISA avec le minimum recommandé par les autorités éducatives.

[Teachers and trainers in work-based learning/apprenticeships](#). European Commission (EC), 07/2017
Cette étude propose une analyse des dispositifs favorisant la formation en milieu professionnel (WBL ou work-based learning) dans les pays européens. Elle s'intéresse à la fois aux dispositions prises dans les institutions de formation et dans les entreprises et examinent les collaborations entre les deux à l'aune des profils des professionnels engagés (fonctions, statuts, formation initiale et qualifications, développement professionnel, etc.).

[Mutations fonctionnelles et référentielles des modèles de coopération entre associations d'éducation populaire et pouvoirs publics : l'exemple du partenariat entre la Ligue de l'enseignement et le ministère de l'Education nationale](#)

Auteur(s) : MEUGNIER Guillaume

Date de soutenance : 2014

Thèse délivrée par : Université de Grenoble

Section(s) CNU : section 04 : Science Politique

Sous la direction de : Guy SAEZ

"Le format de coopération entre associations d'éducation populaire et pouvoirs publics a profondément changé de nature depuis les années 1980. Leur modèle historique de partenariat qui s'est construit tout au long du 20^{em} siècle sur une philosophie de co-élaboration connaît en effet une recomposition qui donne la primauté aux rapports de prestation. Ce basculement gestionnaire de l'acte de coopération apparaît en réalité comme le reflet d'une victoire idéologique, même si encore partielle, de la pensée néolibérale sur les modèles d'action publique. Notre propos s'intéresse plus particulièrement à la principale clés d'équilibre et de dynamique de cette représentation restrictive de la coopération entre commanditaires publics et acteurs associatifs : l'évaluation. La systématisation progressive de cet instrument bouleverse en effet les stratégies de positionnement

des pouvoirs publics mais aussi celle des acteurs associatifs, de fait conduits à réaffirmer le sens de leur projet au risque de céder sans résistance au confort de l'instrumentalisation. Notre terrain de recherche concerne plus précisément les conditions de mutation du partenariat historique entre le ministère de l'Education nationale et la Ligue de l'enseignement, association d'éducation populaire créée en 1866 avec pour objet la défense d'une école laïque, gratuite et obligatoire."

[L'impact des études supérieures sur les valeurs des étudiants](#)

Auteur(s) : FLORIAN Olivier

Date de soutenance : 2017

Thèse délivrée par : EHESS

Section(s) CNU : section 19 : Sociologie, démographie

Sous la direction de : Jean-Louis FABIANI

Jury de thèse : Détrez, Christine ; Geay, Bertrand ; Merle, Pierre ; Touboul, Hervé

"Ce travail de thèse part d'une idée simple : ce que l'on fait, ce que l'on vit nous change. Or au sein des expériences collectives vécues, l'une tend à devenir de plus en plus partagée : le passage par des études supérieures. Aussi peut-on être surpris de constater que peu nombreuses sont les études s'intéressant à l'impact que peuvent avoir les cursus disciplinaires sur le jugement des étudiants, population dont l'identité – ne serait-ce que professionnelle – reste en construction. A partir d'une enquête par questionnaire inspirée des European Values Survey et des Enquêtes sur les pratiques culturelles des Français et menée auprès d'un échantillon final d'étudiants de 11 filières universitaires, notre travail montre que l'idée controversée d'une socialisation disciplinaire mérite d'être considérée. Car si dès la première année, les disciplines tendent à s'attirer les faveurs de populations aux profils déjà différenciés, l'avancée dans les études tend de son côté à remodeler ces particularismes initiaux. Les contenus disciplinaires jouent indéniablement un rôle dans ce remodelage, via l'acquisition ou le renforcement de dispositions et (sentiments) de compétences spécifiques. Mais de façon concomitante, la particularisation des profils étudiants au fil des études apparaît relever d'un phénomène de socialisation anticipatrice faisant qu'avancée dans les études et appropriation de la future et probable place occupée dans l'espace social vont de pair."

[L'Université dans la métropole : la Communauté Urbaine et l'Université de Bordeaux](#)

Auteur(s) : LAFON Sophie

Date de soutenance : 2017

Thèse délivrée par : Université de Bordeaux

Section(s) CNU : section 04 : Science Politique

Sous la direction de : Vincent HOFFMANN-MARTINOT

"Cette recherche a pour objet l'étude de l'émergence des métropoles, à partir du cas bordelais, en tant qu'acteurs locaux de l'enseignement supérieur et de la recherche. Dans un contexte de renforcement des capacités politiques des pouvoirs locaux, de promotion d'une économie et d'une société de la connaissance et d'un ancrage territorial des acteurs universitaires, les métropoles issues de la loi MAPTAM de janvier 2014 ont renforcé leur intervention dans le domaine de l'enseignement supérieur et de la recherche. Elles se sont engagées dans un travail de définition de leur cadre d'intervention, formalisé par la production de documents stratégiques. Cette institutionnalisation de l'action des métropoles a eu pour conséquence de transformer les modalités de coopération entre acteurs publics locaux et de mise en cohérence de leurs stratégies, en posant les bases d'une gouvernance métropolitaine de l'enseignement supérieur et de la recherche."

[Reading the past, writing the future: fifty years of promoting literacy](#). United Nations Educational Scientific and Cultural Organization (UNESCO), 09/2017

La publication dresse le bilan des progrès accomplis en matière d'alphabétisation ces cinquantes dernières années et étudie la façon dont l'enjeu a évolué. Basée sur des données issues de l'ISU (Institut de la statistique de l'Unesco) et sur des informations fournies par l'UIL (Institut pour l'apprentissage tout au long de la vie de l'Unesco), la publication analyse les tendances et les impacts des programmes d'alphabétisation sur 50 pays à travers le monde. Elle présente les progrès et les défis, en retraçant les changements dans la conception de l'alphabétisation et la façon dont les politiques et les programmes ont reflété cette évolution. Les paroles des apprenants et des autres parties prenantes illustrent l'impact sur les vies, les familles, les communautés.

Marius Busemeyer, Philip Lergetporer & Ludger Woessmann. [Public opinion and the acceptance and feasibility of educational reforms](#). European Expert Network on Economics of Education, 01/2017

En matière de politique éducative, comme dans beaucoup d'autres domaines, des politiques pourtant bien conçues peuvent finalement ne pas être engagées car les décideurs se voient confrontés à un revirement de l'opinion publique contre leur programme de réforme. Il est donc important de comprendre les dynamiques de l'opinion publique pour être capable d'évaluer les chances de succès d'une réforme. S'il existe une vaste littérature académique exploitant les enquêtes sur l'attitude du public vis-à-vis de l'Etat providence, le champ éducatif était négligé jusqu'à récemment.

S'appuyant sur une revue de la littérature, les résultats du projet INVEDUC (Investing in education in Europe: Attitudes, politics and policies) et différentes enquêtes d'opinion, le rapport examine le lien entre opinion publique, acceptabilité et faisabilité des réformes éducatives dans différents pays européens et aux États-Unis.

[Transition from school to work. How hard is it across different age groups?](#) Organisation for Economic Co-operation and Development (OECD), 09/2017

The transition from school to work can be a difficult period associated with spells of unemployment. Data show that those who leave school early have comparatively low skills and low educational attainment and face the greatest challenges in the labour market compared to their peers who stayed in education longer. Efforts should be made to ensure that people remain in education until they complete at least upper secondary education – considered the minimum threshold for successful entry into the labour market. Remaining in education not only leads to higher educational attainment, but also fosters the skills needed to ensure a successful transition into the labour market.

[Pratiques psychoéducatives de la résilience à partir des ressources psychosociales et du climat social scolaire chez les enfants à risque issus de milieux défavorisés](#)

TALAVERA PAREDES Christiam Shema

Date de soutenance : 2015

Thèse délivrée par : Université d'Aix-Marseille

Section(s) CNU : section 70 : Sciences de l'éducation

Sous la direction de : Jeanne MALLET & Guylaine MOLINA

"Les recherches actuelles sur la résilience s'intéressent à l'intervention psychoéducative sur les facteurs de risque, en vue de passer d'une résilience naturelle à une résilience assistée : nous considérons la promotion des pratiques de résilience comme un facteur de développement des capacités psychologiques des enfants. Dans ce sens, le milieu scolaire peut constituer un espace d'interactions sociales et avec le soutien de la famille favoriser l'émergence de ressources socio-affectives, cognitives et conatives. Comment les pratiques scolaires peuvent-elles promouvoir la résilience ? Pour répondre à cette question, nous avons travaillé auprès d'un échantillon de 119 enfants à haut risque fréquentant des écoles défavorisées du Pérou. Notre approche méthodologique a pris en compte la perception qu'ont les enseignants et les élèves du climat social scolaire, en particulier des relations entre élèves, des relations entre enseignants, des relations entre élèves et enseignants, de l'organisation, de l'établissement des règles, et du développement d'activités périscolaires. En outre, nous avons identifié les besoins psychosociaux des élèves sur la base de leurs déclarations. Ces analyses nous ont apporté des éléments de réponse qui nous servent à proposer des pratiques psychoéducatives de résilience. Les pratiques psychoéducatives sont réparties en quatre catégories : la salle de classe et l'école, l'école et la famille, les parents et l'enfant, et les besoins psychosociaux de l'enfant/élève."

[Analyse du développement du pouvoir d'agir d'enseignants confrontés au risque de décrochage scolaire : étude de cas en classe de sixième de collège](#)

Auteur(s) : BRUNO Françoise

Date de soutenance : 2015

Thèse délivrée par : Université d'Aix-Marseille

Section(s) CNU : section 70 : Sciences de l'éducation

Sous la direction de : Frédéric SAUJAT & Marie-Christine FÉLIX

"Objectif prioritaire du ministère de l'éducation nationale, la prévention du décrochage scolaire fait l'objet d'une prescription abondante en France. Le repérage du risque de décrochage ainsi que la mise en œuvre de réponses adaptées pose aux enseignants des problèmes professionnels nouveaux. Le propos est ici d'étudier l'impact de la prise en compte des élèves à risque de décrochage au sein des cours disciplinaires sur l'activité de travail des enseignants, à travers une intervention-recherche menée avec un collectif de professeurs de collège dans une classe de sixième, selon le cadre théorique et méthodologique de la clinique de l'activité et de l'ergonomie de l'activité enseignante. Nous tentons ici de comprendre le travail pour le transformer, mais aussi de transformer le travail pour le comprendre, à la demande des professionnels et avec leur concours. Nous cherchons donc à provoquer puis à étudier le développement professionnel des participants, notamment à partir de questions problématiques, soulevées par les acteurs eux-mêmes et en nous appuyant sur la méthodologie de l'autoconfrontation simple et croisée. Cette alliance entre une chercheure et un collectif de travailleurs enseignants aboutit pour ces derniers à un développement du pouvoir d'agir dans l'identification et la prévention du risque de décrochage chez leurs élèves, et offre des perspectives d'actions innovantes et de production de ressources pour la formation dans ce domaine. Sur le plan épistémique, elle ouvre des pistes vers une production d'invariants du développement du pouvoir d'agir et vers un certain nombre de conditions pouvant favoriser ce développement."

Repéré sur : inegalites.fr

Des taux de chômage très inégaux selon les départements

6 % de chômeurs dans le Cantal, 15 % dans les Pyrénées-Orientales, le chômage ne frappe pas tous les territoires avec la même ampleur. Les départements d'Outre-mer atteignent, quant à eux, des taux supérieurs à 19 %, et même 27 % pour La Réunion.

Les catégories sociales dans les départements

44 % de cadres supérieurs à Paris, contre 8 % dans le Cantal. La France des catégories sociales est loin d'être homogène.

Repéré sur : ined.fr

Dominique Meurs. [Le chômage des immigrés : quelle est la part des discriminations ?](#) Population et Sociétés, n° 546, juillet-août 2017

En France, les immigrés et fils et filles d'immigrés sont plus souvent au chômage que les autres personnes. Cela vient-il de discriminations à leur égard, ou d'autres facteurs comme un moindre niveau d'instruction ? S'appuyant sur l'enquête Trajectoires et Origines, Dominique Meurs démêle l'influence des différents facteurs jouant sur le taux de chômage pour isoler celle liée aux discriminations.

Repéré sur : Insee.fr

[Emploi, chômage, revenus du travail - Emploi, chômage, revenus du travail](#), édition 2017. paru le 4 juillet 2017. 188 p.

L'Insee et le service statistique public présentent dans cette deuxième édition de l'Insee Références *Emploi, chômage, revenus du travail* un ensemble d'analyses et d'indicateurs portant sur le marché du travail.

Tiaray Razafindranovona. [Malgré la progression de l'emploi qualifié, un quart des personnes se sentent socialement déclassées par rapport à leur père](#). Insee Première, n°1659, juillet 2017
Sur une génération, la structure sociale s'est modifiée vers le haut, avec notamment une progression de la proportion de cadres. Ainsi, en 2014-2015, près de quatre personnes de 30 à 59 ans sur dix considèrent que le niveau ou le statut de leur profession est plus élevé ou bien plus élevé que celui de leur père. À l'inverse, un quart des personnes expriment un sentiment de déclassement.

La profession, le milieu d'origine et la trajectoire sociale expliquent avant tout ce ressenti. Ainsi, 36 % des ouvriers et employés non qualifiés et 53 % des personnes occupant une moins bonne position sociale que leur père se sentent déclassés. Le sentiment de déclassement, tout comme celui d'ascension sociale, concerne tous les milieux sociaux : environ un cadre sur cinq estime que sa position sociale est moins élevée que celle de son père ; environ un employé ou ouvrier non qualifié sur cinq considère occuper une meilleure position sociale que son père.

Parmi les employés et les ouvriers, le sentiment de déclassement varie très fortement, de 16 % à 45 %, pouvant refléter des différences de conditions d'emploi, de rémunérations ou encore de prestige des professions.

Par rapport à leur père, les femmes se sentent plus souvent déclassées que les hommes (27 % contre 23 %), en lien avec des situations plus défavorables sur le marché du travail. Mais par rapport à leur mère, seules 11 % se sentent socialement déclassées, reflet de la profonde transformation de la place des femmes sur le marché du travail sur une génération.

Jorick Guillaneuf. [Comment recherche-t-on un emploi ?](#), Insee Première, N°1660, juillet 2017
En 2016, 4,2 millions de personnes déclarent avoir effectué des démarches de recherche d'emploi, la plupart du temps pour trouver un emploi salarié. Deux tiers d'entre elles sont des chômeurs, un quart travaillent déjà mais souhaitent trouver un autre emploi et une faible part sont inactives (6 %). La recherche d'un emploi salarié peut s'effectuer à l'aide de démarches très variées. Le recours aux offres d'emploi est presque systématique. Faire appel à Pôle emploi ou à une agence d'intérim, s'adresser à ses relations personnelles ou professionnelles sont également des démarches fréquentes. Plus des deux tiers des personnes en recherche déposent des candidatures spontanées auprès d'employeurs. Environ un tiers font savoir qu'elles recherchent un emploi via leur profil professionnel sur les réseaux sociaux numériques.

Parmi les chômeurs, les jeunes déposent plus fréquemment des candidatures spontanées que leurs aînés. Les cadres privilégient davantage les réseaux sociaux, ou leurs relations personnelles et professionnelles. La prise de contact avec Pôle emploi ou une agence d'intérim est plus répandue chez les ouvriers.

Les démarches de recherche les plus fréquentes ne sont pas nécessairement celles qui contribuent le plus à trouver un emploi : plus de 40 % des salariés employés depuis moins d'un an déclarent avoir obtenu leur emploi grâce à des démarches personnelles ou à une candidature spontanée.

[Les salaires dans le secteur privé et les entreprises publiques en 2014 Déclaration annuelle de données sociales \(DADS\)](#) - Insee Résultats, 07/09/2017

Repéré sur : ladocumentationfrancaise.fr

BISSON-VAIVRE Claude. [Rapport du médiateur de l'éducation nationale et de l'enseignement supérieur - Année 2016 - Des grands nombres vers l'individuel](#). Paris : Médiateur de l'éducation nationale et de l'enseignement supérieur ; Ministère de l'éducation nationale, Juin 2017. 258 p.

Comme chaque année, la médiatrice de l'éducation nationale et de l'enseignement supérieur dresse un bilan d'activité. L'institution a enregistré 12 053 saisines, un chiffre en augmentation de 4 % par rapport à 2015. Outre un point sur les recommandations qu'elle a formulées, la médiatrice consacre une large part de son rapport à deux grandes thématiques : la scolarisation des élèves en situation de handicap et l'affectation des élèves dans l'enseignement supérieur via la plateforme APB.

Inspection générale de l'administration de l'éducation nationale et de la recherche. [Rapport d'activité 2016 de l'Inspection générale de l'administration de l'éducation nationale et de la recherche](#). Paris :

Ministère de l'éducation nationale ; Ministère de l'enseignement supérieur, de la recherche et de l'innovation, Juillet 2017. 119 p.

Le rapport d'activité 2016 de l'Inspection générale de l'administration de l'éducation nationale et de la recherche (IGAENR) présente les missions importantes, les principaux rapports parus, la composition du corps et revient sur les moments ayant marqué l'année.

BEN MEZIAN Morad. [Renforcer la capacité des entreprises à recruter](#) - Rapport du groupe de travail n° 4 du Réseau Emplois Compétences. Paris : France Stratégie, août 2017

Pour améliorer l'impact de la formation professionnelle en termes de retour à l'emploi et réduire les difficultés de recrutement, le rapport du groupe de travail du Réseau Emplois Compétences juge important de comprendre la manière dont les postes sont pourvus et de renforcer les capacités de recrutement des entreprises françaises. Il présente des pistes pour mieux prendre en compte cette dimension dans l'analyse des dysfonctionnements sur le marché du travail

CARLE Jean-Claude, FOUCAUD Thierry, JOUVE Mireille, LONGUET Gérard. [Rapport d'information fait au nom de la commission de la culture, de l'éducation et de la communication et de la commission des finances par le groupe de travail sur la réforme des rythmes scolaires](#). Paris : Sénat, juin 2017. 106 p.

Titre de couverture : "Rythmes scolaires : faire et défaire, en finir avec l'instabilité"

Menée à partir de 2013, la réforme des rythmes scolaires consistait à revenir à une semaine scolaire de quatre jours et demi à l'école primaire, dans le double objectif d'améliorer les apprentissages des élèves et de réduire les inégalités de réussite scolaire. Mis en place au début de l'année 2017 un groupe de travail commun à la commission de la culture, de l'éducation et de la communication et à la commission des finances du Sénat a souhaité établir un bilan de la réforme des rythmes scolaires, après trois années de mise en oeuvre. Le groupe de travail analyse les conséquences de la réforme sur le quotidien des élèves, de leurs parents et des enseignants, mais également sur les conséquences tant financières qu'en termes d'organisation pour les collectivités territoriales.

LELOUP Marie-Hélène, AUDRY-ILJIC Françoise, BRISSET Laurent, DUPUIS Monique, LEPETIT Marie-Laure. [La scolarisation en petite section de maternelle](#). Paris : Inspection générale de l'éducation nationale, Août 2017. 102 p.

Quatre ans après le vote de la loi d'orientation et de programmation pour la refondation de l'Ecole de la République, ce rapport dresse un état des lieux de la scolarisation des enfants de deux à quatre ans en France métropolitaine : modalités d'organisation des classes et des groupes d'enfants (dont les dispositifs dédiés à la scolarisation des enfants de moins de trois ans), organisation des temps scolaire et périscolaire, aménagement des espaces, qualité des relations avec les parents et les partenaires de l'école, formation des enseignants à la prise en charge de ce public spécifique, réalité de la mise en œuvre au sein des classes d'une pédagogie du langage maîtrisée.

CHARPIN Jean-Michel, FILLIATREAU Ghislaine, AIMÉ Pascal, DULBECCO Philippe, FOUCAULT Marc FRANCE. [La prise en compte des classements internationaux dans les politiques de site](#). Paris : Inspection générale des finances ; Inspection générale de l'administration de l'éducation nationale et de la recherche, Août 2017. 181 p.

Le nombre de classements internationaux dans le champ de l'enseignement supérieur et de la recherche est en forte croissance depuis la première diffusion en 2003 du classement académique

des universités de classe mondiale - classement dit de Shanghai -. Le présent rapport analyse l'évolution de la visibilité des établissements d'enseignement supérieur français dans cinq des principaux classements internationaux (ARWU, QS, THE, Leiden et Webometrics) ainsi que dans la cartographie multidimensionnelle U-Multirank. Il dresse un constat de l'impact des politiques de regroupement territoriales sur ces différents classements qui sont bâtis sur des modèles différents, lesquels influent sur leur fiabilité et la nature des informations qu'ils délivrent. Le rapport analyse leur influence auprès des acteurs de l'enseignement supérieur et de la recherche, tout comme leur impact sur l'orientation des politiques dans différents pays. Il dresse un parallèle entre la culture des classements nationaux et l'intérêt porté aux classements internationaux et formule onze préconisations qui visent à clarifier la position et la politique du ministère de l'enseignement supérieur et de l'innovation et de ses différents opérateurs sur la question des classements internationaux.

BOUILLIER-OUDOT Marie-Hélène, GALLON Jacques, GOSSET Georges, GOZARD Danielle. [La formation continue des enseignants de l'enseignement agricole public](#). Paris : Ministère de l'agriculture et de l'alimentation, Septembre 2017. 77 p.

Le Conseil général de l'alimentation, de l'agriculture et des espaces ruraux a remis au ministre de l'agriculture un rapport sur la formation continue des enseignants des lycées agricoles publics dans lequel il dresse un état des lieux quantifié des formations suivies, analyse les attentes des enseignants, décrit le dispositif mis en place au niveau local, régional et national et établit un diagnostic soulignant les points positifs du système et les aspects à améliorer.

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OCDE. [Promising Practices in Supporting Success for Indigenous Students](#). Paris : OCDE, 2017. 140 p.

ISBN: 9789264279421 (PDF) ; 9789264279414(print)

Indigenous peoples are diverse, within and across nations. However, the Indigenous peoples have experienced colonisation processes that have undermined Indigenous young people's access to their identity, language and culture. At the same time, Indigenous children have not generally had access to the same quality of education that other children in their country have had access to. These two forces in combination have undermined the educational opportunities and outcomes of successive generations of Indigenous children and young people, at times with catastrophic effect.

The six Canadian provinces and territories that participated in this study, along with New Zealand and Queensland (Australia), are actively seeking to better meet the educational needs and aspirations of Indigenous students and their families.

The report seeks to identify promising strategies, policies, programmes and practices that support improved learning outcomes for Indigenous students and to build an empirical evidence base on Indigenous students in education. The study investigates four areas in Indigenous education: well-being, participation, engagement and achievement in education. These outcomes are interconnected and mutually reinforcing, and each is essential for the success of every student.

OCDE. [Education in Costa Rica](#). Paris : OCDE, 2017. 212 p. ISBN: 9789264277335 (PDF) ; 9789264277298 (print)

As Costa Rica's economy has developed in recent decades, the education system that helped propel the country to upper middle-income status now needs reform to respond to rising expectations and changing demands for skills. New challenges are emerging: economic growth has recently slowed, inequality is widening and productivity growth is weak. How can Costa Rica improve both the quality and equity of its education system while also addressing efficiency challenges? This report assesses Costa Rica's policies and practices against best practice in education from across the OECD and other reference countries in the Latin American region. It analyses its education system's major strengths and the challenges it faces, from early childhood education and care to tertiary education. It offers recommendations on how Costa Rica can improve quality and equity to ensure strong, sustainable and inclusive growth. This report will be of interest in Costa Rica as well as other countries looking to raise the quality, equity and efficiency of their education systems.

OCDE. [L'enquête OCDE-PISA : les défis pour la France](#). Paris : OCDE, 2017. 168 p.
ISBN:9789264279537 (PDF) ;9789264280335(print)

En 15 ans, l'enquête PISA (Programme international pour le suivi des acquis des élèves) de l'OCDE est devenue la référence mondiale dans le domaine de l'évaluation de la qualité et de l'équité des systèmes d'éducation. Outil précieux, elle permet aux gouvernements et aux professionnels de l'éducation de s'inspirer de politiques et de pratiques internationales efficaces, qui peuvent ensuite être adaptées à un échelon local.

Pour la première fois en France dans un livre sont publiées les analyses approfondies de PISA relatives au système éducatif français. Un des enjeux les plus importants concerne les écarts grandissants entre les élèves les plus brillants, issus pour la plupart des milieux favorisés et ceux en grande difficulté scolaire, appartenant quant à eux aux milieux les plus défavorisés. Les propositions de l'OCDE en la matière peuvent guider les décideurs et les éducateurs dans leurs missions respectives. En outre, l'un des prochains défis du nouveau ministre de l'Éducation nationale sera d'activer les bons leviers afin de rendre le système éducatif français plus performant et plus inclusif et de faire ainsi remonter la France, dont le rang stagne depuis plusieurs années, dans les classements PISA.

OECD. [Education at a Glance 2017](#). Paris : OCDE, 2017

Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. With more than 125 charts and 145 tables included in the publication and much more data available on the educational database, Education at a Glance 2017 provides key information on the output of educational institutions; the impact of learning across countries; the financial and human resources invested in education; access, participation and progression in education; and the learning environment and organisation of schools.

The 2017 edition presents a new focus on fields of study, investigating both trends in enrolment at upper secondary and tertiary level, student mobility, and labour market outcomes of the qualifications obtained in these fields. The publication also introduces for the first time a full chapter dedicated to the Sustainable Development Goals, providing an assessment of where OECD and partner countries stand on their way to meeting the SDG

targets. Finally, two new indicators are developed and analysed in the context of participation and progress in education: an indicator on the completion rate of upper secondary students and an indicator on admission processes to higher education.

The report covers all 35 OECD countries and a number of partner countries (Argentina, Brazil, China, Colombia, Costa Rica, India, Indonesia, Lithuania, the Russian Federation, Saudi Arabia and South Africa).

The Excel™ spreadsheets used to create the tables and charts in Education at a Glance are available via the StatLinks provided throughout the publication.

OCDE. [Science, Reading, Mathematic, Financial Literacy and Collaborative Problem Solving](#).

Paris : OCDE, 31 Aug 2017. 264 p. ISBN : 9789264281820 (PDF) ; 9789264281844 (print)

What is important for citizens to know and be able to do? The OECD Programme for International Student Assessment (PISA) seeks to answer that question through the most comprehensive and rigorous international assessment of student knowledge and skills. The PISA 2015 Assessment and Analytical Framework presents the conceptual foundations of the sixth cycle of the triennial assessment. This revised edition includes the framework for collaborative problem solving, which was evaluated for the first time, in an optional assessment, in PISA 2015.

As in previous cycles, the 2015 assessment covers science, reading and mathematics, with the major focus in this cycle on scientific literacy. Financial literacy is an optional assessment, as it was in 2012. A questionnaire about students' background is distributed to all participating students. Students may also choose to complete additional questionnaires: one about their future studies/career, a second about their familiarity with information and communication technologies. School principals complete a questionnaire about the learning environment in their schools, and parents of students who sit the PISA test can choose to complete a questionnaire about the home environment. Seventy-one countries and economies, including all 35 OECD countries, participated in the PISA 2015 assessment.

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[Manuel d'exploitation des données. Evaluation PASEC2014](#)

La CONFEMEN, dans le souci d'appuyer la diffusion des travaux de recherche dans le domaine de l'éducation, a décidé comme pour les anciennes évaluations de mettre à la disposition du public (chercheurs, étudiants, autres acteurs, etc.) les bases de données finales de l'évaluation internationale PASEC2014. Pour permettre une meilleure exploitation de ces bases de données, la CONFEMEN met également à la disposition des chercheurs, le manuel d'exploitation des données du PASEC2014 afin de les accompagner dans leurs travaux.

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[Does grade configuration matter for school performance? Short- and long-run effects of school reorganisation](#)

Holmlund, Helena (IFAU - Institute for Evaluation of Labour Market and Education Policy) ; Böhlmark, Anders (Stockholm University)

This paper studies the effects of school organisation on short- and long-run pupil outcomes, exploiting a policy change that reorganised Swedish middle school education. The reorganisation induced pupils to remain in small local schools throughout grades 1–9, as opposed to making a transition to large middle schools between grades 6 and 7. We find that the reorganisation had large consequences for pupils, who came to attend smaller schools closer to home, whose teachers had lower qualifications. Despite that the previous literature has found that school transitions and school size are important inputs in the education production function, we find no evidence that remaining in a small local school and avoiding a transition to a large middle school had effects on educational outcomes. We reconcile our evidence with the previous literature using a survey which shows that Swedish pupils do not perceive large differences in the school environment between schools of different grade configurations.

[Health effects of instruction intensity: Evidence from a natural experiment in German high-schools](#)

Quis, Johanna Sophie ; Reif, Simon

A large literature aims to establish a causal link between education and health using changes in compulsory schooling laws. It is however unclear how well more education is operationalized by marginal increases in school years. We shed a new light on this discussion by analyzing the health effects of a reform in Germany where total years of schooling for students in the academic track were reduced from nine to eight while keeping cumulative teaching hours constant by increasing instruction intensity. The sequential introduction of the reform allows us to implement a triple difference-in-differences estimation strategy with data from the German Socio-Economic Panel. We find that increased weekly instruction time has negative health effects for females while they are still in school. However, after graduation, females even seem to benefit from reduced school years. We find no effects on males' health.

[What a difference a good school makes! Persistence in academic performance and the impact of school quality](#)

Marisa von Fintel (Department of Economics, Stellenbosch University) ; Servaas van der Berg (Department of Economics, Stellenbosch University)

In this paper we utilise a unique longitudinal school dataset from the Western Cape province of South Africa. We first explore the degree of persistence in the academic performance of learners over time in order to illustrate the importance of early detection of poor performance within the system. Thereafter, we make use of the longitudinal nature of the dataset in order to estimate the impact of school quality on academic performance following a fixed effects approach. We find that moving from a weaker school to a top performing school (a school within the top 20% of the performance distribution) is associated with an increase of 28% of a standard deviation in performance in mathematics, which translates to almost 1 additional year of education. For language, the impact is smaller at 6% of a standard deviation. However, this grows to 12% of a standard deviation for the sample of black learners, who might benefit the most from moving to a high performing school where the language used for instruction in all other subjects is taught well. These findings have important policy conclusions within the South African context, where school quality is heterogeneous and the weak performance of schools at the bottom of the performance distribution contribute to the perpetuation of poverty over time.

Meet the need – The role of vocational education and training for the youth labour market

Thomas Bolli (KOF Swiss Economic Institute, ETH Zurich, Switzerland) ; Maria Esther Egg (KOF Swiss Economic Institute, ETH Zurich, Switzerland) ; Ladina Rageth (KOF Swiss Economic Institute, ETH Zurich, Switzerland)

To fight negative trends in the youth labour market, policymakers around the world foster vocational education and training programmes (VET). We therefore investigate how the share of three upper secondary education programmes, i.e. general education, school-based VET, and dual VET, affect the labour market of 15-to24-year-olds. We complement the existing literature by analysing non-linear effects that might arise due to general equilibrium effects. Furthermore, we include ten labour market indicators for integration and job quality. To address unobserved heterogeneity across countries, we run fixed effects regressions on unbalanced panel data of 35 countries from 2004 to 2014. We find that school-based VET hinders youth labour market integration. In contrast, dual VET improves not only labour market integration but also job quality. However, the positive and negative effects of VET programmes diminish with increasing enrolment rates. Thus, policymakers should consider these different effects in their educational reforms.

Do migrants prefer academic to vocational education? The role of rational factors vs. social status considerations in the formation of attitudes toward a particular type of education in Switzerland.

Aurelien Abrasiert (University of Bern) ; Marius R. Busemeyer (University of Konstanz) ; Maria A. Cattaneo (Swiss Coordination Centre for Research in Education) ; Stefan C. Wolter (CESifo, IZA)

Using a unique and original dataset measuring attitudes toward vocational and academic education in Switzerland, we explored differences between Swiss natives and immigrants with regard to individual preferences for these different types of education, and their perceived labor market value and social status. More particularly, we tested the hypothesis that migrants exhibit stronger preferences for academic education and attribute a higher labor market value and social status to this form of education compared to Swiss natives as a result of rational calculations and cultural expectations. As our results indicate, first-generation immigrants do exhibit stronger preferences for academic education and assign a higher labor market value to it, but not necessarily a higher social status, although important differences across distinct groups of migrants can be observed. In general, the rational aspects of distinct types of education as measured by their perceived labor market value appear more relevant for the understanding of the formation of attitudes toward vocational vs. academic education, although the variation across groups of migrants indicates that cultural aspects also matter to a certain extent.

Using Machine Learning To Model Interaction Effects In Education: A Graphical Approach

Fritz Schiltz (Leuven Economics of Education Research, University of Leuven, Belgium) ; Chiara Masci (Modelling and Scientific Computing, Department of Mathematics, Politecnico di Milano, Italy) ; Tommaso Agasisti (Department of Management, Economics and Industrial Engineering, Politecnico di Milano, Italy) ; Daniel Horn (Institute of Economics, Centre for Economic and Regional Studies, Hungarian Academy of Sciences)

Educational systems can be characterized by a complex structure: students, classes and teachers, schools and principals, and providers of education. The added value of schools is likely influenced by all these levels and, especially, by interactions between them. We illustrate the ability of Machine Learning (ML) methods (Regression Trees, Random Forests and Boosting) to model this complex

'education production function' using Hungarian data. We find that, in contrast to ML methods, classical regression approaches fail to identify relevant nonlinear interactions such as the role of school principals to accommodate district size policies. We visualize nonlinear interaction effects in a way that can be easily interpreted.

The Effects of Policies Concerning Teachers' Wages on Students' Performance

Julia Varga (Centre for Economic and Regional Studies, Hungarian Academy of Sciences)

Using country panel data of student achievement from PISA, 2003-2012 combined with national-level teacher salary data from the OECD; this study investigates if relatively short term -5-years - changes in the level and structure of statutory teacher salaries affect student performance in the European countries. Our results show that there are marked differences between subjects and by the experience of teachers. Higher statutory teacher salaries and larger growth of teacher salaries at the first part of teachers' career increase students' maths and science performance, while the effect was less pronounced on reading performance and at the second part of teacher career. Nevertheless, the reason for the lack of the effect of teacher salaries at the second part of teachers' career may be the result of the lack of data on teachers' actual salaries.

Enhancing employability and skills to meet labour market needs in Italy

Paula Garda (OECD)

The various deficiencies of the labour market and the educational system have resulted in high unemployment, low labour force participation, low skills levels and high skill mismatch. Job creation is key to tackling the high unemployment rates, especially for the young and long-term unemployed. Promoting jobs without paying attention to their quality and to the skills required by employers may have adverse impact on welfare and productivity. The Jobs Act and Good School ("Buona Scuola"), two major reforms of the labour market and the educational system, are good steps in the right direction. The Jobs Act and the temporary social security contribution exemptions have contributed to raise employment. By strengthening job search and training policies, the Jobs Act can enhance jobseekers' employability. Increasing the effectiveness of public employment services, given the low spending level, remains a challenge. The Good School reform has the potential to improve school outcomes and provide more aligned skills to the job market. Increasing employability by upgrading skills that match employer needs remains a priority. Business involvement in education and training institutions at all educational levels will be paramount to ensure the provision of relevant skills, the availability of traineeship and apprenticeship places and provide on-the-job training. The adaptability of skills could be encouraged by lowering barriers to labour mobility and boosting work-based learning. This Working Paper relates to the 2017 OECD Economic Survey of Italy (www.oecd.org/eco/surveys/economic-survey-italy.htm).

The Labor of Division: Returns to Compulsory High School Math Coursework

Joshua Goodman

Despite great focus on and public investment in STEM education, little causal evidence connects quantitative coursework to students' economic outcomes. I show that state changes in minimum high school math requirements substantially increase black students' completed math coursework and their later earnings. The marginal student's return to an additional math course is 10 percent, roughly half the return to a year of high school, and is partly explained by a shift toward more

cognitively skilled occupations. Whites' coursework and earnings are unaffected. Rigorous standards for quantitative coursework can close meaningful portions of racial gaps in economic outcomes.

Does teacher gender matter in Europe? Evidence from TIMSS data

Zoltán Hermann (Institute of Economics, Centre for Economic and Regional Studies, Hungarian Academy of Sciences) ; Alfa Diallo (Regional Centre of Energy Policy Research)

This paper examines the effect of teacher gender on student achievement in 20 European countries. We employ a student fixed effect approach to account for unobservable subject-invariant student ability and non-random student-teacher sorting. Our results show that female teachers tend to increase students' test scores, especially for girls. However, this effect is far from universal; it is present in half of the countries in our sample. The female effect is likely to reflect selection into the teaching profession, as it is stronger in countries where the teacher wages relative to graduate wages are higher for women than for men. Having a teacher of the same gender also benefits students in Western Europe. We further find that the female teacher effect is more pronounced for low achievers, and in Western Europe for students with an immigrant background.

Access to and returns from unpaid graduate internships

Holford, Angus

We use the Destination of Leavers from Higher Education Survey (DLHE) to estimate the socio-economic gradient in access to unpaid internships among English and Welsh graduates six months after completing their first degree, and the return to this internship experience 3 years later in terms of salary, occupation, contract type and career satisfaction. We show a significant salary penalty at 3.5 years after graduation compared with those going straight into paid work or further study, but also that graduates from higher socio-economic status have an advantage in accessing internships while being significantly insulated from their negative effects.

School Management and Public-Private Partnerships in Uganda

Crawfurd, Lee

Can the quality of school management explain differences in student test scores? In this paper I present the first internationally benchmarked estimates of school management quality in Africa (based on the "World Management Survey"). The level and distribution of management quality is similar to that found in other low and middle-income countries (India and Brazil). I combine this data with individual student panel data, and demonstrate that differences in school management quality matter for student value-added - a standard deviation difference in management is associated with a 0.06 standard deviation difference in test scores. Finally I contribute to understanding the role of the private sector in education in a low-income setting. Contrary to common perception, I find no difference between the quality of school management in government, private, or public-private partnership (PPP) schools (despite the higher level of autonomy available to them). An exception is an internationally-owned chain of PPP schools, which are as well managed as schools in the UK.

Can increased education help reduce the political opportunity gap?

Lindgren, Karl-Oskar (IFAU; Department of Government, Uppsala University; UCLS) ; Oskarsson, Sven (Department of Government, Uppsala University; UCLS) ; Persson, Mikael (Department of Political Science, University of Gothenburg)

It is well documented that voter turnout is lower among persons who grow up in families of low socio-economic status compared to persons from high-status families. This paper examines whether reforms in education can help to reduce the socio-economic gap in voting. We distinguish between reforms of two types that may lead to differences in the exercise of voting; (a) changes in the resources allocated to education between different socio-economic groups (reform effects) and (b) changes in return which relate to the impact of education on turnout in different groups. We use this framework to analyze a reform of the Swedish upper secondary school system in the 1990s. This reform increased the length and amount of social science education on vocational training programs. We find that the reform reduced the gap in voting mainly by means of its stronger influence among individuals from families of low socio-economic status.

[Community Education Circles in the Lawrence Public Schools: evaluation design and baseline survey data](#)

Bradbury, Katharine L. (Federal Reserve Bank of Boston) ; Brown, John C. (Clark University) ; Burke, Mary A. (Federal Reserve Bank of Boston) ; Graves, Erin (Federal Reserve Bank of Boston) ; Triest, Robert K. (Federal Reserve Bank of Boston)

This paper describes a plan for evaluating the Community Education Circles (CECs) program that is being implemented in the Lawrence Public Schools as part of an effort to enhance family-school engagement and improve outcomes for both students and parents. The CECs program supports the larger Lawrence Working Families Initiative, which in 2013 was awarded a multiyear grant through the Boston Fed's Working Cities Challenge. This paper accomplishes several objectives: (1) describe the goals and methods of the CECs program as well as the larger goals of the Lawrence Working Families Initiative; (2) describe the methods that will be used to evaluate the success of the CECs program; (3) describe important features of the survey data and the school administrative data that have been collected so far for the families that are participating in our study. Concerning the last objective, we describe aspects of a family's structure and employment situation, primary language, demographic information and immigrant status, measures of a family's financial situation and financial stress, and measures of parents' satisfaction with the schools and of their involvement in their child's learning. We also identify relationships between such characteristics that may present barriers to the achievement of the goals of the CECs program across a diverse set of families.

[Why Are Single-Sex Schools Successful?](#)

Dustmann, Christian ; Ku, Hyejin ; Kwak, Do Won

We exploit two unusual policy features of academic high schools in Seoul, South Korea - random assignment of pupils to high schools within districts and conversion of some existing single-sex schools to the coeducational (coed) type over time - to identify three distinct causal parameters: the between-school effect of attending a coed (versus a single-sex) school; the within-school effect of school-type conversion, conditional on (unobserved) school characteristics; and the effect of class-level exposure to mixed-gender (versus same-sex) peers. We find robust evidence that pupils in single-sex schools outperform their counterparts in coed schools, which could be due to single-sex peers in school and classroom, or unobservable school-level covariates. Focusing on switching schools, we find that the conversion of the pupil gender type from single-sex to coed leads to worse academic outcomes for both boys and girls, conditional on school fixed effects and time-varying observables. While for boys, the negative effect is largely driven by exposure to mixed-gender peers

at school-level, it is class-level exposure to mixed-gender peers that explains this disadvantage for girls.

Grade Expectations: Rationality and Overconfidence

Jan R. Magnus (Vrije Universiteit Amsterdam and Tinbergen Institute, The Netherlands) ; Anatoly A. Peresetsky (National Research University Higher School of Economics, Moscow, Russia)

Overconfidence seems to be an essential aspect of human nature, and one way to study overconfidence is to consider students' forecasts of their exam grades. Part of a student's grade expectation is based on the student's previous academic achievements; what remains can be interpreted as (over)confidence. In this paper we study overconfidence using a sample of about five hundred second-year undergraduate students enrolled in a statistics course in Moscow. The course contains three exams and each student produces a forecast for each of the three exams. Students' expectations are not rational and most of students are overconfident, which is in agreement with what most people find. Less obvious findings are that overconfidence is helpful: given the same academic achievement students with larger confidence get higher exam grades. Female students are less overconfident than male students, their forecasts are more rational, and they are also faster learners in the sense that they adjust their expectations more rapidly.

Race to the Top-Early Learning Challenge (RTT-ELC): Descriptive Study of Tiered Quality Rating and Improvement Systems (TQRIS)

Gretchen Kirby ; Pia Caronongan ; Andrea Mraz Esposito ; Lauren Murphy ; Megan Shoji ; Patricia Del Grosso ; Wamaitha Kiambuthi ; Melissa Clark

This master data collection protocol describes the data that Mathematica collected for the Race to the Top-Early Learning Challenge Study of Tiered Quality Rating and Improvement Systems. This study was conducted for the Department of Educationâ€™s Institute of Education Sciences.

Assessment of the Export Potential of the Russian Higher Education System in the Long Term

Krasnova, Gulnara (Russian Presidential Academy of National Economy and Public Administration (RANEPA))

The paper examines and evaluates the export potential of the Russian higher education system in the long term up to 2030. The main external and internal factors affecting the expansion and development of exports of Russian higher education are described, as well as a package of measures and mechanisms for attracting foreign students to study in Russia.

Education, norms, and gender equality

Ralsmark, Hilda (Department of Economics, School of Business, Economics and Law, Göteborg University)

Despite major developments in gender equality, differences between men and women's economic and social behaviors remain. Several studies demonstrate the importance of gender norms in explaining a significant part of the gender gap. But what shapes gender norms? I provide evidence on the role of education, considered to be a key factor to reach gender equality, in influencing attitudes on gender norms in two different domains: the labor market and household. Exploiting educational reforms in Europe, I find that mandatory education and years of education significantly reduces individuals' level of agreement on the gender norm that the man should be the breadwinner but not on the gender norm that the woman should be the homemaker. The result is consistent with the

hypothesis that part of the "stalled revolution" in gender equality is because norms in the household are more rigid than in the labor market, and that educated women face a dilemma between a career and family, or a double burden where they continue to do the lion's share of household work.

[Italy's New Requirements for Academic Careers: The New Habilitation and its Worthiness](#)

Giulio Marini (Cipes-Centro de Investigação de Políticas do Ensino Superior, Universidade do Porto, Portugal Ceris - Institute for Economic Research on Firms and Growth, Turin, Italy)

The new habilitation, established in Italy in 2010 and commenced in 2012, was designed (outcomes released commencing December 2013). Its aim is to filter who will be eligible to apply for competitions for the two permanent level professor positions in the universities. The results of the first set of data are 20 scientific sectors representing more than 10% of all sectors analyzed to understand if the outcomes reflected in a worthy way the indicators of productivity and quality of scientific production of candidates. Some legal and statistical framework are fostered before the data analysis in order to have a better understanding of the reform and the context where it operates. The hypothesis of the worthiness is here addressed on the assumption that the current position held by a candidate should not play any role in the attainment of the habilitation. Splitting candidates into two roles and having controlled for age as a variable, the data was used to reveal that the indicators of quality of scientific production (H index for hard sciences and articles in top ranked journals for social sciences and humanities) are more frequently the best predictors. Though some limits of the present analysis are faced and illustrated, some critical points of this new institution are discussed.

[The Consequences of Educational Voucher Reform in Chile](#)

Richard J. Murnane ; Marcus R. Waldman ; John B. Willett ; Maria Soledad Bos ; Emiliana Vegas

In an effort to boost student achievement and reduce income-based gaps, the Chilean government passed the Preferential School Subsidy Law (SEP) in 2008, which altered the nation's 27-year-old universal school-voucher system dramatically. Implementation of SEP increased the value of the school voucher by 50 percent for "Priority students", primarily those whose family incomes fell within the bottom 40 percent of the national distribution. To be eligible to accept the higher-valued vouchers from these students, schools were required to waive fees for Priority students and to participate in an accountability system. Using national data on the mathematics achievement of 1,631,841 Chilean 4th-grade students who attended one of 8,588 schools during the year 2005 through 2012, we address two research questions (RQs): 1. Did student test scores increase and income-based score gaps become smaller during the five years after the passage of SEP? 2. Did SEP contribute to increases in student test scores and, if so, through what mechanisms? We addressed these RQs by fitting a sequence of multi-level interrupted time-series regression models, supplemented by other descriptive analyses. We found that: 1. On average, student test scores increased markedly and income-based gaps in those scores declined by one-third in the five years after the passage of SEP. 2. The combination of increased support of schools and accountability was the critical mechanism through which the implementation of SEP increased student scores, especially in schools serving high concentrations of low-income students. Migration of low-income students from public schools to private voucher schools played a small role. We interpret these findings as more supportive of improved student performance than other recent research on the Chilean policy reform.

Concept Mapping: An Innovative Educational Tool

Vandana Singh

Today Concept map is one of the popular techniques which can be used as educational tool. In this paper the researcher reports the use of concept map in education. In the study researcher selected 80 students randomly of class XI C.B.S.E. randomly, two groups has been formed by the researcher and each group consists 40 students and labelled as Control group and experimental group. Students in the experimental group were subjected to treatment using Concept maps while students in the control group were taught using the traditional method of teaching for Biology. Pre-test and Post-test for both the groups was conducted. The data was analysed using t test. Result revealed that the score of mean and standard deviation of post-test of experimental group is more than the score of mean and standard deviation of post-test of control group and there is a statistical significant effect of concept map over traditional teaching method on academic achievement of students. Key Words: Concept Map, Traditional Teaching, Academic achievement, Biology Policy

Expanding Schooling Opportunities in the Netherlands: A Replication of Leuven et al. (2010)

Asaad Ismail Ali ; Andrea Kutinova Menclova (University of Canterbury)

In the Netherlands, primary schools have a rolling admissions policy. In particular, children can individually start school right after their fourth birthday instead of starting with a cohort on a fixed date. Children with birthdays during school holidays start together at the beginning of the next term. Leuven et al. (2010) indicated that these two features of the Dutch schooling system create adequate exogenous variation in children's enrolment opportunities to identify the effects of additional early formal education on later test scores. This study replicates Leuven et al. and finds some differences.

COOPERATIVE LEARNING: PEDAGOGY IN HIGHER EDUCATION

Anjali Dave

Without disproving the importance of traditional teacher-led discussions in class, an increasing number of teachers are acknowledging the worth of allocating group work to their students. It is a false notion that cooperative learning is a replacement for the methods we use at present for teaching-learning rather it can be used to augment or enhance learning. This paper discusses the key elements of cooperative learning: positive interdependence, individual accountability, promotive or face to face interaction, interpersonal and small group skills and group processing. The research validating effectiveness of this method is summarized. The paper outlines the methods for implementing cooperative learning in higher education for successful learning to take place. The common hurdles in the implementation of cooperative learning and how to overcome them are discussed in the present study. The present study may lead to the enhancement of practices and approaches. Key Words: Cooperative learning, pedagogy, higher education Policy

Educational Disparities in the Battle Against Infertility: Evidence from IVF Success

Fane Groes ; Daniela Iorio ; Man Yee (Mallory) Leung ; Raül Santaeulàlia-Llopis

Using administrative data from Denmark (1995-2009) we find that maternal education significantly determines IVF success (live birth). Compared with high school dropouts, patients with a college (high school) degree have a 24% (16%) higher chance of attaining a live birth through IVF. Our explorations of the mechanisms underlying the education gradient rule out financial considerations, clinic characteristics, and medical conditions. Instead, we argue that the education gradient in IVF

reflects educational disparities in the adoption of the IVF technology. These results are important because women's career and fertility choices are likely to be influenced by the determinants of IVF success.

[Heterogeneous effects of pupil-to-teacher ratio policies - A look at class size reduction and teacher aide](#)

Simone Balestra (University of St. Gallen) ; Uschi Backes-Gellner (University of Zurich)

This paper investigates the effect of two pupil-to-teacher ratio policies on test scores for children with different achievement levels. Using data from a large randomized experiment in early childhood, we estimate unconditional quantile treatment effects of small class and teacher aide, as compared to regular classes. For the small class intervention, results show that pupils in the middle of the achievement distribution profit the most from being assigned to a smaller class, whereas pupils at the bottom or at the top of the achievement distribution experience almost no gain in test scores. For the teacher aide intervention, the analysis reveals positive and significant effects for students at the bottom of the achievement distribution, an effect stronger for boys and disadvantaged pupils. The findings suggest that the average effects reported in traditional empirical studies on pupil-to-teacher ratio interventions provide an incomplete characterization of the impact on the achievement distribution, thus constituting a weak guide for policymakers.

[Does Class Size Affect Student 'Grit'? Evidence from a Randomised Experiment in Early Grades](#)

Jana Gross (ETH Zurich) ; Simone Balestra (University of St. Gallen) ; Uschi Backes-Gellner (University of Zurich)

The increasing recognition of non-cognitive skills has led many researchers to investigate how educational practices enhance these skills. In this paper, we focus on the non-cognitive skill known as 'grit', and we study the relation between class size and grit in early grades. Using data from follow-up surveys of Project STAR, we show that fourth-grade pupils who experienced small classes during early grades are 0.12 standard deviations higher in grit than their peers in regular classes. Sub-sample analysis reveals that particularly boys and non-white pupils increase their grit in smaller classes. We also show that grit matters, because half of the effect of smaller classes on test scores entirely operates through grit.

[IKIGAI: Reflection on Life Goals Optimizes Performance and Happiness](#)

Schippers, M.C.

In her inaugural address, Michaéla discusses the role of self-regulatory behaviors that people can employ in order to live a full-filling life. These behaviors include reflection and personal goal setting, in order to formulate a direction or purpose in life (Ikigai). In the inaugural address, an evidence-based goal-setting intervention is discussed. This relatively brief intervention has shown to have lasting results: not only does it increase well-being of students, the intervention also boosted academic performance of students by over 20%. Moreover, the intervention significantly decreased the gender and ethnic minority performance gap. The goal setting is shown in a broader perspective with examples in education, business and operations management. The perspective presented in this address emphasizes taking control of one's life in order to optimize performance and happiness.

[Research, knowledge transfer and innovation: the effect of Italian universities' efficiency on the local economic development 2006-2012](#)

Tommaso Agasisti (Politecnico di Milano School of Management) ; Cristian Barra (Università di Salerno) ; Roberto Zotti (Università di Salerno)

In this paper, we test whether there is a link between the performance of universities and the local economic development of the territory where they operate. The performance of academic institutions is measured through an efficiency concept, estimated by means of an innovative Stochastic Frontier Analysis (SFA), and considering indicators of teaching, research and 'third mission' as outputs. A system generalized method-of-moments (Sys-GMM) dynamic panel estimator, instrumented with time lags and differences is estimated over the period from 2006 to 2012 to solve the potential endogeneity of the explanatory variables. Our findings reveal that the presence of efficient universities fosters local economic development, and that knowledge spillovers occur between areas through the geographical proximity to the efficient universities.

[Attitudes towards Immigration in an Ageing Society: Evidence from Japan](#)

NAKATA Hiroyuki

This paper studies the impacts of heterogeneity such as age, gender, and education on the attitude towards immigration and the effectiveness of information campaigns based on a large-scale experiment conducted in Japan. The experiment randomly exposes a large national sample of citizens to information pertaining to potential social and economic benefits from immigration embedded in a comprehension study. The results complement the companion paper (Facchini, Margalit and Nakata, 2016), which shows that the overall effectiveness of such campaigns does not vary much across different groups, while there is a substantial generational gap in the level of support towards immigration. Also, tertiary education has a positive impact amongst female respondents, which is missing amongst the male counterparts.

[How have teachers' salaries evolved and how do they compare to those of tertiary-educated workers?](#)

OECD

The combined effects of policy reforms to attract and/or retain teachers, and financial constraints in the context of the economic downturn in 2008 may explain part of the recent trends in teachers' salaries: decreases in statutory salaries and smaller salary gaps between levels of education. Nevertheless, statutory and/or actual salaries increased significantly in some countries between 2005 and 2014, even if in 2014 teachers' actual salaries remain lower than those of tertiary-educated workers in most countries.

[An investigation of the major challenges that encounter science and mathematics student teachers in the implementation of teaching practice exercise in morogoro municipality](#)

Daudi Mika Mungure

This paper investigated the major challenges that encounter science and mathematics student teachers during the implementation of teaching practice exercise in Morogoro Municipality. Morogoro Teachers college, Lupanga practicing school and Morogoro secondary school were used in the data collection. Despite the experiences that science and mathematics student teachers enrich during teaching practice exercise, they also encounter some challenges which in one way or another can hamper their ability to derive maximum benefit in becoming effective and competent science and mathematics teachers through teaching practice exercise. The study employed qualitative approach with a case study design where Key informant interview, observation focus group

discussion and documentary review were the main methods of data collection. The 34 respondents were purposively involved in data collection. Content analysis was used to analyze data thematically. The major challenges revealed by the study were the lack of raking of practicing schools and improper allocation of science and mathematics student teachers, improper time frame to start teaching practice, inadequate funds, lack of teaching and learning resources, lack of cooperation and support as well as lack of the involvement in extra co-curricular activities. The researcher recommend the Ministry of education, teachers' colleges and practicing secondary schools to be aware of the challenges that hamper science and mathematics student teachers to achieve their desired outcome that is to become effective and competent science and mathematics teachers through teaching practice exercise. Key Words: Teaching Practice, Challenges, Implementation, Science and Mathematics Student Teachers, Teachers' Colleges, Practicing Schools. Policy

[Gender beliefs and planned occupation: high school pupils and their parents](#)

Magdalena Smyk (Group for Research in Applied Economics (GRAPE))

Psychology and sociology literature suggests that the fact that women are less likely to work in STEM occupations may be caused by gender stereotypes related to differences in math and science abilities. In this study we test whether, particularly parents' beliefs are associated with their children's gender beliefs and with their choices of occupation. We show that the correlation between parents' and children's beliefs is strong. We use High School Longitudinal Study data - survey conducted among US 9th graders, their parents and teachers. Finally, we also test to what extend gender beliefs (parents' and own) correlate with planning to work in STEM fields by high-shool pupils. We find that girls are discouraged (and boys encouraged) by parents believing that boys are better in math and science, and that the effect of parent's beliefs are stronger than the effect of pupils' school achievements in math and science.

[A replication of "Education and catch-up in the Industrial Revolution" \(American Economic Journal: Macroeconomics, 2011\)](#)

Edwards, Jeremy S. S.

Although European economic history provides essentially no support for the view that education of the general population has a positive causal effect on economic growth, a recent paper by Becker, Hornung and Woessmann (Education and catch-up in the Industrial Revolution, 2011) claims that such education had a significant impact on Prussian industrialisation. The author shows that the instrumental variable they use to identify the causal effect of education is correlated with variables that influenced industrialisation but were omitted from their regression models. Once this specification error is corrected, the evidence shows that education of the general population had, if anything, a negative causal impact on industrialisation in Prussia.

[Essays on the impact evaluation of education policies in Mexico](#)

Cabrera Hernández, Francisco-Javier

This thesis gathers research on three impact evaluations of interventions at the school and student level in Mexico. The first chapter evaluates the effects of a School Breakfast Program (SBP) on children's outcomes such as cognitive skills, illness, height and weight and grade repetition in the period 2002 to 2005. Quasi-experimental estimations provide evidence of positive effects on children's weight; however, such gains push children over their 'ideal' standardized average causing them overweight. This effect is significantly higher in the case of poorer children. The second chapter

evaluates a Full-Time Primary Schools Program implemented in 2007, to work out if changing the time pupils spend at school can enhance skills in language and mathematics. Differences in Differences regressions point to a significant improvement of 0.11 standard deviations in mathematics and Spanish test scores after four years of treatment. These gains are three times higher in schools located in deprived areas and do not seem to be driven by students self-selection. The last chapter focuses on an exogenous policy change in Mexico which eliminates enforced grade repetition for all first to third grade students. This reform helped schools to reduce repetition rates from varying higher levels to almost zero in one academic year. Estimations coming from two-way fixed effects models using a panel of schools show an average reduction in dropout rates after reform implementation of 0.3% points along with no seeming effects on pupil's performance. General findings from the three chapters are of strong significance when placed into the broader debate about what works best in schools for improving children's academic performance and general education outcomes in Mexico.

[Echoes of rising tuition in students' borrowing, educational attainment, and homeownership in post-recession America](#)

Bleemer, Zachary (University of California at Berkeley) ; Brown, Meta (Stony Brook University) ; Lee, Donghoon (Federal Reserve Bank of New York) ; Strair, Katherine (Federal Reserve Bank of New York) ; Van der Klaauw, Wilbert (Federal Reserve Bank of New York)

State average enrollment-weighted public college tuition and fees per school year rose by \$3,843 (or 81 percent) between 2001 and 2009. How are recent cohorts absorbing this surge in college costs, and what effect is it having on their post-schooling consumption? Our analysis of tuition, educational attainment, and debt patterns for nine youth cohorts across all fifty states indicates that the tuition hike accounted for \$1,628, or about 30 percent, of the increase in average student debt per capita among 24-year-olds between 2003 and 2011. However, estimates indicate no meaningful response to tuition on college enrollment, years of post-high school schooling, and BA degree attainment rates. Our findings are consistent with American youth having accommodated tuition shocks not by forgoing schooling, but instead by amassing more debt. They signal an active role for the U.S. student loan system in shielding young Americans' human capital investments against shocks to (students') education costs. Further analysis demonstrates that the tuition hike and student debt increase, despite leaving higher educational attainment unchanged, can explain between 11 and 35 percent of the observed approximate eight-percentage-point decline in homeownership for 28-to-30-year-olds over 2007-15 for these same nine cohorts. The results suggest that states that increase college costs for current student cohorts can expect to see a response not through a decline in workforce skills, but instead through weaker spending and wealth accumulation among young consumers in the years to come.

[The Effect of Teachers' Unions on Student Achievement: Evidence from Wisconsin's Act 10](#)

Eric J. Baron (Department of Economics, Florida State University)

In this study, I estimate the causal impact of a weakening of teachers' unions on student achievement. I do so by exploiting a quasi-experiment that took place in Wisconsin following the passage of Act 10, a measure that significantly limited the bargaining power of teachers' unions in the state. Specifically, I exploit plausibly exogenous variation in the length of pre-Act 10 collective bargaining agreements among school districts that led to differences in the timing of exposure to Act 10. I find that test scores on the state's standardized exam decreased by approximately 30% of a

standard deviation in initially low-performing schools, but find no evidence that the law impacted students in initially high-performing schools. Lastly, I show that the reduction in test scores was at least partially driven by a combination of teacher retirements and a decrease in the quality of the teaching workforce.

[Gender score gaps of Colombia students in pisa test](#)

Luz Karime Abadía Alvarado

This paper measures the math and reading gender score gap of Colombian students in the Pisa test. Estimations confirm that on average, when comparing boys and girls with similar individual, family and school characteristics boys outperform girls in math and the opposite happens in reading. Moreover, using Blinder-Oaxaca decomposition I find that observables favor girls and they account for the 22% and 34% of the gap in math and reading respectively. This effect is due mainly to individual factors, that is, if girls were not in a greater proportion in the last scholar grades of secondary education and she had not a lower repetition grade the math gap would be grater and lower in reading. Resumen Este trabajo mide la brecha de género académica en matemáticas y lectura de los estudiantes colombianos en las pruebas PISA. Los resultados de las estimaciones confirman que en promedio, cuando se compararan niños y niñas con similares características individuales, familiares y escolares los niños obtienen mejores puntajes que las niñas en matemáticas y lo contrario sucede en lectura. Adicionalmente, usando la descomposición de Blinder-Oaxaca se encuentra que las características observables favorecen a las niñas y éstas explican el 22% y el 34% de la brecha en matemáticas y lectura respectivamente. Este efecto se debe principalmente a las características individuales, es decir, si las niñas no estuvieran en mayor proporción en los últimos grados del bachillerato y adicionalmente una menor tasa de repitencia escolar en comparación con los niños la brecha en matemáticas sería mayo y la de lenguaje menor.

[Using Goals to Motivate College Students: Theory and Evidence from Field Experiments](#)

Damon Clark ; David Gill ; Victoria Prowse ; Mark Rush

Will college students who set goals for themselves work harder and achieve better outcomes? In theory, setting goals can help present-biased students to mitigate their self-control problem. In practice, there is little credible evidence on the causal effects of goal setting for college students. We report the results of two field experiments that involved almost four thousand college students in total. One experiment asked treated students to set goals for performance in the course; the other asked treated students to set goals for a particular task (completing online practice exams). Task-based goals had large and robust positive effects on the level of task completion, and task-based goals also increased course performance. Further analysis indicates that the increase in task completion induced by setting task-based goals caused the increase in course performance. We also find that performance-based goals had positive but small effects on course performance. We use theory that builds on present bias and loss aversion to interpret our results. Since task-based goal setting is low-cost, scaleable and logically simple, we conclude that our findings have important implications for educational practice and future research.

[What Happens When Econometrics and Psychometrics Collide? An Example Using the PISA Data](#)

Jerrim, John (University College London) ; Lopez-Agudo, Luis Alejandro (University of Malaga) ; Marcenaro-Gutierrez, Oscar D. (University of Malaga) ; Shure, Dominique (University College London)

International large-scale assessments such as PISA are increasingly being used to benchmark the academic performance of young people across the world. Yet many of the technicalities underpinning these datasets are misunderstood by applied researchers, who sometimes fail to take their complex sample and test designs into account. The aim of this paper is to generate a better understanding amongst economists about how such databases are created, and what this implies for the empirical methodologies one should (or should not) apply. We explain how some of the modelling strategies preferred by economists seem to be at odds with the complex test design, and provide clear advice on the types of robustness tests that are therefore needed when analyzing these datasets. In doing so, we hope to generate a better understanding of international large-scale education databases, and promote better practice in their use.

[English Proficiency and Test Scores of Immigrant Children in the US](#)

Aparicio Fenoll, Ainhoa (Collegio Carlo Alberto)

Immigrant children in the US tend to perform worse in reading, mathematics, and science compared to native children. This paper explores how much of such differences in achievement can be accounted for by a lack of English proficiency. To identify the causal effect of English proficiency on cognitive test scores, I use the fact that language proficiency is closely linked to age at arrival, and that migrant children arrive at different ages from different countries of origin. In particular, I instrument English proficiency by comparing children from English-speaking countries to children from non-English-speaking countries who migrated to the US at different ages. Using data from the New Immigrant Survey, I find that speaking English very badly or badly can explain 27–33% of the achievement gap between native and immigrant children in standardized language-related tests. However, I find no significant language effects for applied maths problems or calculations.

[Education, Governance, Trade and Distance: Impact on Technology Diffusion and the East Asia-Latin America Productivity Gap](#)

Schiff, Maurice (World Bank)

This paper examines the impact of education, trade, governance and distance on technology diffusion and TFP in Latin America – specifically South America and Mexico (SAM) – and East Asia, over the 32 years preceding the Great Recession (1976–2007). Findings are: i) TFP rises with education, trade, governance (ETG) and trade's R&D content, and falls with distance to the (closest) North; ii) the East Asia – SAM education gap's impact equals that of trade plus governance; iii) an increase in SAM's ETG to East Asia's level raises TFP by over 100 percent and fully accounts for its TFP gap with East Asia; and iv) South America's TFP loss relative to Mexico due to its greater distance to 'US–Canada' (Europe and Japan) is 9.30 (0.02) percent.

[Ethnic Capital and Intergenerational Transmission of Educational Attainment](#)

Postepska, Agnieszka (Georgetown University)

This paper studies the role of ethnicity in the intergenerational transmission of educational attainment. Relying on heteroskedasticity to identify parameters in the presence of endogenous regressors, I revisit Borjas ethnic capital hypothesis. I find evidence that the OLS estimates of the effect of ethnic capital on intergenerational transmission of education are biased upwards due to the transfer of unobserved ability. I find that while the role of parental capital has declined over time, ethnic capital has a relatively constant effect on intergenerational transmission of educational attainment. I also find that only women benefit from the quality of the ethnic environment and that

the intergenerational transfer of ethnic capital is most prevalent in communities with strong ties measured with endogamy rates.

Patterns and trends in horizontal inequality in the Democratic Republic of the Congo

Isaac Kalonda Kanyama

We analyse horizontal inequality in wealth and in years of education in the Democratic Republic of the Congo over the period 2001–13. We find that the trend in horizontal inequality is similar to the trend in vertical inequality over the period of analysis. In addition, horizontal inequality in years of formal education is higher among geographical, gender and linguistic groups, and lower among religious and ethnic groups. More specifically, horizontal inequality between genders is higher among individuals aged 25 years and over compared with the full sample of individuals aged 15 years and over. Based on a regression analysis, we find that household size, economic status and rural residence have a significant effect on gender-based inequality in years of education. We also find that gender-based horizontal inequality in years of education is higher in conflict-affected zones.

POPULATION STRUCTURE AND THE HUMAN DEVELOPMENT INDEX

Carmen Herrero (Universidad de Alicante & IVIE) ; Ricardo Martínez (Universidad de Granada) ; Antonio Villar (Universidad Pablo de Olavide & IVIE)

This paper provides an alternative way of measuring human development that takes explicitly into account the differences in the countries' population structures. The interest of this proposal stems from two complementary elements. First, that there is an enormous diversity in the population structures of those countries analysed in the Human Development Reports, particularly the shares of old people in the population. Second, that demographic characteristics are relevant in the evaluation of development possibilities. We propose to change the way of measuring health, education and material wellbeing, in order to take into account those differences in the population structures. We analyse empirically the effect induced by these changes in the evaluation of human development by comparing this way of measurement with the conventional HDI for 168 countries.

Benefits to Elite Schools and the Expected Returns to Education: Evidence from Mexico City

Estrada, Ricardo ; Gignoux, Jérémie

We exploit data on the future earnings students at high school completion expect to receive with and without a college education, together with information on learning achievement and college outcomes, to study the benefits from admission into a system of elite public high schools in Mexico City. Using data for the centralized allocation of students into schools and an adapted regression discontinuity design strategy, we estimate that elite school admission increases the future earnings and returns students expect from a college education. These gains in earnings expectations seem to reflect improvement in actual earnings opportunities, as admission to this elite school system also enhances learning achievement and college graduation outcomes. This provides evidence of the earnings benefits from attending elite schools.

Role of Fees in Foreign Education: Evidence from Italy

Michel beine (CREA, Université du Luxembourg) ; Marco Delogu (CREA, Université du Luxembourg) ; Lionel Ragot (Université Paris Nanterre)

This paper studies the determinants of international students' mobility at the university level, focusing specifically on the role of tuition fees. We derive a gravity model from a Random Utility

Maximization model of location choice for international students in the presence of capacity constraints of the hosting institutions. The last layer of the model is estimated using new data on student migration flows at the university level for Italy. We control for the potential endogeneity of tuition fees through a classical IV approach based on the status of the university. We obtain evidence for a clear and negative effect of fees on international student mobility and confirm the positive impact of the quality of the education. The estimations also support the important role of additional destination-specific variables such as host capacity, the expected return of education and the cost of living in the vicinity of the university.

[Disentangling the channels from birthdate to educational attainment](#)

Martins, Luis ; Pereira, Manuel C

This paper uses a large multi-country database with data from the OECD PISA program to disentangle the effects of birthdate on educational performance. As far as age effects are concerned, we conclude that children are disadvantaged because they are the youngest in class (relative age effect), not because they are young per se. Our findings go against delaying mandatory school entry as a general policy, as there is no gain from a rise in entry age - keeping age differences among students constant - to make up for the shortening of length of schooling. Such an evidence that postponing school entry postpones learning is more marked for children belonging to disadvantaged households. In contrast, the relative age effect does not interact with family background, and remains stable across school entry age cohorts. The size of this effect, measured at the age 15 is not large, but its interaction with early grade retention and tracking may enhance long-term effects. Finally, we do not detect an association between birthdate and achievement originating in unobservable characteristics of students.

[Digital technologies and learning outcomes of students from low socio-economic background: An Analysis of PISA 2015](#)

Margarida Rodrigues (European Commission - JRC) ; Federico Biagi (European Commission - JRC)

The use of digital technologies for learning is high on the policy agenda and is believed to benefit disadvantaged groups of students especially. This study assesses the extent to which the association between learning outcomes and the use of digital technologies differs systematically between students with different socio-economic statuses. We start by summarizing the existing evidence on the causal effects of digital technologies on learning outcomes. We highlight the relative lack of evidence on the pedagogical use of digital technologies on disadvantaged students when compared to the general student population. The overall consensus emerging from the literature is that the causal effect of digital technologies is mixed. While it is unclear whether disadvantaged students are differently affected by them, the available evidence does not suggest that digital technologies contribute to further disparities in students' learning outcomes. Using data from PISA 2015, we document that students from low socio-economic backgrounds start using digital devices later in life, have slightly less access to ICT at home and tend to use ICT less intensively especially in out-of-school activities than their counterparts. In the multivariate analysis, we find a positive association between disadvantaged students' achievement and the use of ICT for some purposes, but only among those students who use ICT less intensively. However, we find no evidence that this association is systematically different from that of students from higher socio-economic backgrounds. The exception is the use of ICT outside of school for general purposes by low-intensity users: in this case, disadvantaged students would particularly benefit from using ICT more intensively. Furthermore, we

also find that - among low-intensity users of ICT - the probability of being a resilient student is positively correlated with the use of ICT at school for educational purposes and at home for schoolwork and general purposes. More generally, our research suggests that low-intensity users of ICT are likely to be using ICT sub-optimally, both at home and at school, and would benefit (in terms of PISA scores) from using ICT more intensively. However, the fact that medium and high-intensity users of ICT typically would not gain from additional ICT use is consistent with the hypothesis that the relationship between use of ICT and learning outcomes is inversely U-shaped.

[Estimating the Value of Higher Education Financial Aid: Evidence from a Field Experiment](#)

Christian Belzil ; Arnaud Maurel ; Modibo Sidibé

Using data from a Canadian field experiment on the financial barriers to higher education, we estimate the distribution of the value of financial aid for prospective students, and relate it to parental socio-economic background, individual skills, risk and time preferences. Our results point out that a considerable share of prospective students are affected by credit constraints. We find that most of the individuals are willing to pay a sizable interest premium above the prevailing market rate for the option to take up a loan, with a median interest rate wedge equal to 6.6 percentage points for a \$1,000 loan. The willingness-to-pay for financial aid is highly heterogeneous across students, with preferences and in particular discount factors, playing a key role in accounting for this variation.

[University Selectivity, Initial Job Quality, and Longer-Run Salary](#)

Weinstein, Russell (University of Illinois at Urbana-Champaign)

Using Baccalaureate and Beyond data, I study whether university quality, both absolute and relative to other universities in the region, affects earnings one and ten years after graduation, controlling for the individual's SAT score. One year after graduation, high SAT score students earn 12% less if their university's regional rank is worse by 35 places, conditional on absolute university quality. This effect disappears ten years after graduation. The results suggest initial job quality does not have long-run career effects. The results also confirm the initial importance of a university's regional rank, an often overlooked dimension of university quality.

[The Effect of Education Expansion on Intergenerational Mobility of Education: Evidence from China](#)

Liu, Ling ; Wan, Qian

Using the data from Chinese Household Income Project, we study the effect of education expansion on intergenerational mobility of education measured with intergenerational transmission of education (ITE) through an exogenous shock, higher education expansion in 1999. Measuring ITE with years of schooling, higher education expansion (HEE) significantly decreases ITE, meaning that the gap of years of schooling between the children from different family educational background is narrowed by HEE and intergeneration mobility of education is promoted by HEE. However, when we take school quality into account and measure ITE with score of college entrance examination (CEE), HEE insignificantly decreases ITE measured with score of CEE, indicating that HEE fails to reduce the gap of higher education quality between the children from different family educational background and the inequality of higher education still maintains in some way even after HEE. We also find that ITE measured with years of schooling has an inverted-U relationship with college admission rate and ITE measured with score of CEE seems not correlate with college admission rate, which directly demonstrate the theories of MMI and EMI in the field of sociology. We further investigate the internal mechanism of the effects and we consider that the original of the inequality of higher

education is the inequality of basic education. At last, we investigate the heterogeneity in the effect of HEE on ITE by gender, type of Hukou and category of CEE.

Gender score gaps of Colombia students in pisa test

Luz Karime Abadía Alvarado

This paper measures the math and reading gender score gap of Colombian students in the Pisa test. Estimations confirm that on average, when comparing boys and girls with similar individual, family and school characteristics boys outperform girls in math and the opposite happens in reading. Moreover, using Blinder-Oaxaca decomposition I find that observables favor girls and account for the 22% and 34% of the gap in math and reading respectively. This effect is due mainly to individual factors, that is, if girls were not in a greater proportion in the last scholar grades of secondary education and they had not a lower repetition grade in comparison with boys, the gap would be greater in math and lower in reading. ***** Resumen Este trabajo mide la brecha de género académica en matemáticas y lectura de los estudiantes colombianos en las pruebas PISA. Los resultados de las estimaciones confirman que, en promedio, cuando se compararan niños y niñas con similares características individuales, familiares y escolares los niños obtienen mejores puntajes que las niñas en matemáticas y lo contrario sucede en lectura. Adicionalmente, usando la descomposición de Blinder-Oaxaca se encuentra que las características observables favorecen a las niñas y éstas explican el 22% y el 34% de la brecha en matemáticas y lectura respectivamente. Este efecto se debe principalmente a las características individuales, es decir, si las niñas no estuvieran en mayor proporción en los últimos grados del bachillerato y adicionalmente si ellas no tuvieran una menor tasa de repitencia escolar en comparación con los niños, la brecha en matemáticas sería mayor y la de lenguaje menor.

Returns to Controlling a Neglected Tropical Disease: Schistosomiasis Control Program and Education Outcomes in Nigeria

Francis Makamu (Oklahoma State University) ; Mehtabul Azam (Oklahoma State University) ; Harounan Kazianga (Oklahoma State University)

Using the rollout of the schistosomiasis campaign in Nigeria as a quasi-experiment, we examine the impact of the disease control program on school age children education outcomes. Schistosomiasis is a parasitic disease caused by infections from a small worm. Its most severe effects hamper growth and cognitive development of children. The mass campaign targeted four states that saw large reduction in the infectious disease afterwards. Using difference-in-differences strategy, we find that the cohort exposed to the treatment in rural areas accumulated an additional 0.6 years of education compared to cohort not exposed to the treatment. Moreover, the impact of the schistosomiasis treatment is mainly on girls residing in rural areas.

Addressing the Opioid Epidemic: Is There a Role for Physician Education?

Molly Schnell ; Janet Currie

Using data on all opioid prescriptions written by physicians from 2006 to 2014, we uncover a striking relationship between opioid prescribing and medical school rank. Even within the same specialty and county of practice, physicians who completed their initial training at top medical schools write significantly fewer opioid prescriptions annually than physicians from lower ranked schools. Additional evidence suggests that some of this gradient represents a causal effect of education

rather than patient selection across physicians or physician selection across medical schools. Altering physician education may therefore be a useful policy tool in fighting the current epidemic.

Now You See Me: High School Dropout and Machine Learning

Dario Sansone (Georgetown University) ; Pooya Almasi (Georgetown University)

In this paper, we create an algorithm to predict which students are eventually going to drop out of US high school using information available in 9th grade. We show that using a naive model - as implemented in many schools - leads to poor predictions. In addition to this, we explain how schools can obtain more precise predictions by exploiting the big data available to them, as well as more sophisticated quantitative techniques. We also compare the performances of econometric techniques like Logistic Regression with Machine Learning tools such as Support Vector Machine, Boosting and LASSO. We offer practical advice on how to apply the new Machine Learning codes available in Stata to the high dimensional datasets available in education. Model parameters are calibrated by taking into account policy goals and budget constraints.

Born Under a Lucky Star: Financial Aid, College Completion, Labor Supply, and Credit Constraints

Denning, Jeffrey T. (Brigham Young University)

Financial aid has been shown to affect student outcomes from enrollment to graduation. However, effects on graduation can be driven either by marginal students induced to enroll by financial aid, or by inframarginal students who would have enrolled anyway but received additional financial aid. This paper identifies the effect of financial aid on inframarginal students rather than the combined effect on marginal and inframarginal students by examining a change in financial aid that did not change enrollment. I find that additional financial aid accelerates graduation for university seniors and increases persistence for sophomores and juniors. To do this, I examine a discrete change in the amount of federal financial aid available to financially independent students. I find that financial aid received by needier students is more likely to positively affect educational outcomes.

Arsenic Exposure and School Participation in Cambodia

Saing, Chan Hang ; Cannonier, Colin

We exploit the exogenous variations of arsenic contamination across regions in Cambodia and apply two-period difference-in-differences (DID) to examine the impact of arsenic-contaminated groundwater on school participation among children aged 5-17. We find that conditional on the DID assumption, a standard deviation increase in the arsenic reduced the probability of having ever been enrolled for children aged 5-17 by approximately 0.017. The effects for girls are slightly larger than those for boys. Our results are robust to adding parental education, province fixed effects and zone trends. We also show that children of all specific age groups experienced the reduction in their probabilities of having ever been enrolled, while the children, who were between 12 and 17 years old, currently enrolled and active in the labor market, experienced more reduction in school enrollment relative to their peers, who were not active in the labor market.

Education, Signaling and Mismatch

Arozamena, Leandro ; Ruffo, Hernán

We assess the importance education as a signal of workers skills and the effects of poor signaling quality on labor market outcomes. We do so by merging a frictional labor market model with a signaling setup where there is a privately observed idiosyncratic component in the cost of education.

Given that highly skilled workers cannot correctly signal their abilities, their wages will be lower and they will not be matched to the "right" vacancies, or may be unemployed. Skilled workers will then have lower incentives to move to high productivity markets. Furthermore, fewer vacancies will be created in labor markets where skills matter, and incentives for workers to invest in education will be lower. Overall, an economy where education is a noisier signal generates lower educational attainment, higher unemployment and lower productivity. In addition, we provide evidence suggesting that education plays a poor signaling role in Latin American countries. We then calibrate our model using Peruvian data, and through a quantitative exercise we show that this mechanism could be relevant to explain the relatively bad performance of labor markets in Latin American countries.

[Integrating Early-life Shocks and Human Capital Investments on Children's Education](#)

Duque, Valentina ; Rosales-Rueda, María ; Sánchez, Fabio

This study investigates how early-life conditions interact with subsequent human capital investments to influence future educational outcomes. To provide causal evidence, we exploit two sources of exogenous variation: i) variation in early-life environments resulting from a child's exposure to extreme rainfall and drought shocks in early-life; and ii), variation in subsequent investments resulting from the availability of conditional cash transfers (CCT) that promote investments in children's health and education. Using Colombian administrative data, we combine a natural experiment with a regression discontinuity design using the CCT assignment rule. Results show that, although the CCT has an overall positive impact on children's educational outcomes, it does not have a differential effect on children exposed to early-life shocks; however, the overall effect of the program is large enough to mitigate the negative impact of the weather shock. These findings have important policy implications as they provide evidence of the role of social policies in closing gaps generated by early-life trauma.

[The Effect of the Kangaroo Mother Care Program \(KMC\) on Wages: A structural Model](#)

Cortés, Darwin ; Attanassio, Orazio ; Gallego, Juan ; Maldonado, Darío ; Rodríguez, Paul ; Charpak, Nathalie ; Tessier, Rejean ; Ruiz, Juan Gabriel ; Hernández, Tiberio ; Uriza, Felipe

In this paper we analyze the relationship between skills and some outcomes later in life for a population of premature children. Pretreatment skills and characteristics are good predictors of childhood and adulthood skills and outcomes. Income per capita and parents education at birth are positively correlated with home environment at 6 and 12 months of corrected age. Moreover, parents education and the proportion of workers at home are correlated with the number of preschool years attended by children. Interestingly, health indicators taken during the first year of life are critical factors for decision to enroll into a university, to obtain better results in math scores and earn larger wages.

[School Starting Age and Cognitive Development](#)

Elizabeth Dhuey ; David Figlio ; Krzysztof Karbownik ; Jeffrey Roth

We present evidence of a positive relationship between school starting age and children's cognitive development from age 6 to 15 using a regression discontinuity design and large-scale population-level birth and school data from the state of Florida. We estimate effects of being relatively old for grade (being born in September versus August) that are remarkably stable – always just around 0.2 SD difference in test scores – across a wide range of heterogeneous groups, based on maternal

education, poverty at birth, race/ethnicity, birth weight, gestational age, and school quality. While the September-August difference in kindergarten readiness is dramatically different by subgroup, by the time students take their first exams, the heterogeneity in estimated effects effectively disappears. We document substantial variation in compensatory behaviors targeted towards young for grade children. While the more affluent families tend to redshirt their children, young for grade children from less affluent families are more likely to be retained in grades prior to testing. School district practices regarding retention and redshirting are correlated with improved outcomes for the groups less likely to use those remediation approaches (i.e., retention in the case of more-affluent families and redshirting in the case of less-affluent families.) We also study college and juvenile detention outcomes using administrative data from a large Florida school district, and show that being an older age at school entry increases children's college attainment and reduces the likelihood of being incarcerated for juvenile crime.

[Unwelcome Guests? The Effects of Refugees on the Educational Outcomes of Incumbent Students](#)

David N. Figlio ; Umut Özek

The world is experiencing the second largest refugee crisis in a century, and one of the major points of contention involves the possible adverse effects of incoming refugees on host communities. We examine the effects of a large refugee influx into Florida public schools following the Haitian earthquake of 2010 using unique matched birth and schooling records. We find precise zero estimated effects of refugees on the educational outcomes of incumbent students in the year of the earthquake or in the two years that follow, regardless of the socioeconomic status, grade level, ethnicity, or birthplace of incumbent students.

[The Effects of English Secondary School System Reforms \(2002-2014\) on Pupil Sorting and Social Segregation: A Greater Manchester Case Study](#)

Ruth Lupton ; Stephanie Thomson

[Educational inequality and intergenerational mobility in Latin America: A new database](#)

Neidhöfer, Guido ; Serrano, Joaquín ; Gasparini, Leonardo

The causes and consequences of the intergenerational persistence of inequality are a topic of great interest among various fields in economics. However, until now, issues of data availability have restricted a broader and cross-national perspective on the topic. Based on rich sets of harmonized household survey data, we contribute to filling this gap computing time series for several indexes of relative and absolute intergenerational education mobility for 18 Latin American countries over 50 years, and making them publicly available. We find that intergenerational mobility has been rising in Latin America, on average. This pattern seems to be driven by the high upward mobility of children from low-educated families; at the same time, there is substantial immobility at the top of the distribution. Significant cross-country differences are observed and are associated with income inequality, poverty, economic growth, public educational expenditures and assortative mating.

[International Emigrant Selection on Occupational Skills](#)

Miguel Flores ; Alexander Patt ; Jens Ruhose ; Simon Wiederhold

We present the first evidence that international emigrant selection on education and earnings materializes through occupational skills. Combining novel data from a representative Mexican task survey with rich individual-level worker data, we find that Mexican migrants to the United States

have higher manual skills and lower cognitive skills than non-migrants. Conditional on occupational skills, education and earnings no longer predict migration decisions. Differential labor-market returns to occupational skills explain the observed selection pattern and significantly outperform previously used returns-to-skills measures in predicting migration. Results are persistent over time and hold within narrowly defined regional, sectoral, and occupational labor markets.

[Location of Universities and National Research Institutes and Firms' Location Choice of R&D Facilities \(Japanese\)](#)

EDAMURA Kazuma ; INUI Tomohiko ; YAMAUCHI Isamu

Using plant- and half-year-level micro data for the period 2007-2011, this paper analyzes the location decision of a research and development (R&D) facility on a plant in Japan. We control the effects of the characteristics of the plant, the population, labor cost, industry agglomeration, and other fixed effects of the prefecture in which it is located. The results by logit model show that firms tend to locate their R&D facility on plants near universities or national research institutes with comparatively large research expenditures and a greater number of researchers.

[Risky Business? The Effect of Majoring in Business on Earnings and Educational Attainment](#)

Rodney J. Andrews (The University of Texas at Dallas) ; Scott Imberman (University of Houston) ; Michael Lovenheim (Cornell University)

One of the most important decisions a student can make during the course of his or her college career is the choice of major. The field of study a student selects translates directly into the types of skills and knowledge he or she will obtain during college, and it can influence the type of career chosen after postsecondary education ends. Business is one of the most popular majors in the US, accounting for 19% of all college degrees granted. We study the impact of choosing a business major using a regression discontinuity design that exploits GPA cutoffs for switching majors in some Texas universities. Even though nearly 60% of marginal business majors would have majored in a STEM field otherwise, we find large and statistically significant increases in earnings of 80% to 130% 12+ years after college entry, driven mainly by women. These are considerably larger than OLS estimates that condition on a rich set of demographic, high school achievement, and high school fixed-effects controls, which is consistent with students choosing majors based on comparative advantage. We do not find statistically significant effects of majoring in business on educational outcomes, except for positive effects on male 6-year graduation rates.

[Raising skills in Portugal](#)

Sónia Araújo (OECD)

Despite significant progress made, improving skills remains one of Portugal's key challenges for raising growth, living standards and well-being. Upskilling the adult population remains a priority and lifelong learning activities should focus more on the low skilled. While active labour market policies have increased their training content in recent years, spending per unemployed is still low. A systematic monitoring of the different programmes would allow concentrating resources on the policies that are more effective in raising skills and employment prospects. In the education system, successive increases in compulsory education have not eliminated early school leaving, and a significant share of youth is left without completed secondary education, thus facing poor labour market prospects and a risk of falling into poverty. Another challenge for the education system is to reduce the link between learning outcomes and socio-economic backgrounds. This could be achieved

by providing earlier and individualised support to students at risk of falling behind, strengthening teachers and principals training and exposure to best practices, and creating incentives to attract the more experienced teachers to disadvantaged schools. Vocational education and training (VET) has received less attention than general education until recent years and has suffered from fragmented management. This has curtailed the employment prospects of youth not wishing to pursue tertiary education. Establishing a single VET system and reinforcing work-based learning in companies would address this issue. Tertiary education has expanded considerably over recent years but could have a stronger focus on labour market needs, including by developing tertiary technical education. Enhanced support for business research activities could be coupled with strengthening management skills and the ties between businesses and researchers, for example by creating incentives for academics to cooperate with the private sector. This Working Paper relates to the 2017 OECD Economic Survey of Portugal (www.oecd.org/eco/surveys/economic-survey-portugal.htm).

[Can Superstition Create a Self-Fulfilling Prophecy? School Outcomes of Dragon Children of China](#)

Naci H. Mocan ; Han Yu

In Chinese culture those who are born in the year of the Dragon under the zodiac calendar are believed to be destined for good fortune and greatness, and parents prefer their kids to be born in a Dragon year. Using province level panel data we show that the number of marriages goes up during the two years preceding a Dragon year and that births jump up in a Dragon year. Using three recently collected micro data sets from China we show that those born in a Dragon year are more likely to have a college education, and that they obtain higher scores at the university entrance exam. Similarly, Chinese middle school students have higher test scores if they are born in a Dragon year. We show that these results are not because of family background, student cognitive ability, self-esteem or students' expectations about their future. We find, however, that the "Dragon" effect on test scores is eliminated when we account for parents' expectations about their children's educational and professional success. We find that parents of Dragon children have higher expectations for their children in comparison to other parents, and that they invest more heavily in their children in terms of time and money. Even though neither the Dragon children nor their families are inherently different from other children and families, the belief in the prophecy of success and the ensuing investment become self-fulfilling.

[The impact of academic service quality on student satisfaction](#)

Manik, Ester ; Sidharta, Iwan

Implementation of education through higher education is one indicator of high public awareness of the benefits of education. But to prepare high quality education is a major challenge in Indonesia. Many things need to be considered to improve the quality of education services for students. This study aims to measure the level of student satisfaction on academic services with SERVQUAL measuring tool. The research was conducted on computer science and management high school students in Bandung city by using explorative method. Data analysis techniques use structural equation modeling (SEM). The result of research shows that there is a significant influence of SERQUAL on student satisfaction. The results of this study indicate that by increasing SERQUAL, student satisfaction on academic services can be achieved.

[Can Raising Instructional Time Crowd Out Student Pro-Social Behaviour? Unintended Consequences of a German High School Reform](#)

Christian Krekel

We study whether raising instructional time can crowd out student pro-social behaviour. To this end, we exploit a large educational reform in Germany that has raised weekly instructional hours for high school students by 12.5% as a quasi-natural experiment. Using a difference-in-differences design, we find that this rise has a negative and sizeable effect on volunteering, both at the intensive and at the extensive margin. It also affects political interest. There is no similar crowding out of scholastic involvement, but no substitution either. Impacts seem to be driven by a reduction in available leisure time as opposed to a rise in intensity of instruction, and to be temporary only. Robustness checks, including placebo tests and triple differencing, confirm our results.

[Choice of Majors: Are Women Really Different from Men?](#)

Kugler, Adriana D.

Recent work suggests that women are more responsive to negative feedback than men in certain environments. We examine whether negative feedback in the form of relatively low grades in major-related classes explains gender differences in the majors undergraduates choose. We use unique administrative data from a large private university on the East Coast from 2009-2016 to test whether women are more sensitive to grades than men, and whether the gender composition of major-related classes affects major changes. We also control for other factors that may affect a student's major including: high school student performance, gender of faculty, and economic returns of majors. Finally, we examine how students' decisions are affected by external cues that signal STEM fields as masculine. The results show that high school academic preparation, faculty gender composition, and major returns have little effect on major switching behaviors, and that women and men are equally likely to change their major in response to poor grades in major-related courses. Moreover, women in male-dominated majors do not exhibit different patterns of switching behaviors relative to their male colleagues. Women are, however, more likely to switch out of male-dominated STEM majors in response to poor performance compared to men. Therefore, we find that it takes multiple signals of lack of fit into a major (low grades, gender composition of class, and external stereotyping signals) to impel female students to switch majors.

[Professores da Educação Básica no Brasil: condições de vida, inserção no mercado de trabalho e remuneração](#)

Milko Matijascic

As condições de vida dos professores da educação básica, quando comparadas às da média da população ocupada, são melhores no Brasil. Mas a forte presença de professores em domicílios com renda per capita inferior a 0,5 salário mínimo (SM) requer atenção. As escolas públicas, com destaque para as estaduais seguidas mais à distância pelas municipais, apresentam, em geral, melhores indicadores de instrução e organização sindical, sendo que as escolas privadas possuem indicadores piores em quase todas as regiões brasileiras. A remuneração dos professores é relativamente baixa no Brasil e varia entre regiões e por local de residência. A consolidação de uma nova realidade, na qual o salário médio seja o equivalente à média dos profissionais com nível superior completo, deve mudar essa realidade e criar condições mais favoráveis à melhoria do desempenho dos alunos em matéria de aprendizado. Life conditions for teachers working in basic education are better than those of the average Brazilian working population. However, the high number of teachers living in households with per capita income below 0.5 of the minimum wage requires attention. Teachers in public schools have better conditions than private school teachers,

when controlling for teachers schooling and union representation. Nevertheless, teachers' incomes are reduced and salaries vary quite a bit throughout the country. When teachers' average salaries equal the average of the population with tertiary education, it would create conditions that would foster improved student learning.

Eficiência do Gasto da Educação Fundamental Municipal

Ajax Moreira

A educação fundamental é principalmente prestada pelos municípios segundo um modelo descentralizado, em que a gestão local transforma recursos transferidos pelo governo federal em resultados educacionais, que são monitorados centralmente. Este modo de operação é propício para a avaliação da eficiência da gestão, pois favorece a existência de variedade de modelos de gestão com desempenho medidos de forma homogênea. Foram utilizados os dados da Prova Brasil dos anos 2007, 2009, 2011 e 2013 para estimar medidas de eficiência econômica da educação fundamental municipal, que considera como insumo o gasto por aluno, e medidas do desempenho do aluno e da escola filtradas de forma a eliminar o efeito das famílias dos discentes. Obtivemos resultados descritivos do comportamento das escolas e dos municípios, além de medidas da eficiência econômica que se mostraram robustas para diferentes seleções de municípios, persistentes intertemporâneamente. Estas medidas mostram diferenças substanciais entre municípios e estados. Fundamental education is mainly provided by municipalities according to a decentralized model in which local management transforms resources transferred by the federal government into educational results that are centrally monitored. This mode of operation is conducive to the evaluation of management efficiency, since it favors the existence of a variety of management models with performance measured in a homogeneous way. We used the data from Prova Brasil from the years 2007, 2009, 2011 and 2013 to estimate measures of economic efficiency of municipal basic education, which considers as input the expenditure per student, and measures of student and school performance in order to eliminate the effect of student families. We obtained descriptive results of the behavior of schools and municipalities, and measures of economic efficiency that proved to be robust for different selections of municipalities, and persistent intertemporally. These measures show substantial differences between municipalities and states.

Longevity and Lifetime Education: Global Evidence from 919 Surveys

Mohammad Mainul Hoque ; Elizabeth King ; Claudio E. Montenegro ; Peter F. Orazem

Data from 919 household surveys conducted between 1960 and 2012 spanning 147 economies are used to evaluate the relationship between rising life expectancy at birth and lifetime years of schooling for successive birth cohorts between 1905 and 1988. We find significant positive effects of increased life expectancy at birth on lifetime completed years of schooling in 95% of the surveys with significant negative effects found in only 2.3%. Rising life expectancy at birth for a birth cohort has intergenerational benefits in that their children's schooling also increases. Rising life expectancy at birth since 1905 can explain 70% of the rising completed years of schooling for those birth cohorts.

Education Quality and the Empirics of Economic Growth

Mauro Rodrigues ; Danilo P. Souza

We extend Mankiw, Romer and Weil's (1992) classic paper by introducing differences in education quality (proxied by students' performance on the PISA test). This substantially reduces the role of human capital investment rates in explaining cross-country income differences. More importantly,

the coefficient on this variable is now consistent with microeconomic evidence on returns to education.

The Gendered Spillover Effect of Young Children's Health on Human Capital: Evidence from Turkey Marcella Alsan

Recent policy debates on closing the education gender gap in developing countries have focused on cash transfers, but standard models of intrahousehold allocation imply that reducing the opportunity cost of girls' schooling might also be effective. I test this prediction using quasi-experimental variation from a national vaccination campaign targeting under-five children in Turkey. I find gains in health and human capital among age-eligible children of both sexes. However, educational spillover effects accrue exclusively to their adolescent, ineligible sisters. These spillover effects are increasing if the mother works outside the home and in the number of young children in the household, and are absent if an elder sister is present. My results suggest reducing morbidity among preschool children may have the added benefit of improving educational outcomes for their adolescent sisters in the developing world

Maternal education and childhood immunization in Turkey

Mustafa Özer (Faculty of Economics and Administrative Science, Kilis Yedi Aralık University, Turkey; Economics and Finance Department, University of Portsmouth, UK) ; Jan Fidrmuc (Department of Economics and Finance and CEDI, Brunel University, UK; Institute for Strategy and Analysis, Government Office of the Slovak Republic; CESifo Munich; The Rimini Centre for Economic Analysis; Global Labor Organization) ; Mehmet Ali Eryurt (Hacettepe University Institute of Population Studies, Turkey)

We study the causal effect of maternal education on childhood immunization rates. We use the Compulsory Education Law (CEL) of 1997, and the differentiation in its implementation across regions, as instruments for schooling of young mothers in Turkey. The CEL increased the compulsory years of schooling of those born after 1986 from 5 to 8 years. We find that education of mothers increases the probability of completing the full course of DPT and Hepatitis B vaccinations for their children. The results are robust to variation in regression specification and including various individual and community variables.

Longevity and Lifetime Education: Global Evidence from 919 Surveys

Hoque, Mohammad Mainul ; King, Elizabeth M. ; Montenegro, Claudio M. ; Orazem, Peter
Data from 919 household surveys conducted between 1960 and 2012 spanning 147 countries are used to evaluate the relationship between rising life expectancy at birth and lifetime years of schooling for successive birth cohorts between 1905 and 1988. We find significant positive effects of increased life expectancy at birth on lifetime completed years of schooling in 95% of the surveys with significant negative effects found in only 2.3%. Rising life expectancy at birth for a birth cohort has intergenerational benefits in that their children's schooling also increases. Rising life expectancy at birth since 1905 can explain 70% of the rising completed years of schooling for those birth cohorts.

Vocational vs. General Education and Employment over the Life-Cycle: New Evidence from PIAAC Hampf, Franziska (ifo Institute at the University of Munich) ; Woessmann, Ludger (University of Munich, ifo Institute, CESifo, and IZA)

It has been argued that vocational education facilitates the school-to-work transition but reduces later adaptability to changing environments. Using the recent international PIAAC data, we confirm such a trade-off over the life-cycle in a difference-in-differences model that compares employment rates across education type and age. An initial employment advantage of individuals with vocational compared to general education turns into a disadvantage later in life. Results are strongest in apprenticeship countries that provide the highest intensity of industry-based vocational education.

The Political Economy of Program Enforcement: Evidence from Brazil

Brollo, Fernanda (University of Warwick) ; Kaufmann, Katja Maria (Mannheim University) ; Ferrara, Eliana La (Bocconi University)

Do politicians manipulate the enforcement of conditional welfare programs to influence electoral outcomes? We study the Bolsa Familia Program (BFP) in Brazil, which provides a monthly stipend to poor families conditional on school attendance. Repeated failure to comply with this requirement results in increasing penalties. First, we exploit random variation in the timing when beneficiaries learn about penalties for noncompliance around the 2008 municipal elections. We find that the vote share of candidates aligned with the President is lower in zip codes where more beneficiaries received penalties shortly before (as opposed to shortly after) the elections. Second, we show that politicians strategically manipulate enforcement. Using a regression discontinuity design, we find weaker enforcement before elections in municipalities where mayors from the presidential coalition can run for reelection. Finally, we provide evidence that manipulation occurs through misreporting school attendance, particularly in municipalities with a higher fraction of students in schools with politically connected principals.

French and British Colonial Legacies in Education: Evidence from the Partition of Cameroon

Dupraz, Yannick (University of Warwick)

I use the partition of Cameroon between France and the UK after WWI and its reunification after independence to investigate colonial legacies in education. Using border discontinuity analysis, I find that Cameroonian born in the 1970s are 9 percentage points more likely to have completed high school if they were born in the former British part. French and British Cameroon started diverging after partition, but the British advantage disappeared when the French increased education expenditure in the 1950s. The resurgence of a British advantage is explained by the French legacy of high repetition rates and their detrimental effect on dropout.

(How) Do Non-Cognitive Skills Programs Improve Adolescent School Achievement? Experimental Evidence

Pedro S. Martins

Non-cognitive skills programs may be an important policy option to improve the academic outcomes of adolescents. In this paper, we evaluate experimentally the EPIS program, which is based on bi-weekly individual or small-group non-cognitive mediation short meetings with low-performing students. Our RCT estimates, covering nearly 3,000 7th- and 8th-grade students across over 50 schools and a period of two years, indicate that the program increases the probability of progression by 11% to 22%. The effects are stronger amongst older students, girls, and in language subjects (compared to maths). JEL codes: I20, I24, J08

First and Second Generation Impacts of the Biafran War

Richard Akresh ; Sonia Bhalotra ; Marinella Leone ; Una O. Osili

We analyze long-term impacts of the 1967-1970 Nigerian Civil War, providing the first evidence of intergenerational impacts. Women exposed to the war in their growing years exhibit reduced adult stature, increased likelihood of being overweight, earlier age at first birth, and lower educational attainment. Exposure to a primary education program mitigates impacts of war exposure on education. War exposed men marry later and have fewer children. War exposure of mothers (but not fathers) has adverse impacts on child growth, survival, and education. Impacts vary with age of exposure. For mother and child health, the largest impacts stem from adolescent exposure.

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[Does Female Education have a Bargaining Effect on Household Welfare? Evidence from Ghana and Uganda](#)

Raymond B. Frempong ; David Stadelmann

Female education and its potential to empower women in the development process have engaged the interest of policy makers and academics over the years. By employing individual level data from Ghana and Uganda, we analyze whether female education has a direct bargaining effect on six household welfare indicators: child labor and school enrollment; food expenditure and nutrition intake; female labor force participation and fertility rates. The empirical results indicate that both, the level of the wife and her husband's education, are significant determinants of household welfare. However, the wife's education has no larger effect than that of her husband's, and the relative bargaining position of the wife, at most, has negligible effects on the welfare indicators studied. Further robustness analysis largely confirms our findings. We conclude that, whilst female education has the potential to enhance household welfare, the effect does not necessarily work through enhanced bargaining power.

[Does Income and education of working-women transform societal values: An evidence from Pakistan](#)

Riaz, Rida

Women's socio-economic empowerment is instrumental in transforming the societal values particularly in developing countries. However, this transition from traditional to modern social values is linked to women's income and education levels. This paper investigates this phenomenon in the context of working women in Pakistan. To this extent, three hundred and six working-women were interviewed in urban vicinity of Lahore city. By employing Multinomial logit model our study confirms that socio-economic status of working-women plays a significant role in transforming their social values. Both income and education levels of working-women tend to display similar association to values, although differences persist in some important dimensions. Women's empowerment through higher education and rising income leads to more bargaining power in household decision making, increasing political participation, and valuing gender equality. However, modernization as result of increased income levels and education has led to a decline in importance of religion in women from upper classes unlike the lower classes.

[Trade policy preference, childhood sporting experience, and informal school curriculum: Examination from the viewpoint of behavioral economics](#)

Eiji Yamamura (Seinan Gakuin University) ; Yoshiro Tsutsui (Konan University)

We investigated how childhood education and experiences helped to form noncognitive skills and later, trade policy preferences. We used individual-level data with approximately 10,000 observations collected July 2016. Using the instrumental variables (IV) method, with sporting experience and informal education in the childhood as exogenous IV, we found that (1) sporting experiences and informal education lead people to have positive subjective views about the role of group work, competition, reciprocity, patience, and generalized trust and (2) positive views about the role of group work, competition, reciprocity, patience, and generalized trust leads people to prefer the Trans-Pacific Strategic Economic Partnership Agreement (TPP).

[How Much Do the Effects of Education and Training Programs Vary Across Sites? Evidence from Past Multisite Randomized Trials](#)

Michael J. Weiss ; Howard S. Bloom ; Natalya Verbitsky-Savitz ; Himani Gupta ; Alma E. Vigil ; Daniel N. Cullinan

Multisite trials, in which individuals are randomly assigned to alternative treatment arms within sites, offer an excellent opportunity to estimate the cross-site average effect of treatment assignment (intent to treat or ITT) and the amount by which this impact varies across sites.

[The response of parental time investments to the child's skills and health](#)

Cheti Nicoletti ; Valentina Tonei

Recent empirical research in family economics has shown the importance of parental investments on child's human capital development, but it is still not clear whether parents respond to changes across time in their child's skills and health. Using the Longitudinal Study of Australian Children, we measure parental investments by considering the time parents spend with their child doing formative activities. By adopting a child fixed-effect instrumental variable estimation to address endogeneity issues, we find that parents reinforce for differences in their child's socio-emotional skills, compensate for changes in her physical health, and are neutral to variation in her cognitive skills.

[Inside Job or Deep Impact? Using Extramural Citations to Assess Economic Scholarship](#)

Joshua Angrist ; Pierre Azoulay ; Glenn Ellison ; Ryan Hill ; Susan Feng Lu

Does academic economic research produce material of scientific value, or are academic economists writing only for clients and peers? Is economics scholarship uniquely insular? We address these questions by quantifying interactions between economics and other disciplines. Changes in the impact of economic scholarship are measured here by the way other disciplines cite us. We document a clear rise in the extramural influence of economic research, while also showing that economics is increasingly likely to reference other social sciences. A breakdown of extramural citations by economics fields shows broad field impact. Differentiating between theoretical and empirical papers classified using machine learning, we see that much of the rise in economics' extramural influence reflects growth in citations to empirical work. This parallels a growing share of empirical cites within economics. At the same time, the disciplines of computer science and operations research are mostly influenced by economic theory.

[Male Education and Domestic Violence in Turkey: Evidence from a Natural Experiment](#)

Özer, Mustafa ; Fidrmuc, Jan

We utilize a natural experiment, an education reform increasing compulsory schooling from five to eight years in Turkey, to obtain endogeneity-robust estimates of the effect of male education on the incidence of abusive and violent behaviour against women. We find that husband's education lowers the probability of suffering physical, emotional and economic violence. The only aspect of violence not affected by spouse's education is sexual violence. Schooling also lowers the likelihood that the marriage was arranged against the woman's will, and makes men less inclined to engage in socially unacceptable behaviours such as drinking, gambling, and drug abuse. We also find that women whose mothers or whose husbands' mothers experienced domestic violence are more likely to suffer violence themselves.

[Improving Learning Outcomes through Information Provision: Evidence from Indian Villages](#)

Afridi, Farzana (Indian Statistical Institute) ; Barooah, Bidisha (International Initiative for Impact Evaluation (3ie)) ; Somanathan, Rohini (Delhi School of Economics)

We study whether information provision improves the academic performance of primary school children in a setting where parents have incomplete information about their child's cognitive skills and there exist competing public and private providers of education. Contiguous village councils in the north Indian state of Rajasthan were randomly assigned to either a control or one of four treatment groups in which schools and/or parents were provided information through report cards on either intra or both intra and inter school performance of students in curriculum based tests. We find significant improvement in test scores of private school students by 0.31 standard deviations when information on both absolute and relative school quality is provided to households and schools. There are no significant improvements in the learning outcomes of public school children in any treatment. Close examination of the results suggest that private school students chose better quality schools in the new academic year. Public school parents did respond by exercising school choice and lowering student absenteeism but saw no improvements in learning outcomes possibly because of constrained school choice set. Overall, our results suggest that information on the relative quality of schools can be a cheap and effective tool for improving learning outcomes when households can exercise school choice.

[Engineering Educational Opportunity: Impacts of 1970s and 1980s Policies to Increase the Share of Black College Graduates with Major in Engineering or Computer Science](#)

Catherine J. Weinberger

Throughout the 1970s and 1980s, U.S. institutions of higher education began to address long-standing patterns of exclusion. Initial efforts to improve the access of black students to engineering education focused on six historically black engineering colleges, and evolved into a truly nationwide movement. Later, a larger group of Historically Black Colleges and Universities (HBCUs) expanded educational opportunities in engineering, computer science and other technical fields, "to prepare their students for expanded career choices." Geographic and institutional features of the higher education infrastructure led to differential impacts of these policies on students born in different states. A data panel assembled for the project links changes in educational opportunities to current outcomes. The panel includes more than 30 years of complete counts of the number of bachelor's degrees conferred in each field by each U.S. institution of higher education (collected by the U.S. Department of Education and the Engineering Manpower Commission), merged to current labor force data. These data facilitate description of the geography and timing of changes in opportunities

for black college students to choose engineering or computer science college majors, and current labor market outcomes among those born in the right place and time to pursue careers in these fields.

[Transition from school to work: How hard is it across different age groups?](#)

OECD

The transition from school to work can be a difficult period associated with spells of unemployment. Data show that those who leave school early have comparatively low skills and low educational attainment and face the greatest challenges in the labour market compared to their peers who stayed in education longer. Efforts should be made to ensure that people remain in education until they complete at least upper secondary education – considered the minimum threshold for successful entry into the labour market. Remaining in education not only leads to higher educational attainment, but also fosters the skills needed to ensure a successful transition into the labour market.

[Does practicing literacy skills improve academic performance in first-year university students?](#)

[Results from a randomized experiment](#)

Estelle Bellity (TEPP - Travail, Emploi et Politiques Publiques - UPEM - Université Paris-Est Marne-la-Vallée - CNRS - Centre National de la Recherche Scientifique, ERUDITE - Equipe de Recherche sur l'Utilisation des Données Individuelles en lien avec la Théorie Economique - UPEM - Université Paris-Est Marne-la-Vallée - UPEC UP12 - Université Paris-Est Créteil Val-de-Marne - Paris 12) ; Fabrice Gilles (LEM - Lille - Economie et Management - Université de Lille, Sciences et Technologies - Université Catholique de Lille - Université de Lille, Sciences Humaines et Sociales - CNRS - Centre National de la Recherche Scientifique, TEPP - Travail, Emploi et Politiques Publiques - UPEM - Université Paris-Est Marne-la-Vallée - CNRS - Centre National de la Recherche Scientifique) ; Yannick L'Horty (TEPP - Travail, Emploi et Politiques Publiques - UPEM - Université Paris-Est Marne-la-Vallée - CNRS - Centre National de la Recherche Scientifique, ERUDITE - Equipe de Recherche sur l'Utilisation des Données Individuelles en lien avec la Théorie Economique - UPEM - Université Paris-Est Marne-la-Vallée - UPEC UP12 - Université Paris-Est Créteil Val-de-Marne - Paris 12)

We evaluate the impact of encouraging students to practice literacy skills, as well as improvement in these skills, on academic performance in first-year university students. Several previous studies have attempted to understand drivers for academic success in university students. To our knowledge, none focus on directly analyzing the relations between such factors and students' academic performance. We used a randomized experiment based on an encouragement design with a group of first-year students in Economics and Management in two French universities. For measuring the effects of encouragement, we included an innovative pedagogical tool for practicing literacy skills via a web platform, called Projet Voltaire. This tool also allowed us to get a good measure of the literacy skills of the students, both at the beginning and at the end of the first term of the academic year. During the entire semester, students had the opportunity to practice literacy skills using Projet Voltaire. To evaluate the impact of literacy on different final grades or final exam scores, and particularly on first-year grade averages, we distinguished between two randomly selected groups of students: some were encouraged to practice literacy skills, while others were only made aware of the option. As a measure of improvement in literacy skills, we use the difference between scores on the two literacy tests. Estimating intention to treat and local average treatment effect, we show that both encouragement to practice literacy skills and an improvement in literacy test scores over the

first term are positively correlated with the academic performance of first-year university students, and in particular the probability that they will complete one or both semesters of the academic year.

Date of Birth and Selective Schooling

Hart, Robert A. (University of Stirling) ; Moro, Mirko (University of Stirling)

We examine the effects of date of birth on state selective education using the 1944 Education Act in England and Wales as a natural experiment. We compare the probabilities of gaining selective school entry – which in our study period meant attending a grammar school – before and after the Act using a difference-in-difference approach. Before 1944, grammar school entry was achieved either noncompetitively through fee-paying or free based on a competitive 11+ exam. After 1944, all children were required to take a competitive 11+ exam and about one-third gained a grammar school place. Pre-1944 we find the children born in the middle or late in the school year (January to August) fared significantly worse in gaining a grammar school place than those born at the beginning of the school year (from September to December). Post-1944, the prospects of grammar school entry among children born in the middle of the school year (January to April) improved considerably. We argue that a greater recourse to age standardisation of 11+ test scores may well have accounted for this outcome. The youngest 'summer children' (those born at the end of the school year from May to August) remained significantly disadvantaged, however. A strong influence was the practice of streaming (or tracking) junior school children at age 7 into classes delineated by average ability.

Gender, Willingness to Compete and Career Choices along the Whole Ability Distribution

Buser, Thomas (University of Amsterdam) ; Peter, Noemi (University of Groningen) ; Wolter, Stefan C. (University of Bern)

Men are generally found to be more willing to compete than women and there is growing evidence that willingness to compete is a predictor of individual and gender differences in career decisions and labor market outcomes. However, most existing evidence comes from the top of the education and talent distribution. In this study, we use incentivized choices from more than 1500 Swiss lower-secondary school students to ask how the gender gap in willingness to compete varies with ability and how willingness to compete predicts career choices along the whole ability distribution. Our main results are: 1. The gender gap in willingness to compete is essentially zero among the lowest-ability students, but increases steadily with ability and reaches 30–40 percentage points for the highest-ability students. 2. Willingness to compete predicts career choices along the whole ability distribution. At the top of the ability distribution, students who compete are more likely to choose a math or science-related academic specialization and girls who compete are more likely to choose academic over vocational education in general. At the middle, competitive boys are more likely to choose a business-oriented apprenticeship, while competitive girls are more likely to choose a math-intensive apprenticeship or an academic education. At the bottom, students who compete are more likely to succeed in securing an apprenticeship position. We also discuss how our findings relate to persistent gender differences in career outcomes.

Does the quality of learning outcomes fall when education expands to include more disadvantaged students?

OECD

Globally, enrolment in secondary education has expanded dramatically over the past decades. This expansion is also reflected in PISA data, particularly for low- and middle-income countries. Between

2003 and 2015, Indonesia added more than 1.1 million students, Turkey and Brazil more than 400 000 students, and Mexico more than 300 000 students, to the total population of 15-year-olds eligible to participate in PISA. This welcome expansion in education opportunities makes it more difficult to interpret how mean scores in PISA have changed over time. Indeed, increases in coverage can lead to an underestimation of the real improvements that education systems have achieved. Household surveys often show that children from poor households, ethnic minorities or rural areas face a greater risk of not attending or completing lower secondary education. Typically, as populations that had previously been excluded gain access to higher levels of schooling, a larger proportion of low-performing students will be included in PISA samples.

[Understanding the Impact of Tuition Fees in Foreign Education: the Case of the UK](#)

Michel Beine (CREA, Université du Luxembourg) ; Marco Delogu (Université du Luxembourg, Université catholique de Louvain) ; Lionel Ragot (Université Paris Nanterre, EconomiX and CEPII)

This paper studies the determinants of international students' mobility at the university- level, focusing specifically on the role of tuition fees. We first develop an original Random Utility Maximization model of location choice for international students in the presence of capacity constraints of the hosting institutions. The last layer of the model gives rise to a gravity equation. This equation is estimated using new data on student migration flows at the university level for the U.K. We control for the endogeneity of tuition fees by taking benefit of the institutional constraints in terms of tuition caps applied in the UK to European students at the bachelor level. The estimations support a negative impact of tuition fees and stress the need to account for the endogenous nature of the fees in the empirical identification of their impact. The estimations also support an important role of additional destination-specific variables such as host capacity, the expected return of education and the cost of living in the vicinity of the university.

[Uncertainty in education: The role of communities and social learning](#)

Ana Figueiredo (Universitat Pompeu Fabra)

This paper studies the role of information frictions and social learning as a novel channel through which neighbourhoods affect children educational outcomes. I write a model of educational choice with two novel features: (i) individuals are uncertain about the returns to education, and (ii) they learn about the them by observing nearby skilled neighbours. In contrast to prior models of human capital formation with local interactions, in a model with information frictions and social learning, it is not only about being exposed skilled neighbours, but also about their wage distribution: skilled neighbours only increase schooling investment if the labor market information they disclose leads to an increase in the perceived education premium. Using school-district data from Michigan over the period 2008-2014, I find evidence supporting the model's pre- diction. I also calibrate the model to Detroit data in 2013 and through counterfactual experiments show that social learning plays an important role in reducing the underlying uncertainty about college returns, however it also increases inequalities across neighbourhoods.

[Choice of Majors: Are Women Really Different from Men?](#)

Kugler, Adriana (Georgetown University) ; Tinsley, Catherine H. (Georgetown University) ; Ukhaneva, Olga (Georgetown University)

Recent work suggests that women are more responsive to negative feedback than men in certain environments. We examine whether negative feedback in the form of relatively low grades in major-

related classes explains gender differences in the final majors undergraduates choose. We use unique administrative data from a large private university on the East Coast from 2009-2016 to test whether women are more sensitive to grades than men, and whether the gender composition of major-related classes affects major changes. We also control for other factors that may affect a student's final major including: high school student performance, gender of faculty, and economic returns of majors. Finally, we examine how students' decisions are affected by external cues that signal STEM fields as masculine. The results show that high school academic preparation, faculty gender composition, and major returns have little effect on major switching behaviors, and that women and men are equally likely to change their major in response to poor grades in major-related courses. Moreover, women in male-dominated majors do not exhibit different patterns of switching behaviors relative to their male colleagues. Women are, however, more likely to switch out of male-dominated STEM majors in response to poor performance compared to men. Therefore, we find that it takes multiple signals of lack of fit into a major (low grades, gender composition of class, and external stereotyping signals) to impel female students to switch majors.

[Tuition Fees and University Enrollment: A Meta-Analysis](#)

Tomas Havranek (Institute of Economic Studies, Faculty of Social Sciences, Charles University in Prague, Smetanova nabrezi 6, 111 01 Prague 1, Czech Republic) ; Zuzana Irsova (Institute of Economic Studies, Faculty of Social Sciences, Charles University in Prague, Smetanova nabrezi 6, 111 01 Prague 1, Czech Republic) ; Olesia Zeynalova (Institute of Economic Studies, Faculty of Social Sciences, Charles University in Prague, Smetanova nabrezi 6, 111 01 Prague 1, Czech Republic)

One of the most frequently examined relationships in education economics is the impact of tuition increases on the demand for higher education. We provide a quantitative synthesis of 443 estimates of this effect reported in 43 studies. While large negative estimates dominate the literature, we show that researchers report positive and insignificant estimates less often than they should. After correcting for this publication bias, we find that the literature is consistent with the mean tuition-enrollment elasticity being close to zero. Nevertheless, we identify substantial heterogeneity among the reported effects: for example, male students and students at private schools react strongly to changes in tuition. The results are robust to controlling for model uncertainty using both Bayesian and frequentist methods of model averaging.

[\(How\) Do Non-Cognitive Skills Programs Improve Adolescent School Achievement? Experimental Evidence](#)

Martins, Pedro S. (Queen Mary, University of London)

Non-cognitive skills programs may be an important policy option to improve the academic outcomes of adolescents. In this paper, we evaluate experimentally the EPIS program, which is based on bi-weekly individual or small-group non-cognitive mediation short meetings with low-performing students. Our RCT estimates, covering nearly 3,000 7th and 8th-grade students across over 50 schools and a period of two years, indicate that the program increases the probability of progression by 11% to 22%. The effects are stronger amongst older students, girls, and in language subjects (compared to maths).

[International Students, Immigration and Earnings Growth: The Effect of a Pre-immigration Canadian University Education](#)

Hou, Feng ; Lu, Yuqian

This study uses large national longitudinal datasets to examine cross-cohort trends and within-cohort changes in earnings among three groups of young university graduates: immigrants who are former international students in Canada (Canadian-educated immigrants), foreign-educated immigrants who had a university degree before immigrating to Canada and the Canadian-born population.

Keywords: Education, training and learning, Education, training and skills, Ethnic diversity and immigration, Outcomes of education

The education motive for migrant remittances - Theory and evidence from India

Matthieu Delpierre (IWEPS, Belgium) ; Arnaud Dupuy (CREA, Université du Luxembourg) ; Michel Tenikue (LISER, Luxembourg) ; Bertrand Verheyden (LISER, Luxembourg)

This paper analyzes the impact of anticipated old age support, provided by children to parents, on intra-family transfers and education. We highlight an education motive for remittances, according to which migrants have an incentive to invest in their siblings' education via transfers to parents, in order to better share the burden of old age support. Our theory shows that in rich families, selfish parents invest optimally in children education, while in poor families, liquidity constraints are binding and education is fostered by migrant remittances. We test these hypotheses on Indian panel data. Identification is based on within variation in household composition. We find that remittances received from migrants significantly increase with the number of school age children in the household. Retrieving the effects of household characteristics shows that more remittances tend to be sent to poorer and older household heads, confirming the old age support hypothesis.

Determinants of Islamic Banking Growth: An Empirical Analysis

Cham, Tamsir (The Islamic Research and Teaching Institute (IRTI))

This paper examined the determinants of growth rate in Islamic banking using annual time series data. We apply several econometrics methods including Generalized Linear Model (GLM) and survey based indicators. We use the World Bank Enterprise Survey data to supplement our answers. Our results support the view that high oil prices, stable domestic prices, higher educated populace and greater presence of capital resources have positive effects on growth in Islamic banking. Our findings revealed that instability adversely affect Islamic banking growth. We found no clear conclusion on the impact of economic growth, greater presence of Muslim population and presence of sharia in the legal system of the country on Islamic banking growth. The major constraints impeding Islamic banking growth include regulations, tax rates, and skilled labor force. The findings call for urgent policy measures in the medium and longterm, which includes price stability, regional stability, tax reform, revamp the education system and increase sensitization of Islamic finance. Secondary school education should be encouraged to address skilled labor force. Women participation in the labor force needs to be encouraged in order to enhance greater sensitization.

Public Opinion on Education Policy in Germany

Lergetporer, Philipp (Ifo Institute for Economic Research) ; Werner, Katharina (Ifo Institute for Economic Research) ; Woessmann, Ludger (Ifo Institute for Economic Research)

To better understand the political economy constraints of education policy, we have conducted the annual ifo Education Survey in Germany since 2014. This paper summarizes selected key findings on the German publics' preferences for education policies ranging from early childhood education and schools to the apprenticeship system, universities, and lifelong learning. While the emerging picture is complex and multifaceted, some general patterns emerge. The majority of Germans is surprisingly

open to education reform and favors clear performance orientation. Survey experiments indicate that information can have substantial effects on public policy preferences. Overall, education policies seem important for respondents' voting behavior.

[First and Second Generation Impacts of the Biafran War](#)

Akresh, Richard (University of Illinois at Urbana-Champaign) ; Bhalotra, Sonia R. (University of Essex) ; Leone, Marinella (University of Sussex) ; Osili, Una O. (Indiana University-Purdue University Indianapolis)

We analyze long-term impacts of the 1967-1970 Nigerian Civil War, providing the first evidence of intergenerational impacts. Women exposed to the war in their growing years exhibit reduced adult stature, increased likelihood of being overweight, earlier age at first birth, and lower educational attainment. Exposure to a primary education program mitigates impacts of war exposure on education. War exposed men marry later and have fewer children. War exposure of mothers (but not fathers) has adverse impacts on child growth, survival, and education. Impacts vary with age of exposure. For mother and child health, the largest impacts stem from adolescent exposure.

[Excluded Generation: The Growing Challenges of Labor Market Insertion for Egyptian Youth](#)

Assaad, Ragui (University of Minnesota) ; Krafft, Caroline (St. Catherine University)

Youth in Egypt hold rising aspirations for their adult lives, yet face an increasingly uncertain and protracted transition from school to work and thus into adulthood. This paper investigates how labor market insertion has been evolving over time in Egypt and how the nature of youth transitions relates to gender and social class. We demonstrate that youth today face poorer chances of transitioning into a good job than previous generations, despite large increases in educational attainment. Social class is playing an increasing role in determining the success of the transition from school to work in Egypt. Whether youth successfully make transitions to formal jobs, embark on such transitions and fail, or pursue a traditional route to adulthood depends on a complex and changing interaction between their own educational attainment and the resources of their families. In light of these findings, we discuss the policies that can help facilitate successful transitions for struggling youth in Egypt.

[Is there really a trade-off? Family Size and Investment in Child Quality in India](#)

Mehtabul Azam (Oklahoma State University) ; Chan Hang Saing (Cambodia Development Resource Institute)

We address the relationship between number of children and investment in child quality, known as Quantity-Quality (Q-Q) trade-off, for India. Using a number of investment and outcome measures, we find that the OLS estimates suggest presence of Q-Q trade-offs in 9 out of 10 measures considered. Using the gender of the first-born child as an instrument, the trade-offs in all measures disappear. Given the concerns about the exogeneity of the instrument, we apply Oster (2016) bounds to assess sensitivity of OLS estimates to omitted variables. We find robust trade-off estimates in only 3 measures--enrollment, years of schooling, and height-for-age. However, we find more robust trade-offs in rural areas. Trade-offs appear in ever enrolled, private school attendance, expenditure on education and private coaching in addition to the trade-offs in the 3 measures for all India sample.

[The structure of priority in the school choice problem](#)

Duddy, Conal

In a school choice problem each school has a priority ordering over the set of students. These priority orderings depend on criteria such as whether a student lives within walking distance or has a sibling already at the school. I argue that by including just the priority orderings in the problem, and not the criteria themselves, we lose important information. More particularly, the priority orderings fail to capture important aspects of the information from which they are derived when a student may satisfy a given criterion across multiple schools. This loss of information results in mechanisms that discriminate between students in ways that are not easy to justify. I propose an extended formulation of the school choice problem wherein a “priority matrix”, indicating which criteria are satisfied by each student-school pair, replaces the usual profile of priority orderings.

[Minimum Wages and Vocational Training Incentives in Germany](#)

Kim Leonie Kellermann (University of Münster, Center for Interdisciplinary Economics, Münster, Germany)

We examine the impact of sector-specific minimum wages in Germany on the willingness of youths to undergo vocational training. The theoretical intuition on the impact of wage floors on education is ambiguous. On the one hand, they raise the opportunity cost of education and prevent further skill accumulation. On the other hand, they lower the employment probability of unskilled workers, promoting additional training. Employing a mixed logit model, we estimate the probability of opting for an apprenticeship for a GSOEP-based sample of youths aged 17 to 24. Unlike the evidence from other countries, we find that increasing sectoral wage floors have a positive effect on training probabilities. Due to binding minimum wages, the demand for unskilled workers declines which lowers the opportunity cost of education. High requirements with regard to professional skills reinforce the effect.

[Goal Setting, Academic Reminders, and College Success: A Large-Scale Field Experiment](#)

Christopher R. Dobronyi ; Philip Oreopoulos ; Uros Petronijevic

This paper presents an independent large-scale experimental evaluation of two online goal-setting interventions. Both interventions are based on promising findings from the field of social psychology. Approximately 1,400 first-year undergraduate students at a large Canadian university were randomly assigned to complete one of two online goal-setting treatments or a control task. Additionally, half of treated participants also were offered the opportunity to receive follow-up goal-oriented reminders through e-mail or text messages in an attempt to test a cost-effective method for increasing the saliency of treatment. Across all treatment groups, we observe no evidence of an effect on GPA, course credits, or second year persistence. Our estimates are precise enough to discern a seven percent standardized performance effect at a five percent significance level. Our results hold by subsample, for various outcome variables, and across a number of specifications.

[\(Non\)Randomization: A Theory of Quasi-Experimental Evaluation of School Quality](#)

Yusuki Narita (Cowles Foundation, Yale University)

Many centralized school admissions systems use lotteries to ration limited seats at oversubscribed schools. The resulting random assignment is used by empirical researchers to identify the effect of entering a school on outcomes like test scores. I first find that the two most popular empirical research designs may not successfully extract a random assignment of applicants to schools. When do the research designs overcome this problem? I show the following main results for a class of data-

generating mechanisms containing those used in practice: One research design extracts a random assignment under a mechanism if and practically only if the mechanism is strategy-proof for schools. In contrast, the other research design does not necessarily extract a random assignment under any mechanism.

Educational Quality along Multiple Dimensions: A Cross-Country Analysis

Stephen Yeaple (Pennsylvania State University) ; Chong Xiang (Purdue University)

The quality of a country's educational infrastructure is a crucial determinant of economic well-being. Historically, measurement of educational quality relied on crude output measures, such as average years of schooling. More recently, researchers have tried to measure the comparative quality of educational systems directly by comparing test scores on international tests. Aspects of educational quality that are ill-measured by exams, however, are neglected in such analyses. In this paper, we develop a general equilibrium framework that allow educational outcomes to vary in the extent to which they are readily quantified on exams. Our framework allows inference along multiple dimensions of educational quality and provides a method for aggregating over these dimensions to construct a single measure of institutional quality. Many countries that score well on international exams fair poorly according to our measure, and our comparative static results suggest important tradeoffs across educational dimensions.

The effects of test scores and truancy on youth unemployment and inactivity: A simultaneous equations approach

Steven Bradley ; Robert Crouchley

In this paper we analyse the interactions between, and determinants of, test scores, truancy and the risk of youth unemployment and NEET in a simultaneous equations framework. This approach allows us to disentangle the observable direct and indirect effects of truancy and test scores on the risk of unemployment and NEET from their unobserved effects. We use a unique data source, combining the Youth Cohort Study, the School Performance Tables, and the Schoolâ€™s Census, enabling us to control for a large number of personal, family, school, peer group and neighbourhood effects on the three response variables. Our findings suggest that models of the determinants of youth unemployment and NEET that ignore correlation between the unobservables of the determinants test scores and truancy will lead to misleading inference about the magnitude and strength of their direct effects. However, our findings also suggest that truancy has an indirect effect on labour market outcomes via its effect on test scores. Truancy does have an unobserved effect on the risk of unemployment and the risk of NEET insofar as the correlation between latent variables for truancy and labour market outcomes are positive and statistically significant. Test scores have a direct effect on labour market outcomes, and through the estimation of ATTs, we show a good performance in high stakes tests (i.e. GCSEs) can mitigate the effect of truanting from school on labour market

Higher Career Cost Can Actually Explain Why More Women Than Men Go to College

Hanzhe Zhang (Department of Economics, University of Chicago)

This paper shows how women's relatively higher career cost can explain why in most of the developed countries women go to college at a higher rate than men and earn less on average. I assume men and women make costly college and career investments but women face an extra cost for career investment because such investment occurs during their fertile period. The extra career cost discourages women from investing in career but surprisingly encourages more women than men

to go to college through a general-equilibrium marriage-market channel that results in an endogenously higher college marriage premium for women.

[Housing Prices, Unemployment Rates, Disadvantage, and Progress toward a Degree](#)

Stratton, Leslie S. (Virginia Commonwealth University)

Rising unemployment and housing price appreciation are associated with increased college enrollment. Enrollment does not, however, guarantee completion. We use a discrete time, competing hazard function that accommodates individual-specific heterogeneity to assess the impact changing unemployment and housing prices have on progress toward a college degree in the United States for students interviewed for the 1996-2001 Beginning Post-Secondary Survey. The results indicate that rising unemployment rates have at best a modest effect on six year graduation rates. Both boys and girls are, however, more likely to not be enrolled and less likely to have graduated at the six-year mark when housing prices appreciate, and this effect is more pronounced for more disadvantaged youth.

[Pre-Kindergarten Impacts Over Time: An Analysis of KIPP Charter Schools](#)

Virginia Knechtel ; Thomas Coen ; Pia Caronongan ; Nickie Fung ; Lisbeth Goble

This study examines the impact of KIPP Pre-K programs and their persistence over time, finding that KIPP positively affects student achievement and that these impacts persist to some degree in grade 2.

[Does it pay to be a doctor in France?](#)

Brigitte Dormont (LEDA - Laboratoire d'Economie de Dauphine - Université Paris-Dauphine) ; Anne-Laure Samson (LEDA - Laboratoire d'Economie de Dauphine - Université Paris-Dauphine)

This paper examines whether general practitionersí(GPsí) earnings are high enough to keep this profession attractive. We set up two samples, with longitudinal data relative to GPs and executives. Those two professions have similar abilities but GPs have chosen a longer education. To measure if they get returns that compensate for their higher investment, we study their career profiles and construct a measure of wealth for each individual that takes into account all earnings accumulated from the age of 24 (including zero income years when they start their career after 24). The stochastic dominance analysis shows that wealth distributions do not differ significantly between male GPs and executives but that GP wealth distribution dominates executive wealth distribution at the first order for women. Hence, while there is no monetary advantage or disadvantage to be a GP for men, it is more profitable for women to be a self-employed GP than a salaried executive.

[The Contribution of Educated Workers to Firms' Efficiency Gains The Key Role of the Proximity to Frontier](#)

Vincent Vandenberghé (UNIVERSITE CATHOLIQUE DE LOUVAIN, Institut de Recherches Economiques et Sociales (IRES))

Vandenbussche et al (2006), Aghion et al. (2009) posit and show that when economies operate close to the technical frontier, their ability to generate efficiency gains rests on the contribution of workers with advanced forms of education (i.e. those who attended tertiary education). The main originality of this empirical paper is to revisit and improve the analysis of that assumption in the context of firms located in advanced economies, assuming that something that has been verified for OECD countries or US states is likely to be observed also at a much more desegregated level. To that

purpose, we analyse a rich panel of Belgian firm-level data, covering the 2008-14 period. In the first step, we concentrate on properly estimating each firm's distance/proximity to frontier. Step 2 consists in regressing each firm's efficiency growth rate on [1] the share of workers by education attainment [2] its (initial) distance/proximity to the frontier and [3] (the main variable of interest here) the interaction between [1] & [2], whose sign provides a direct test of the Vandenbussche/Aghion assumption. The main result of the paper supports the idea that the closer the firms are from the frontier, the more educated workers matter for efficiency gains.

[Working at a different level? Curriculum differentiation in Irish lower secondary education](#)

Smyth, Emer

Young people in Irish schools are required to choose whether to sit lower and upper secondary exam subjects at higher or ordinary level. This paper draws on a mixed methods longitudinal study of students in twelve case-study schools to trace the school and student factors influencing take-up of higher level subjects within lower secondary education. School organisation and process are found to shape the extent to which young people actually have a 'choice' or whether this is circumscribed by the school they attend or the class group to which they are allocated. Streaming practices, which are more prevalent in schools serving socioeconomically disadvantaged communities, constrain the degree of choice young people have over their subject levels, with those in lower stream classes usually allocated to ordinary level. Even where schools have mixed ability base classes, schools influence access to higher level subjects. In the middle-class and socially mixed schools, teachers are more likely to expect and encourage all students to take higher level, at least for as long as possible. In contrast, in working-class schools, there are sharp declines in the proportion taking higher level subjects as they approach the national exam taken at the end of lower secondary education. Early decisions about not pursuing higher level are found to have long-term consequences by closing off particular pathways for the future. These early decisions are often made in the absence of formal school-based guidance, thus contributing to social inequalities in young people's destinations. The findings contribute to our understanding of how curriculum differentiation reinforces social class differences in educational pathways.

[Benefits to Elite Schools and the Expected Returns to Education: Evidence from Mexico City](#)

Estrada, Ricardo ; Gignoux, Jérémie

We exploit data on the future earnings students at high school completion expect to receive with and without a college education, together with information on learning achievement and college outcomes, to study the benefits from admission into a system of elite public high schools in Mexico City. Using data for the centralized allocation of students into schools and an adapted regression discontinuity design strategy, we estimate that elite school admission increases the future earnings and returns students expect from a college education. These gains in earnings expectations seem to reflect improvement in actual earnings opportunities, as admission to this elite school system also enhances learning achievement and college graduation outcomes. This provides evidence of the earnings benefits from attending elite schools.

[Do Teaching Practices Matter for Students' Academic Achievement? A case of linguistic activity](#)

TANAKA Ryuichi ; ISHIZAKI Kazumi

This paper analyzes the effects of teaching practices on the educational achievement of elementary school students. Using unique student-level test score data and controlling for school fixed effects,

we estimate the impact of linguistic activity in the classroom on reading and mathematics test scores of sixth grade students. We find that linguistic activities improve students reading and mathematics test scores and that their impacts are substantial. We find heterogeneity in the effect of these activities across class size environment and home environment such as cram schooling. These findings indicate that the types of language teaching practices matter for students' academic achievement, and the effectiveness may depend on the learning environment in school and at home.

[The state of doctoral research in Uzbekistan: Results of a survey of doctoral students in agricultural economics](#)

Ganiev, Ibragim ; Djanibekov, Nodir ; Hasanov, Shavkat ; Petrick, Martin

The present study assesses the state of doctoral research and postgraduate education in agricultural economics in higher education institutions (HEI) in Uzbekistan and outlines initiatives for change. To better understand the content, process, and outcomes of postgraduate education and doctoral research, a survey of 72 doctoral students in HEI was conducted. The survey data show that the respondents cooperate little with their peers outside of Uzbekistan, lack international peer-reviewed publications and training in relevant theories and methods, and are underrepresented in international scientific events and associations. Furthermore, the scarcity of research funds and individual research space, as well as an excessive teaching load were indicated as key factors affecting the quality of doctoral research. Almost all respondents were satisfied with their current supervision, but were interested in being co-supervised by foreign professors. Most PhD students wish to continue their professional career within academia. Future reforms should enhance the quality and relevance of structured education programmes for PhD students, raise the incentives for conducting high-quality research that is published internationally, and support national and international collaboration between researchers.

[Increasing students' aspirations: the impact of Queen of Katwe on students' educational attainment](#)

Emma Riley

This paper presents experimental evidence on the impact of a role model on secondary school student exam performance in Uganda. Students preparing to take their national exams (classes S4 and S6) were individually randomised to see either an aspirational movie featuring a potential role model, Queen of Katwe, or to see a placebo movie. I find that treatment with the aspirational movie leads to a 0.11 standard deviation increase in maths performance for S4 students, with the effect coming from students being 11 percentage points less likely to fail the exam. This effect is being driven by the lowest ability and students at lower ranked schools. For S6 students, their total score on their exams increase by 0.13 standard deviations. This study highlights the power of a role model as a cost-effective way to improve secondary school students' educational attainment, particularly of the worst performing students.

[Uzbekistan's higher education and research system: Main actors and recent reforms of doctoral graduation](#)

Wegmarshaus, Gert-Rüdiger

The objective of this study is to examine the conditions of higher education and the reform of doctoral graduation in Uzbekistan. The current system operates under strict government control. The President, the Supreme Attestation Commission at the Cabinet of Ministers regulating and monitoring academic graduation, and the relevant ministries fully determine the operation of the

higher education and research institutions. State control leaves little room for academic selfrule or self-responsible university education. The teaching obligations of university staff fill the entire working day. This situation makes it almost impossible for university teachers to pursue an individual research agenda. The university system is chronically underfinanced. Technical equipment, library and information technology are not up to international standards, salary is comparably low providing few incentives for young researchers. The Uzbek Academy of Sciences serves as the main pillar of fundamental and applied research in the country. In 2013, doctoral graduation moved from a Soviet-style two-tier system including a PhD and a doctor of science degree to a more anglo-saxonian one-tier PhD system. The new President of Uzbekistan Shavkat Mirziyoyev announced to return to a two-tier system by July 2017 and intends to notably raise the level of international cooperation of Uzbek academic institutions.

[Education Technology: An Evidence-Based Review](#)

Maya Escueta ; Vincent Quan ; Andre Joshua Nickow ; Philip Oreopoulos

In recent years, there has been widespread excitement around the potential for technology to transform learning. As investments in education technology continue to grow, students, parents, and teachers face a seemingly endless array of education technologies from which to choose—from digital personalized learning platforms to educational games to online courses. Amidst the excitement, it is important to step back and understand how technology can help—or in some cases hinder—how students learn. This review paper synthesizes and discusses experimental evidence on the effectiveness of technology-based approaches in education and outlines areas for future inquiry. In particular, we examine RCTs across the following categories of education technology: (1) access to technology, (2) computer-assisted learning, (3) technology-enabled behavioral interventions in education, and (4) online learning. While this review focuses on literature from developed countries, it also draws upon extensive research from developing countries. We hope this literature review will advance the knowledge base of how technology can be used to support education, outline key areas for new experimental research, and help drive improvements to the policies, programs, and structures that contribute to successful teaching and learning.

[On the Effects of Teachers' Majors in Natural Science on Students' Academic Achievement in Science: An analysis of TIMSS data for Japan \(Japanese\)](#)

INOUE Atsushi ; TANAKA Ryuichi

The main purpose of this study is to reveal empirically the relationship between teachers' majors in natural science and students' test score in science. For this purpose, we estimate the effect of teacher characteristics by regressing students' test scores taken from the Trends in International Mathematics and Science Study (TIMSS) on teachers' majors in natural science using matched data of students and teachers in public junior high schools in Japan. We find that eighth grade students taught by teachers with natural science majors attain higher test scores in science than those who are taught by teachers without natural science majors. Estimating a quantile regression model, we find a stronger relationship for students with low achievement in science. We also find that the teachers' experience positively affects the students' test score.

[ARE THE SERVICES DELIVERED EMPLOYABLE? A SCENARIO OF TECHNICAL EDUCATION IN RURAL INDIA](#)

Prashant Mahajan (R. C. Patel Institute of Technology, Shirpur) ; Suresh Golahit (KVPS's SPDM College, Shirpur)

ABSTRACT Purpose One of the most appalling challenges in India is persistently rising unemployment, explicitly in the rural region. More than 20% of Indian youth between the ages of 15 and 24 years are " seeking or available for work, " as per 2011 census data. There will be no peace and prosperity in the country unless jobless people get appropriate channel. In India deficiency of skills is among the main constraints for recruitment of Technical Education. Productivity of Technical Education is not entirely absorbed due to lack of skills required by the employers. Along with the ample arguments, taking place in recent times, regarding reformation in the productivity of Technical Education, this present study syndicates focus on services delivered and its impact on employability skills. The objective of this paper is to find out whether Technical Education institutes in rural part are keen to focus on the employability skills? The paper also focuses on distinguished skills required by the employer for recruitment. The study also emphasizes on the services offered by the Institutes and their correlation on skills development. Design methodology A qualitative research survey through a structured questionnaire for the students who are studying or have recently completed their Technical Education affiliated to the North Maharashtra University, Jalgaon was conducted which is situated in rural part of India. Findings The study discusses umpteen employability skills and explains how embedding services of technical education are correlated to the growth and development of employability skills. The study finds that these services results in comprehensive and cohesiveness of employability skills. Research limitations The survey is delimited to the Technical Education belonging to North Maharashtra University, Jalgaon and located in rural of India.

[The Timing of Teenage Births: Estimating the Effect on High School Graduation and Later Life Outcomes](#)

Danielle H. Sandler ; Lisa Schulkind

We examine the long-term outcomes for a population of teenage mothers who give birth to their children around the end of their high school year. We compare the mothers whose high school education was interrupted by childbirth, because the child was born before her expected graduation date to mothers who did not experience the same disruption to their education. We find that mothers who give birth during the school year are seven percent less likely to graduate from high school, are less likely to be married, and have more children than their counterparts who gave birth just a few months later. The labor market outcomes for these two sets of teenage mothers are not statistically different, but with a lower likelihood of marriage and more children, the households of the treated mothers are more likely to fall below the poverty threshold. While differences in educational attainment have narrowed over time, the differences in labor market outcomes and family structure have remained stable.

[Education, social capital and political participation Evidence from school construction in Malian villages](#)

Pierre André ; Paul Maarek (Université de Cergy-Pontoise, THEMA)

Using a nationally representative household survey from Mali with retrospective information on school supply, we estimate the effect of opening new schools on education and on social capital formation. I compare the difference in educational attainment between individuals below and above the age of 9 at a school opening date using a quasi regression discontinuity design. School openings increase school enrollment; they also increase the participation in village associations and the

involvement in local political life. The effect on political participation is concentrated in the eldest cohorts of the village with education, aged more than 40; this is not surprising: the eldest occupy a pivotal role in the social life of African villages. Also, the effect of education is concentrated on individuals belonging to a chief family of the village, so education seems to change local political power inside the dominant group of the village.

[Can Raising Instructional Time Crowd Out Student Pro-Social Behaviour? Evidence From Germany](#)

Christian Krekel (LSE - London School of Economics and Political Science, PJSE - Paris Jourdan Sciences Economiques - UP1 - Université Panthéon-Sorbonne - ENS Paris - École normale supérieure - Paris - INRA - Institut National de la Recherche Agronomique - EHESS - École des hautes études en sciences sociales - ENPC - École des Ponts ParisTech - CNRS - Centre National de la Recherche Scientifique, PSE - Paris School of Economics)

We study whether raising instructional time can crowd out student pro-social behaviour. To this end, we exploit a large educational reform in Germany that has raised weekly instructional hours for high school students by 12.5% as a quasi-natural experiment. Using a difference-in-differences design, we find that this rise has a negative and sizeable effect on volunteering, both at the intensive and at the extensive margin. It also affects political interest. There is no similar crowding out of scholastic involvement, but no substitution either. Impacts seem to be driven by a reduction in available leisure time as opposed to a rise in intensity of instruction, and to be temporary only. Robustness checks, including placebo tests and triple differencing, confirm our results.

[e-Promotion: A Revolution In Technical Education Evolution](#)

Prashant Mahajan (R. C. Patel Institute of Technology, Shirpur) ; Suresh Golahit (KVPS's SPDM College, Shirpur)

Despite of increasing pressure related to enrollment in Technical Education, some Institutes of Technical Education, successfully have taken on a corporate mentality to attract and retain high-quality students through their e-Promotion. Successful branding and marketing strategies have become most important for the Institutes of Technical Education to appeal to a growing and diversified student and to differentiate from competitors. Effective branding can be helpful in increasing enrollment and in developing relationships and bonding. This article explores internet based promotions that Technical Education institutes have focused on branding and marketing initiatives and its influence on the students in selecting institute. It also focuses on effectiveness of internet based promotions. The research study showed that Institute Website and Social Networking are the most influential promotion tools for making their decision of selection than the other traditional promotion tools. In addition, these tools are reported to be very powerful and effective in making satisfaction of decision of selection which is highly associated with such a promotion tools. More surprisingly, it is found to be productive in the rural area. This article presents an adaptation of established qualitative research methods by a survey (through a structured questionnaire) of students who are presently enrolled (Current-students) and those who have completed their study (Post-students) belonging to the institutes offering Technical Education situated in Khandesh region of India and affiliated to the North Maharashtra University, Jalgaon. The survey is delimited to the enrollments of Technical Education belonging to North Maharashtra University, Jalgaon and located in Khandesh region of India.

Approach to Employability Skills in Technical Education & its impact on satisfaction of selecting an Institute

Prashant Mahajan (R. C. Patel Institute of Technology, Shirpur) ; Suresh Golahit (KVPS's SPDM College, Shirpur)

ABSTRACT Ample of the current motivation to teach and assess employability skills will decide India's ability to compete in the world economy. For a win-win situation, there must not be any differences in Institute's perception and students' experience in accessing employability skills for future prospective. What this paper aims to demonstrate is that, although as academics/service providers, we can use a general term " Employability skills ", we need to describe what is meant by this term to students, and colleges also need to recognize how their services and skill development are impacting on satisfaction of students while accessing employability skills. The purpose of this study is to examine the importance perceived by the institutes and experience realized by the students and to connect employability skills' growth on students' satisfaction of selection of an institute of Technical Education.

Gender differences and the effect of facing harder competition

John, June

Gender differences in competition have been demonstrated in a variety of contexts, yet it remains unclear how people respond to competitors they perceive to be hard or easy, and whether gender differences exist in this response. I run an experiment in eighteen public high school classrooms to study the effect of competing in a math task against different levels of competitors. I exploit natural sorting within grade levels in Malaysian public schools to randomly assign competitors of different perceived difficulty levels. Using a standard competition measure, males are significantly more competitive than females. However, when students face harder competitors, males respond by lowering performance while the performance of females does not vary significantly by level of competition.

By The People For The People: People's Influence On Students In Selecting Technical Educational Institute

Prashant Mahajan (R. C. Patel Institute of Technology, Shirpur) ; Suresh Golahit (KVPS's SPDM College, Shirpur)

Purpose: There is a rapid growth of technical education in last decade in terms of the no. of institutes and the intake capacity in India. However, there is noticeable gap in between the actual no. of enrollments and intake capacity of these institutes. In Maharashtra 41% of seats were vacant in 2016. 'People' factor of service mix is very important mix of education services. The purpose of this paper is to highlight the people factor that influence students in selecting technical educational institute of their choice. **Design methodology:** A qualitative research was conducted with a survey of students those who are presently enrolled (pre-students) and those who have completed their study (post-students) belonging to the institutes offering technical education affiliated to the North Maharashtra University, Jalgaon. **Findings:** The study found that there are some reference groups/influencers related to students and institutes that have a direct influence on the students in the making decision of selection of technical education. Their satisfaction of this decision also has relationships with the influencers. **Research limitations:** The survey is limited to the students of technical education belonging to North Maharashtra University, Jalgaon. **Practical implications:** The marketing segmentation of technical education will be better if we consider these reference groups

(people mix) as an influencer. It is found that there are some People Mix - influencers - related to the institute and previous schools along with peoples associated with the students. So, it is useful to consider all these influencers rather than considering only traditional students related influencers. This article provides empirical support for the importance of interpersonal influence for educational choices. Different communication strategies can be used for these influencers who motivates students towards their decision in selecting technical education. The paper represents new form of influencers that motivates students in selecting their technical educational institute.

Promoting an Institute: An essential obligation for Technical Education Evolution

Prashant Mahajan (R. C. Patel Institute of Technology, Shirpur) ; Suresh Golahit (KVPS's SPDM College, Shirpur)

Purpose: Technical education in India contributes a major share to the overall education system and plays a vital role in the social and economic development of the nation. Despite of rapid growth of technical education in last decade in terms of the no. of institutes and intake capacity in India, institutes failed to attract enrollments. Last three years saw, increasing gap in between the actual no. of enrollments and intake capacity; 46% of seats were vacant in Technical Education in India in 2015. The purpose of this paper is to highlight institute's role in promoting enrollments in Technical education. **Design methodology:** A qualitative research by a survey (through a structured questionnaire) of students who are presently enrolled (Current-students) and those who have completed their study (Alumni) belonging to the institutes offering Technical Education situated in Khandesh region of India and affiliated to the North Maharashtra University, Jalgaon. **Findings:** The study found that diversified characteristics of enrollments are related with the promotion mix of TE institute in selection of technical educational institute. This study investigates the usefulness of school visits, institution publications, websites, campus visits, word-of-mouth (friends, alumni, school teachers), advertisements (radio, television, magazines) and events on campus, as a tool of promotion. Social Networking and Institute's Website are the new forms of promotion mix in selection TE institute in rural part of India. **Research limitations:** The survey is delimited to the enrollments of technical education belonging to North Maharashtra University, Jalgaon and located in Khandesh region of India. **Practical implications:** 60-70% of population belongs to rural part of India. Different promotional strategies of promotion mix can be used based on geographic and demographic segmentation. This will enhance, making awareness, fondness regarding Technical Education in the rural part and will act as lubricant in decision making of selecting their technical educational institute.

Only education is not enough: a necessity of all-inclusive services for technical education

Prashant Mahajan (R. C. Patel Institute of Technology, Shirpur) ; Suresh Golahit (KVPS's SPDM College, Shirpur)

Purpose: In addition to create challenging and congruent learning opportunities, it is important for Technical Education providers to create a supportive learning environment to help learners acclimate, connect with others and as well as access well-matched student support services to help them complete their studies and make them employable. Skill building is very crucial to ensure employability of academia to understand and make sure good jobs. Unfortunately, most of the Technical Education institutes in India have not identified the importance of such services, resulting huge unemployment and dissatisfied students. The purpose of this paper is to highlight supporting and extension services in connection to operating services in Technical Education and students'

perception on them. Design methodology: A qualitative research by a survey (through a structured questionnaire) of students who are studying or have studied Technical Education affiliated to the North Maharashtra University, Jalgaon on their perception regarding operating, supporting and extension services offered by TE institutes. Findings: The research revealed that TE institutes, no doubt, are offering good operating services however lags in supporting and extension services. It is also found that students' satisfaction of selecting TE institute is highly associated to supporting and extension service than operating services offered by the institute. Research limitations: The survey is delimited to the Technical Education belonging to North Maharashtra University, Jalgaon and located in Khandesh region of India. Practical implications: India, compared to other nations, lacks formally trained manpower. In Korea, for example, the skilled workforce is 96 per cent, in Japan 80 per cent, in Germany 76 per cent and in Britain 70 per cent but in India it is only 10 per cent. Technical Education Institutes of India, can gain competitive edge in the future, by effective and creative ways to attract, retain and foster stronger relationships with students by interaction and mechanism of the market and industry. This is only possible by lubricating; operating, supporting and extension services, all services combined.

[Education, Signaling and Mismatch](#)

Arozamena, Leandro ; Ruffo, Hernán

We assess the importance education as a signal of workers skills and the effects of poor signaling quality on labor market outcomes. We do so by merging a frictional labor market model with a signaling setup where there is a privately observed idiosyncratic component in the cost of education. Given that highly skilled workers cannot correctly signal their abilities, their wages will be lower and they will not be matched to the "right" vacancies, or may be unemployed. Skilled workers will then have lower incentives to move to high productivity markets. Furthermore, fewer vacancies will be created in labor markets where skills matter, and incentives for workers to invest in education will be lower. Overall, an economy where education is a noisier signal generates lower educational attainment, higher unemployment and lower productivity. In addition, we provide evidence suggesting that education plays a poor signaling role in Latin American countries. We then calibrate our model using Peruvian data, and through a quantitative exercise we show that this mechanism could be relevant to explain the relatively bad performance of labor markets in Latin American countries.

[Engineering a Woman: Marketing Opportunities and Challenges in India](#)

Prashant Mahajan (R. C. Patel Institute of Technology, Shirpur) ; Suresh Golahit (KVPS's SPDM College Shirpur -)

Engineering plays a key role in supporting the growth and development of a country's economy as well as in improving the quality of life for citizens. Most of developed countries witnessed economic growth with the contribution of women in engineering field. In developing countries like India women remained under-utilized resource. Women in engineering are probably the single best investment that can be made in the developing world. There is clearly room for improvement – not only in recruiting women into engineering, but also in retaining and promoting those women who wish and do enter the profession. This study was designed to investigate a perception and determination of undergraduate women towards accessing Engineering Education. The study has highlighted women's perceptions and experiences on accessing engineering education through institute's Marketing Mix strategies which enables women to take up strategic positions to enjoy

success in engineering education and career. Findings of this study revealed that women students in engineering are better satisfied and act of referring services/program to others is higher than men students in terms of numbers for a particular set of marketing mix applied to gender. A qualitative research survey through a structured questionnaire for the students who are studying or have recently completed their engineering education from reputed engineering institutes affiliated to the North Maharashtra University, Jalgaon, India was conducted. The study discloses women's approach to engineering education in terms of marketing mix; program, price, place, promotion, people, physical evidence and process. Women tended to rate most the marketing criteria as having a higher level of importance than men. Women needed more communal support while making decision making of selection of engineering education. The survey is delimited to the engineering education belonging to North Maharashtra University, Jalgaon and Khandesh region, a rural part of India. Findings of the study will be useful for the institutes and direct and indirect service providers of engineering education in developing a communication program and should be utilized and integrated into all aspects of the marketing program to attract women in engineering.

[Excluded Generation: The Growing Challenges of Labor Market Insertion for Egyptian Youth](#)

Assaad, Ragui ; Krafft, Caroline

Youth in Egypt hold rising aspirations for their adult lives, yet face an increasingly uncertain and protracted transition from school to work and thus into adulthood. This paper investigates how labor market insertion has been evolving over time in Egypt and how the nature of youth transitions relates to gender and social class. We demonstrate that youth today face poorer chances of transitioning into a good job than previous generations, despite large increases in educational attainment. Social class is playing an increasing role in determining the success of the transition from school to work in Egypt. Whether youth successfully make transitions to formal jobs, embark on such transitions and fail, or pursue a traditional route to adulthood depends on a complex and changing interaction between their own educational attainment and the resources of their families. In light of these findings, we discuss the policies that can help facilitate successful transitions for struggling youth in Egypt.

[Integrating Early-life Shocks and Human Capital Investments on Children's Education](#)

Duque, Valentina ; Rosales-Rueda, María ; Sánchez, Fabio

This study investigates how early-life conditions interact with subsequent human capital investments to influence future educational outcomes. To provide causal evidence, we exploit two sources of exogenous variation: i) variation in early-life environments resulting from a child's exposure to extreme rainfall and drought shocks in early-life; and ii), variation in subsequent investments resulting from the availability of conditional cash transfers (CCT) that promote investments in children's health and education. Using Colombian administrative data, we combine a natural experiment with a regression discontinuity design using the CCT assignment rule. Results show that, although the CCT has an overall positive impact on children's educational outcomes, it does not have a differential effect on children exposed to early-life shocks; however, the overall effect of the program is large enough to mitigate the negative impact of the weather shock. These findings have important policy implications as they provide evidence of the role of social policies in closing gaps generated by early-life trauma.

[Rules vs. Discretion in Public Service: Teacher Hiring in Mexico](#)

Estrada, Ricardo

In this paper, I use a unique empirical setting that allows me to compare the performance of teachers hired in a discretionary process led by the teachers' union in Mexico with the performance of those hired on the basis of a screening rule (test scores on a standardized exam). My results show that the discretionary hires perform considerably worse than the rulebased hires (as measured by value added to student achievement). The evidence presented here shows the impact of personnel selection mechanisms on the quality of public service delivery.

Tipping and the effects of segregation

Böhlmark, Anders (Swedish Institute for Social Research (SOFI), Stockholm University, IFAU, CReAM) ; Willén, Alexander (Department of Policy Analysis and Management, Cornell University, USA)

We examine the effect of ethnic residential segregation on short- and long-term education and labor market outcomes of immigrants and natives. Our identification strategy builds on the one-sided tipping point model, which predicts that neighborhood native population growth drops discontinuously once the immigrant share exceeds a certain threshold. After having identified a statistically and economically significant discontinuity in native population growth at candidate tipping points in the three metropolitan areas of Sweden between 1990 and 2000, we show that these thresholds also are associated with a discontinuous jump in ethnic residential segregation. We exploit these thresholds to estimate the intent-to-treat effect of tipping. We find modest adverse education effects among both immigrants and natives. These effects do not carry over to the labor market.

Education, labour, and the demographic consequences of birth postponement in Europe

Hippolyte D'Albis (PSE - Paris School of Economics, PJSE - Paris Jourdan Sciences Economiques - UP1 - Université Panthéon-Sorbonne - ENS Paris - École normale supérieure - Paris - INRA - Institut National de la Recherche Agronomique - EHESS - École des hautes études en sciences sociales - ENPC - École des Ponts ParisTech - CNRS - Centre National de la Recherche Scientifique) ; Angela Greulich (CES - Centre d'économie de la Sorbonne - UP1 - Université Panthéon-Sorbonne - CNRS - Centre National de la Recherche Scientifique) ; Grégory Ponthière (PJSE - Paris Jourdan Sciences Economiques - UP1 - Université Panthéon-Sorbonne - ENS Paris - École normale supérieure - Paris - INRA - Institut National de la Recherche Agronomique - EHESS - École des hautes études en sciences sociales - ENPC - École des Ponts ParisTech - CNRS - Centre National de la Recherche Scientifique, PSE - Paris School of Economics, ERUDITE - Equipe de Recherche sur l'Utilisation des Données Individuelles en lien avec la Théorie Economique - UPEM - Université Paris-Est Marne-la-Vallée - UPEC UP12 - Université Paris-Est Créteil Val-de-Marne - Paris 12)

Background: This article questions the demographic consequences of birth postponement in Europe. Objective: Starting from the fact that there is no obvious link between the timing of first births and fertility levels in Europe, we find that under certain circumstances, birth postponement potentially facilitates rather than impedes starting a family. Methods: We apply a synthetic cohort approach and distinguish between different socioeconomic determinants of the timing of first births by using the European Union Statistics on Income and Living Conditions (EU-SILC). Data is compiled specifically to reduce endogeneity and to eliminate structure effects. Results: We find that the probability of becoming a mother is higher for women who postpone first childbirth due to education and career investment than for women who postpone due to unrealized labour market integration. Conclusions: Educated and economically active women certainly postpone first childbirth in comparison to women

who are less educated and who are not working, but they end up with a higher probability of starting a family. Contribution: The article contributes to the academic discussion of circumstances that may lead to birth postponement resulting in higher fertility for younger cohorts in European countries.

The Effect of the Kangaroo Mother Care Program (KMC) on Wages: A structural Model

Cortés, Darwin ; Attanassio, Orazio ; Gallego, Juan ; Maldonado, Darío ; Rodríguez, Paul ; Charpak, Nathalie ; Tessier, Rejean ; Ruiz, Juan Gabriel ; Hernández, Tiberio ; Uriza, Felipe

In this paper we analyze the relationship between skills and some outcomes later in life for a population of premature children. Pretreatment skills and characteristics are good predictors of childhood and adulthood skills and outcomes. Income per capita and parents education at birth are positively correlated with home environment at 6 and 12 months of corrected age. Moreover, parents education and the proportion of workers at home are correlated with the number of preschool years attended by children. Interestingly, health indicators taken during the first year of life are critical factors for decision to enroll into a university, to obtain better results in math scores and earn larger wages.

The Effect of the Increasing Demand for Elite Schools on Stratification

Estrada, Ricardo

I use detailed applications data to document a case in which, contrary to prevailing concerns, increasing school stratification by ability co-existed with stable stratification by family income: Mexico City public high schools. To understand this puzzle, I develop a model that shows that the effect of an overall increase in the demand for elite schools on school stratification by family income is a horse race between the correlations of family income and ability, and family income and demand. My empirical analysis reveals an initial (and decreasing) demand gap by family income that explains the observed stability in stratification.

The role of servant leadership in achieving excellence performance in technical colleges-provinces of gaza strip

Amal A. Al Hila (Al-Azhar University, Gaza) ; Mazen J. Al Shobaki (Al-Azhar University, Gaza)

This paper aims to indicate the role of servant leadership in achieving Excellence Performance from the perspective of workers in technical colleges. The researchers used the descriptive and analytical approach, and the population of the study teaching at the technical college faculty members (Palestine Technical College, and the University College of Science and Technology), and the study tool is a questionnaire applied to a simple random sample were distributed (120) to identify the study sample was obtained at (111) questionnaire at rate of (92.5%). The results of the study showed the followings: the presence of a statistically significant relationship at the level of ($\alpha \leq 0.05$) between the servant leadership and achieve Excellence Performance in technical college's governorates of Gaza Strip. There are statistically significant differences at ($\alpha \leq 0.05$) among respondents responses about Servant Leadership and achieve Excellence Performance in technical colleges governorates of the Gaza Strip due to Faculty variable, and in favor of (the University College of Science and Technology), while there are no significant differences due to the qualification and years the service. One of the most important recommendations: the need to choose university leaders, according to objective criteria of scientific and administrative, and prepared so that those leaders will become one of the factors that contribute to the success of any educational change that is advantageous, so to help provide a regulatory environment that encourages innovation and

renewal. The need to pay higher education institutions management special attention to all elements of the work environment as an important variable contributing to the impact on the job performance of employees, which will lead to higher morale and increase their loyalty and belonging to the institution, and the introduction of successful models globally.

The Degree of Administrative Transparency in the Palestinian Higher Educational Institutions

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The aim of the study is to identify the degree of administrative transparency in the Palestinian higher educational institutions in the Gaza Strip. In the study, the researchers adopted a descriptive and analytical method. The research population consisted of administrative staff, whether academic or administrative, except for those in senior management or the university council. The study population reached 392 employees. A random sample was selected (197). The number of questionnaires recovered was (160) with a recovery rate of (81.2%). The researchers used a questionnaire for the data collection and were treated using SPSS to obtain the results. The results show that there is no significant difference between male responses and female responses due to gender variable. The results also confirm that there is no significant difference between respondents' responses due to the age variable. The results also showed a significant difference between respondents' responses attributed to the university variable. There is a fundamental difference between respondents' responses attributed to the scientifically qualified variable. The results also confirmed a significant difference between respondents' responses attributed to the management level variable. The results also confirmed a significant difference between respondents' responses due to variable years of service. The research reached a number of recommendations, the most important of which is: The necessity of Palestinian universities to adhere to the application of transparency standards in all university activities. The need to benefit from regional and international experience in the application of transparency systems within universities and to examine the possibility of applying these systems in our universities. As well as the need to engage in the program of teaching transparency in universities, as it is confirmed that only five universities participated in this experiment. The importance of raising awareness among the employees of Palestinian universities to clarify the foundations of building transparency and its dimensions to represent the active supporter through workshops and seminars.

Usage Degree of the Capabilities of Decision Support System in Al-Aqsa University of Gaza

Mazen J. Al Shobaki (Department of Information Technology - Al-Azhar University) ; Samy S. Abu Naser (Department of Information Technology - Al-Azhar University)

This study aimed to identify the degree of use of the capabilities of decision-support systems in Palestinian institutions higher education, Aqsa University in Gaza-a case study. The study used a analytical descriptive approach, and the researchers used the of questionnaire tool to collect the data, the researchers using stratified random sample distributed (150) questioners to the study population and (126) was obtained back with rate of 84%. The study showed that the most important results are: that senior management supports the existence of decision support systems and that there is approval by the respondents on the paragraphs of the use of the capabilities of decision support systems in general. And that there are no significant differences between the averages of the answers of respondents differences about the degree of use of decision support systems capabilities

attributed to personal data. The study also concluded a series of recommendations including: increasing the adoption of the senior management decision support in their decision-making systems. And increased regulatory attention to the potential available to decision support systems directly to the senior management in the Palestinian universities in the Gaza Strip. There is an increased interest in the physical and technical possibilities available for the use of decision support systems. There is an increased interest in human potential available for the use of decision support systems. Investment of information available to universities in building the capacities of integration techniques and other information technology capabilities. The empowerment of human resources in universities and participating in making decisions concerning the construction of the capabilities of information technology.

[Organizational Excellence and the Extent of Its Clarity in the Palestinian Universities from the Perspective of Academic Staff](#)

Samy S. Abu Naser (Department of Information Technology - Al-Azhar University) ; Mazen J. Al Shobaki (Department of Information Technology - Al-Azhar University)

This paper aims to study the organizational excellence and the extent of its clarity in the Palestinian universities from the perspective of academic staff. Researchers have used the descriptive and analytical approach and used the questionnaire for data collection and distributed to academic staff in universities. The researchers used a sample stratified random method by the university. The total number of academic staff was (1114) and (235) were distributed to identify the study population. (166) questionnaires were recovered with rate of (70%). We used statistical analysis (SPSS) program for data entry, processing and analysis. The study found the following results: There was consensus among members of the academic staff in universities about the importance of "leadership excellence" as one of the elements of organizational excellence, and received a large proportion of approval to some extent. And it agreed to the views of members of the academic staff in universities about the importance of "service-excellence" as one of the elements of organizational excellence, and received a large proportion of consent. And it agreed to the views of members of the academic staff at universities about the importance of "cognitive excellence" as one of the elements of organizational excellence, and obtained the approval of average of the proportion. And it agreed to the views of members of the academic staff in universities about the importance of "organizational excellence ". The study found a set of recommendations, including: the development of a system of incentives and bundle actually how creativity and innovation practiced by workers so that distinguished them according to the level of exercise which encourages them all for creativity and excellence. Providing continuous learning opportunities for all employees raise the efficiency of the members of the academics in line with contemporary technological development. And encourage universities to create an advisory centers within the university to serve the institutions of civil society, and the development of the exchange of information between universities and institutions, and the formation of centers for the commercialization of university education process.

Priyam Saraf. [On-the-Job Training: Returns, Barriers to Provision, and Policy Implications](#). Policy Research Working Paper, WPS8090

Firms that provide on-the-job training do so when it is critical to their productivity—and when productivity is critical to their survival. This paper begins by confirming a significant and positive return from on-the-job training on wages and productivity, as well as the presence of positive externalities from on-the-job training, while discussing the methodological considerations at play. The paper then reviews and validates the presence of market failures such as information asymmetries within the firm as a result of low-quality management practices that dampen firm demand for on-the-job training. Lack of competition in the firm's external environment appears to undermine adoption of on-the-job training and other complementary productivity-enhancing activities within the firm. The literature suggests that for most firms, a comprehensive policy approach that resolves external constraints to becoming more productive is likely to have a positive impact on the provision of on-the-job training and adoption of complementary policies. More direct forms of firm-level support to improve management capabilities could also alleviate under-provision of on-the-job training. Where societies have improved welfare as a goal, public policy measures would be needed to complement on-the-job training for some specific groups of workers (older, less educated, women). In essence, the paper highlights the importance of demand-side constraints for firms, rather than supply-side constraints, for the provision of on-the-job training.

Joao Montalvao, Michael Frese, Markus Goldstein and Talip Kilic. [Soft skills for hard constraints : evidence from high-achieving female farmers](#). Policy Research Working Paper, WPS8095

This paper documents the positive link between the noncognitive skills of women farmers and the adoption of a cash crop. The context is Malawi, one of the poorest countries in the world, where the majority of rural households practice subsistence farming. The analysis finds that a one standard deviation increase in noncognitive ability related to perseverance is associated with a five percentage point (or 33 percent) increase in the probability of adoption of the main cash crop. This link is not explained by differences across women in education and cognitive skills. It is also not explained by the fact that women with higher noncognitive ability tend to be married to husbands of higher noncognitive ability and education. The effect of female noncognitive skills on adoption is concentrated in patrilocal communities, where women face greater adversity and thus where it would be expected that the returns to such skills would be highest. One main channel through which noncognitive skills seem to work is through the use of productive inputs, including higher levels of labor, fertilizer, and agricultural advice services.

Marcio Cruz, Emmanuel Milet and Marcelo Olarreaga. [Online Exports and the Wage Gap](#). Washington : World Bank, august 2017

The development of the Internet is often seen as a source of demand for skilled workers and therefore a potential driver of the wage gap between skilled and unskilled workers. This paper focuses on the impact that international trade in online platforms has on the wage gap. Because online trade allows smaller firms with relatively more unskilled workers to access world markets it can be expected a priori that an expansion of online exports reduces the wage gap. After correcting for potential endogeneity bias in a sample of 22 developing countries for which online trade and

wage gap data can be matched, the study finds that a 1 percent increase in the share of online exports over GDP leads to a 0.01 percent decline in the wage gap.

Tim Kaiser and Lukas Menkhoff. [Does Financial Education Impact Financial Literacy and Financial Behavior, and If So, When?](#) Washington : World Bank, august 2017

A meta-analysis of 126 impact evaluation studies finds that financial education significantly impacts financial behavior and, to an even larger extent, financial literacy. These results also hold for the subsample of randomized experiments (RCTs). However, intervention impacts are highly heterogeneous: financial education is less effective for low-income clients as well as in low- and lower-middle income economies. Specific behaviors, such as the handling of debt, are more difficult to influence and mandatory financial education tentatively appears to be less effective. Thus, intervention success depends crucially on increasing education intensity and offering financial education at a “teachable moment.”

Alan McKinnon, Christoph Floethmann, Kai Hoberg and Christina Busch. [Logistics Competencies, Skills, and Training: A Global Overview](#). Washington : World Bank, september 2017

Despite the spread of automation and new supply chain management paradigms, logistics remains dependent on a rather specific set of skills and competences, whether for managerial, administrative or blue collar jobs, such as trucking or warehousing. This implies that the logistical performance of businesses, industries and nation states is strongly influenced by the quantity and quality of the workforce. Insufficient resources of a competent and properly trained workforce in logistics adversely affect the quality of service, reduce productivity in sectors dependent on logistics and ultimately reduce trade competitiveness. While other interventions that affect logistics performance, such as international infrastructures, trade corridors, regulations and services have already been reviewed extensively, this report is the first to cover the contributions of human resources and how to develop skills and improve competences, especially in developing countries. The study proposes a framework for the skills needed according to the logistics activity (e.g. transportation or warehousing) or the type and level of responsibilities. Based on several sources, including recent surveys carried out by the World Bank and the Kuehne Logistics University, the report uncovers where the skills constraints are according to the type of job or countries. Findings include that logistics is an industry struggling to hire skilled workers, although with differences between rich countries (where trucker shortages are more acute) vs. developing economies (where managerial shortages are more widespread). Typically blue-collar logistics jobs have lower status and lower pay than blue-collar jobs in other industries, and are thus less attractive for skilled workers. In developing countries with a potentially available workforce, lack of vocational preparation for careers in logistics means that less...

2. Sommaires de revues en éducation

Revues francophones :

[Administration et éducation, n° 154, juin 2017](#)

Thème : Les ESPE : entre refondation et préparation de l'avenir

Refonder la formation des enseignants: pour quoi faire ?

- Cinq questions sur la formation des maîtres, Alain BOISSINOT
- Comment organiser des savoirs de référence pour la formation des enseignants ? Olivier REY
- Former des enseignants pour une école « numérique » et « postmoderne », Éric BRUILLARD
- L'enjeu de la formation des enseignants dans une société apprenante Interview de François TADDEI,directeur du Centre de Recherches Interdisciplinaires (Université Paris Descartes/INSERM) Alain MICHEL et Michèle SELLIER
- Quelle évolution des concours de recrutement des enseignants ? Pierre DESBIOLLES
- L'impact économique de la formation des enseignants, une mesure indirecte, Mohamed HARFI

Le point de vue des acteurs: une vision partagée ?

- Historique de la mise en œuvre de la loi de juillet 2013, Jean-Michel JOLION
- Un bilan des trois premières années d'exercice des ESPE. À partir des travaux du comité national de suivi
- Les devoirs à la maison, un révélateur des contradictions du système éducatif ? Daniel FILATRE
- Bilan des ESPE : le suivi du parlement, Yves DURAND
- Former à l'université les professionnels de l'enseignement, de l'éducation et de la formation. Une démarche de projet ambitieuse, Jacques GINESTIÉ
- Les processus et contenus de formation en œuvre dans le premier degré : quelles spécificités ? Guy CHARLOT
- Aller plus loin avec Philippe Tournier, Secrétaire général du syndicat national des personnels de direction de
- l'Éducation nationale (SNPDEN), Françoise MARTIN-VAN DER HAEGEN et Monique RONZEAU
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- La formation des enseignants des établissements catholiques, Yann DIRAISON

Les ESPE: une réelle opportunité pour les territoires

- La dimension territoriale de la politique de formation des enseignants, Jean-Richard CYTERMANN
- Evolution des systèmes de formation des enseignants Le regard de la CPU, Gilles ROUSSEL
- Mise en place du projet ESPE et territoire académique, Marie-Danièle CAMPION
- Retour d'expérience sur les Instituts Carnot de l'éducation (ICE) en Auvergne-Rhône-Alpes, Roger FOUGERES

Pour éclairer les débats: un regard francophone sur la formation des enseignants

- Former les enseignants en Europe : une approche comparative, Gilles BAILLAT et Daniel NICLOT
- Histoire d'une réforme en cours La formation initiale des enseignants en communauté française de Belgique, Marie BOCQUILLON, Marc DEMEUSE, Antoine DEROBERTMASURE
- Enjeux actuels de gouvernance autour des instituts de formation des enseignants en Suisse, Valérie LUSSI BORER
- Formation initiale et formation continue. La formation des maîtres au Québec, Claude LESSARD
- La formation initiale des enseignants de l'enseignement fondamental au Grand-Duché de Luxembourg. Un bachelor de quatre années au sein de l'Université du Luxembourg, Débora PONCELET, Philippe KLOOS, Gilbert BUSANA

[Carrefours de l'éducation, 2017/1 \(n° 43\)](#)

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- Les conditions du lien d'identification mère-enseignante dans les situations de handicap de l'enfant
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- La formalisation du sujet apprenant à l'école primaire dans les espaces de prescription : une analyse des Instructions Officielles de 1923 à 2008
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- Sur l'épistémologie de la recherche en histoire des pratiques pédagogiques de terrain en éducation physique et sportive
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- Hiérarchisation des conceptions du professeur d'EPS chez des formateurs en STAPS : rationalité et hésitation vis-à-vis des savoirs à transmettre
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La modélisation des savoirs dans les analyses didactiques des situations d'enseignement et apprentissage, sous la coordination de FLORENCE LIGOZAT & CHRISTIAN ORANGE

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Revues anglophones :

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- On the Effectiveness of Pop-Up English Language Glossary Accommodations for EL Students in Large-Scale Assessments | Open Access
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- When Push Comes to Shove: How Are Students With Autism Spectrum Disorder Coping With Bullying?
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- Trafficking and Immigration Policy: Intersections, Inconsistencies, and Implications for Public Education
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- “This State Is Racist . . .”: Policy Problematization and Undocumented Youth Experiences in the New Latino South
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- I Think Immigrants “Kind of Fall Into Two Camps”: Boundary Work by U.S.-Born Community Members in St. Louis, Missouri
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- Multiple Models of Multiple-Text Comprehension: A Commentary
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- Life and work of teachers: interaction between the individual and the environment

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- “Theorizing teacher mobility”: a critical review of literature
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- Looking for leadership: the potential of dialogic reflexivity with rural early-career teachers
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- The impact of prospective teachers’ perceived competence on subsequent perceptions as schoolteachers
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- The subject and the setting: re-imagining opportunities for primary teachers’ subject knowledge development on school-based teacher education courses
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- Building resilience of students with disabilities in China: The role of inclusive education teachers
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- Enhancing pre-service teachers' concept of Earth Science through an immersive, conceptual museum learning program (Reconceptualising Rocks)
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- Exploring contextual factors shaping teacher collaborative learning in a paired-placement
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- How principal leadership and person-job fit are associated with teacher mobility and attrition
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- Novice teachers' job satisfaction and coping strategies: Overcoming contextual challenges at Qatari government schools
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- Teacher education communities of practice: More than a culture of collaboration
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- Intensive studying or restlessness in the classroom: Does the quality of control matter?
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- The role of teaching courses and teacher communities in strengthening the identity and agency of teachers at university medical centres
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- Beyond plain acceptance or sheer resistance: A typology of university instructors' attitudes to students' media use in class
Priscila Berger
- Breaking out of the grips of dichotomous discourse in teacher post-observation debrief conversations
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- The influence of individual and contextual variables on teachers' understanding and classroom practice of media literacy
Csilla Weninger, Guangwei Hu, Suzanne S. Choo
- Transforming teachers' formative assessment practices through ePortfolios
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- Connecting theory to practice: Using preservice teachers' beliefs, theories and video-recorded teaching to prompt a cycle of praxis

Jane Tilson, Susan Sandretto, Keryn Pratt

- Assessing the effects of Learning-Centered Leadership on Teacher Professional Learning in Thailand
Philip Hallinger, Patnaree Piyaman, Pongsin Viseshsiri
- Professional development as product implementation training
Christopher B. Crowley
- Elementary teachers' emotional and relational expressions when speaking about disruptive and well behaved students
Kevin F. McGrath, Penny Van Bergen
- Teaching students with Autism Spectrum Disorder across various educational settings: The factors involved in burnout
Emilie Cappe, Mélanie Bolduc, Nathalie Poirier, Maria-Antoneta Popa-Roch, Emilie Boujut
- The quest for sustained data use: Developing organizational routines
Mireille D. Hubers, Kim Schildkamp, Cindy L. Poortman, Jules M. Pieters
- Curriculum materials support teachers in the promotion of argumentation in science teaching: A case study
Antonia Larraín, Consuelo Moreno, Valeska Grau, Paulina Freire, Ignacia Salvat, Patricia López, Maximiliano Silva
- Impact of initial teacher education for prospective lower secondary school teachers in Rwanda
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- Unravelling data use in teacher teams: How network patterns and interactive learning activities change across different data use phases
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[Theory and Research in Education- Volume: 15, Number: 2 \(July 2017\)](#)

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- Private schooling and productivity in educational justice
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- Liberal-democratic states should privilege parental efforts to instil identities and values
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- The problem of rational moral enlistment

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- No-excuses for character: A critique of character education in no-excuses charter schools
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- The pursuit of college for all: Ends and means in ‘no excuses’ charter schools
Lily Lamboy, Amanda Lu

3. Livres intéressants



Sous la direction de
Gilles FERRÉOL
avec la collaboration de
Jules APENVOIR

LA VALIDATION DES ACQUIS
DE L'EXPÉRIENCE :
ÉTAT DES LIEUX ET PERSPECTIVES



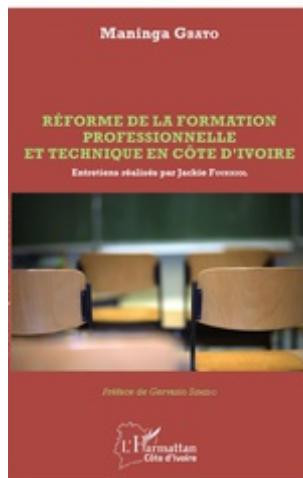
Gilles Ferréol. **La validation des acquis de l'expérience: état des lieux et perspectives.** Paris : EME Editions, juin 2017. 210 p. (Coll. Proximités Sociologie) - EAN : 9782806636010- 22 €

Cet ouvrage, fruit d'une étroite collaboration entre praticiens, usagers, responsables ministériels, directeurs de formation et enseignants-chercheurs, se focalise sur la validation des acquis de l'expérience. Une première partie fournit des éléments de problématisation et attire l'attention, à travers l'examen des dispositifs proposés, sur la mise en œuvre de parcours mixtes susceptibles d'optimiser les démarches de certification.



Youness Belahsen et Mounia Touiaq (dir.). **Le numérique et l'éducation : L'intégration des technologies de l'information et de la communication dans les pédagogies actives.** Paris : l'harmattan, juillet 2017. 194 p. EAN : 9782343114460 - 20 €

Aujourd'hui, l'éducation au numérique et par le numérique constitue le grand défi des sociétés contemporaines, ainsi que le fondement des nouvelles pédagogies. Cet ouvrage collectif donne l'état des réflexions et des actions consacrées au développement des TICE et du numérique à travers des projets ambitieux et innovants. Les auteurs abordent ces questions sous des angles disciplinaires, didactiques, mais aussi pédagogiques et institutionnels.



Maninga Gbato. **Réforme de la formation professionnelle et technique en Côte d'Ivoire : Entretiens réalisés par Jackie Fourniol.** Paris : l'harmattan, juillet 2017. 124 p. (Coll. Harmattan Côte-d'Ivoire) - EAN : 9782343124278 - 14 €

Sortant d'une crise grave en 2009, le système de formation professionnelle était fortement perturbé. Il ne s'agit plus de "former pour former" mais de qualifier les jeunes pour des emplois existants et à venir; il ne s'agit plus de mettre en œuvre des stratégies pédagogiques d'un autre âge, mais de

développer des pratiques pédagogiques innovantes en prise directe avec les compétences attendues aujourd'hui par la société et l'économie.



Jean-Pierre Mpiana Tshitenge. Université de Kinshasa à l'ère du partenariat éducatif (I). Louvain-la-Neuve : Academia, 2017. 141 p. (Coll. Espace Afrique) - EAN : 9782806103444 - 14.5 €

Le livre questionne le mécanisme de financement de l'Université de Kinshasa, son originalité, ses effets pervers ainsi que les arrangements et l'idéologie qui organisent et légitiment les rapports entre acteurs universitaires dans le cadre de systématisation d'un État concessionnaire. Il propose, dans son dénouement, des alternatives pour rationaliser ce mécanisme devenu vital pour cette institution universitaire.



Jean Blairon, Christine Mahy. **Politiques sociales et violence symbolique : La situation des "NEET".** Louvain-la-Neuve : Academia, 2017. 371 p. 978-2-8061-0348-2 - 37.5 €

Enquête qualitative auprès des NEET. L'idée centrale de cette recherche consistait à considérer que ces personnes pouvaient mobiliser une attitude réflexive sur leur situation et leur trajectoire et que cette analyse pouvait mettre à jour des éléments du « flux de la vie » non pris en compte par la réalité telle qu'elle est instituée.



Arnaud Dubois. **Accompagner les enseignants : Pratiques cliniques groupales.** Paris : l'harmattan, 2017. 200 p. (Savoir et formation) - EAN : 9782343127705

Les enseignants, à tous les degrés du système éducatif, sont confrontés à des mutations profondes non seulement de leurs conditions de travail mais aussi des conditions mêmes de possibilités de la transmission. Comment les cliniciens perçoivent-ils les effets de ces nouvelles conditions enseignantes et comment les dispositifs qu'ils proposent sont-ils affectés par ces mutations? L'ouvrage regroupe les dispositifs groupaux d'accompagnement des enseignants, en formation initiale ou continue.

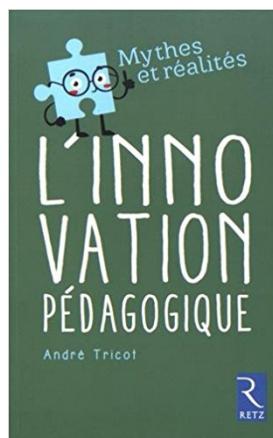
Les enseignants, à tous les degrés du système éducatif, sont confrontés à des mutations profondes non seulement de leurs conditions de travail mais aussi des conditions mêmes de possibilités de la transmission. Comment les cliniciens perçoivent-ils les effets de ces nouvelles conditions enseignantes et comment les dispositifs qu'ils proposent sont-ils affectés par ces mutations? L'ouvrage regroupe les dispositifs groupaux d'accompagnement des enseignants, en formation initiale ou continue.



FABRE Michel, GO Henri Louis, PRAIRAT Eirick (dir.). **Éthique & politiques éducatives.** Nancy : Presses universitaires de Nancy, juillet 2017. 246 p. 15 €

À l'heure où les politiques éducatives sont prises entre les exigences d'un État qui se veut éducateur et les normes européennes, voire internationales visant l'efficacité et l'équité, il importe d'interroger les attendus qui les sous-tendent, de les questionner sur les finalités qu'elles affichent et sur les stratégies qu'elles déploient. Cet ouvrage entend également réfléchir sur l'importance prise par l'éthique dans les orientations internationales et les institutions, notamment de formation.

La réflexion se déploie en trois mouvements. La première partie « Enjeux éthiques des politiques éducatives », prolonge la réflexion entreprise précédemment sur l'éthique et les valeurs (*L'idée de valeur en éducation*. Paris, Hermann, 2016). Dans la deuxième, « Regards historiques » il s'agit de mettre en perspective un certain nombre de problèmes éducatifs contemporains (l'État éducateur, le statut de l'enfance, l'autorité...) pour mieux les comprendre. Enfin la troisième partie « Critiques et prospectives » questionne les politiques éducatives à l'aune d'une exigence démocratique.



André Tricot. L'innovation pédagogique. Paris : Éditions Retz, septembre 2017. 160 p. (Collection "Mythes et réalités") - 9 €

N'en déplaise aux nostalgiques d'une école passéeiste et fantasmée, l'innovation est nécessaire en pédagogie.

Le monde change, entraînant avec lui enseignants, parents et enfants. Il faut donc savoir se remettre en question pour proposer un enseignement plus efficace.

Pourtant, si le principe est louable, la mise en œuvre devient plus délicate. On a parfois tendance à nous présenter comme « innovantes » des pédagogies qui relèvent du pur recyclage.

Pire, sous les effets de modes, on se précipite vers des dispositifs parfois incertains.

Qu'en est-il par exemple des affirmations suivantes ?

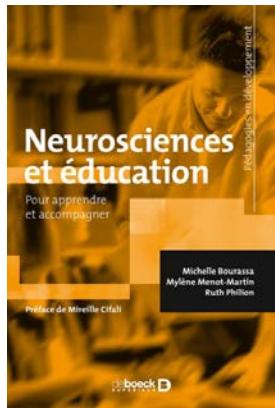
« Il faut inverser la classe »,

« Le numérique permet d'innover »,

« Les élèves apprennent mieux quand ils découvrent par eux-mêmes »...

Ces idées sont-elles vraiment nouvelles ? Ont-elles fait leurs preuves ? Qu'en dit la recherche ?

André Tricot passe au crible neuf mythes ou réalités pédagogiques contemporaines.



BOURASSA Michelle, MENOT-MARTIN Mylène, PHILION Ruth. **Neurosciences et éducation : pour apprendre et accompagner**. Bruxelles : De Boeck, juin 2017. 592 p. (Coll. "Pédagogies en développement"). 40€

Dans cet ouvrage, les trois auteures, formatrices d'enseignants, conjuguent leur expertise pour examiner de quelle manière les neurosciences peuvent éclairer l'apprentissage et soutenir l'élaboration de stratégies pédagogiques et orthopédagogiques adaptées. Elles proposent des réponses ou, mieux dit, des hypothèses de travail aux questions que se posent formateurs et enseignants dans l'exercice de leur métier.

À cette fin, ce livre, dont le lecteur est le héros, offre à tout moment la latitude de choisir où se rendre. Si le lecteur souhaite examiner sa pratique en posture « méta », il sera intéressé par le profil apprenant présenté dans la première partie. S'il se demande ce qu'il doit comprendre quand l'autre ne comprend pas, la deuxième partie lui offrira de nombreuses pistes. S'il cherche quelle approche privilégier en individuel ou en collectif, il lira les coins de l'intervention. S'il veut savoir comment les neurosciences aident à comprendre pourquoi certaines stratégies marchent mieux que d'autres, il lira les coins de la réflexion. Enfin, s'il se demande comment raconter le fonctionnement du cerveau à ses élèves, il choisira les coins de l'expérimentation.



GAILLARD Richard, REXAND-GALAIIS Franck (dir.). **La condition étudiante à l'épreuve du territoire ?** Rennes : Presses universitaires de Rennes, août 2017. 384 p. (Des sociétés) - 22€

Être étudiant se vit 24 heures sur 24 heures. L'observation des seuls registres diplômants ou des apprentissages laisse dans l'ombre une part de la complexité du statut étudiant. Afin de participer à la compréhension de cette complexité du quotidien des personnes inscrites dans un établissement

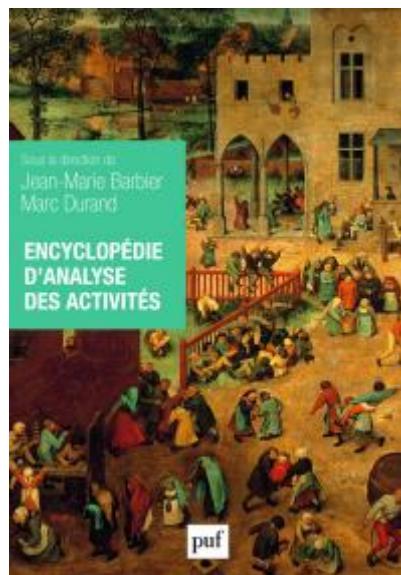
de l'enseignement supérieur, cet ouvrage pluridisciplinaire s'intéresse aux conditions de vie des populations étudiantes à partir d'un cycle d'enquêtes (2008-2016) réalisé au sein de l'université d'Angers.



PRESSES UNIVERSITAIRES DE RENNES

DANIC Isabelle, LONCLE Patricia (dir.). **Les labyrinthes de verre : les trajectoires éducatives en France dans un contexte européen**. Rennes : Presses universitaires de Rennes, aout 2017. 216 p. (Coll. "Le sens social") - 20 €

Cet ouvrage analyse la constitution des trajectoires éducatives des élèves français dans un contexte européen. Tour à tour pleinement comparatif ou centré sur le cas national, les angles d'analyse mobilisés (gouvernance, parcours de vie, intersectionnalité) actualisent ou renouvellent les connaissances le sujet. Une aide pour comprendre pourquoi les trajectoires éducatives sont en France si fortement corrélées avec l'origine sociale.



DURAND Marc, BARBIER Jean-Marie (dir.). Encyclopédie d'analyse des activités. Paris : Presses universitaires de France, septembre 2017. 992 p., coll. "Formation et pratiques professionnelles", 32 €

À l'interface des mondes de la recherche et des métiers de la performance s'est constituée depuis une quarantaine d'années une nouvelle culture de recherche, prenant l'activité sociale et professionnelle comme objet d'analyse dans l'étude des transformations sociales. À la fois stratégie individuelle, vecteur d'action et de construction des identités, l'activité recouvre un champ très vaste de pratiques et de disciplines et fait aujourd'hui émerger des articulations inédites entre transformations intellectuelles et mutations sociales. L'Encyclopédie d'analyse des activités entend identifier ces activités humaines, les décrire, les comprendre et envisager des outils pour les transformer. Elle est le premier ouvrage à proposer une vue d'ensemble de ce champ. Résultat d'un travail collectif, réunissant plus de cinquante spécialistes de l'analyse des activités, elle s'adresse tant aux professionnels qu'aux chercheurs



DEJARDINS Julie, BECKERS Jacqueline, GUIBERT Pascal, MAULINI Olivier - **Comment changent les formations d'enseignants ?** Bruxelles : De Boeck, septembre 2017. 234 p. Code ISBN : 9782807308589 - 36 €

Soumises à de multiples pressions et souvent en tension entre des demandes, attentes ou nécessités provenant de sources multiples, comment les formations à l'enseignement évoluent-elles? Quels facteurs influencent leur trajectoire ?