



Veille de l'IREDU n° 2

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| | |
|---|-----------|
| 1. Ressources sur le Web | 2 |
| 2. Sommaires de revues en éducation..... | 49 |
| 3. Livres intéressants..... | 82 |

1. Ressources sur le Web

Repéré sur : Alternatives-economiques.fr

Jean-Joseph Boillot. Ce que nous dit l'indicateur du bonheur sur l'état du monde. Alternatives économiques, 19/12/2017

On a beau arpenter le vaste monde et traduire les sourires ou les grimaces en autant de signes du bonheur des uns et des autres, comment ne pas se tromper sur l'état du bonheur dans le monde ? Les données du [5ème rapport annuel sur le bonheur](#) (WHR) ont clairement l'avantage de nous aider à prendre un peu de recul sur nos visions subjectives de l'état du monde et de son évolution depuis une décennie, c'est-à-dire en gros la traversée de la grande crise de 2007.

Vincent Grimault. [Les écoliers ruraux mieux lotis](#). Alternatives économiques, 3 janvier 2018

45 % des Français qui vivent dans une « commune isolée hors influence des pôles » ont le sentiment d'habiter dans un territoire délaissé par les pouvoirs publics, contre 28 % des Français en moyenne. Autrement dit, les ruraux se sentent davantage abandonnés que les autres, selon les résultats d'une [enquête du Credoc](#) publiée en octobre dernier. Ce sentiment est-il légitime ? Pas sur le plan des moyens scolaires. Au contraire, les écoliers ruraux sont mieux lotis que leurs camarades urbains, rappelle la [12^{ème} édition de la Géographie de l'école](#), publiée par le ministère de l'Education nationale à l'automne dernier.

Les enfants lozériens bénéficient ainsi d'un taux d'encadrement plus élevé qu'ailleurs : en primaire, ils ne sont que 15,1 par classe en moyenne, contre 25,3 dans l'Essonne, 24,7 dans les Yvelines et les Hauts-de-Seine, ou encore 24,6 dans les Bouches-du-Rhône et en Loire-Atlantique.

Philippe Watrelot. [Comment la réforme du bac va changer le lycée](#). Alternatives économiques, 05/01/2018

Peut-on réformer le bac sans réformer le lycée ? Lorsqu'Emmanuel Macron faisait figurer dans ses promesses de campagne la modernisation de ce monument national (créé en 1808) qu'est le baccalauréat en le réduisant à « *quatre matières obligatoires à l'examen* », on pouvait se douter que cela aurait des conséquences sur l'amont, c'est-à-dire l'architecture du lycée. Pourquoi ce changement ? Quels sont les enjeux de cette réforme ?

Repéré sur : assemblee-nationale.fr

[Orientation des étudiants post-Bac : les députés votent par scrutin public.](#)

Mardi 19 décembre à 16h15, l'Assemblée vote par scrutin public sur le projet de loi relatif à l'orientation et à la réussite des étudiants.

[Université : Une réforme qui tourne le dos à la démocratisation.](#) L'expresso du 18 décembre 2017

Dans le cadre de la réforme de l'accès à l'université, le ministère de l'Enseignement supérieur a publié les attendus dans chaque licence - compétences en expression écrite, aptitudes à la logique et au raisonnement conceptuel, culture générale... Les candidats jugés trop faibles pourront se voir imposer des modules avant d'intégrer la formation. D'autres, dans les filières en tension, seront carrément recalés. Les universités ont jusqu'au 17 janvier 2018 pour affiner les attendus et pour les transmettre à la plateforme Parcoursup qui succède à APB. Les lycéens pourront saisir leurs vœux à partir du 22 janvier. La sociologue Annabelle Allouch, qui a travaillé sur les classements scolaires, la sélection et la reproduction sociale, a répondu à nos questions sur la portée de cette réforme.

[L'éducation prioritaire est-elle efficace ?](#) L'expresso du 19 décembre 2017

C'est la Depp qui relance le débat sur l'efficacité de l'éducation prioritaire. Vivement critiqué dans plusieurs études nationales et internationales, le dispositif d'éducation prioritaire trouve une défense efficace sous la plume d'Alexia Stefanou (Depp) dans la revue Education & formations (n°95). Pour elle les écarts observés au primaire ne se creusent pas au collège REP. Celui-ci n'aggrave pas les difficultés scolaires. Il faut donc maintenir l'éducation prioritaire. Et c'est bien au primaire qu'il faut porter l'effort.

[Changer son enfant de collège : Une opération à risque.](#) L'expresso du 20 décembre 2017

Près d'un enfant sur cinq change de collège en cours de scolarité. Cela leur profite-il ? La réponse est clairement négative. Mieux vaut éviter de changer son enfant de collège. C'est ce que montre l'étude réalisée par Claudine Pirus (Depp) publiée dans Education & formations de décembre. En comparant les destins scolaires de groupes comparables d'enfants mobiles et non mobiles, elle établit que les effets négatifs sont particulièrement forts pour les élèves les plus faibles.

[Comment éviter le redoublement en maternelle ?](#) L'expresso du 20 décembre 2017

Alors que le ministre rétablit le redoublement, c'est du Québec que vient une analyse des solutions pour empêcher le redoublement avec le mémoire de Cindy Le Bel. "En excluant le redoublement, quelles alternatives peut-on mettre en place, en classe maternelle, afin de soutenir les élèves dits vulnérables dans leur cheminement scolaire ?", demande-t-elle. En effet elle souligne au Québec "une tendance « scolarisante »" qui "va à l'encontre de nos principes d'actions et des fondements de l'éducation préscolaire". Cindy Le Bel étudie en détail le cas de 3 enfants et dégage 12 situations d'aide véritable aux progrès de ces enfants. "En conciliant le jeu, leurs intérêts, les interactions entre les pairs, l'observation, l'empathie et l'écoute, s'en est dégagé un engagement réel de la part des enfants".

[Quand les jeunes reviennent au diplôme...](#) L'expresso du 21 décembre 2017

" Parmi les jeunes de la génération 2010, un sur huit a obtenu un nouveau diplôme dans les cinq années suivant la fin de sa formation initiale", explique une nouvelle étude du Céreq. "Les formes de ces retours précoces sur le chemin des diplômes sont très variées, de même que les logiques individuelles qui y conduisent. Les démarches qui visent à se réorienter ou faire progresser une

carrière semblent cependant plus efficaces en termes d'insertion que celles destinées à résoudre des difficultés d'accès à l'emploi".

[Climat scolaire : ça s'améliore](#). L'expresso du 22 décembre 2017

"Cherchez des entreprises où les relations sont aussi bonnes !" Pour Fabienne Rosenwald, directrice de la Depp (division des études du ministère de l'éducation nationale), les résultats de l'enquête de climat scolaire sont vraiment bons. Qu'on en juge : 94% des collégiens se sentent bien dans leur établissement. 87% déclarent avoir de bonnes relations avec leurs enseignants, 90% estiment qu'on apprend bien dans leur collège. Un vrai referendum qui prend à rebrousse poil l'image donnée fréquemment des collèges. Des résultats qui s'améliorent, preuve que la prise de conscience initiée par Eric Debarbieux est réelle dans l'Education nationale. Mais il reste des progrès à faire notamment pour le bien être des enseignants.

[Ecole inclusive : Le "comment faire" du Québec](#). L'expresso du 22 décembre 2017

Le Conseil supérieur de l'éducation du Québec, un organisme officiel de conseil des autorités éducatives, publie un recueil d'études de cas d'établissements qui ont mis en place des démarches d'école inclusive. Une des conclusions des études de cas renvoie au pilotage du changement. "On doit veiller cependant à bien préparer le changement. En premier lieu, il importe d'impliquer le personnel dans la prise de décisions (éviter le « mur à mur ») et de le préparer au changement en donnant de l'information sur des expériences réussies, des formations, du soutien et un accompagnement. Pratiquement toutes les directions d'école ont fait appel à des chercheurs et à des ressources externes pour accompagner l'équipe dans son processus de changement et l'aider à résoudre les problèmes qu'elle rencontre. L'accompagnement du personnel enseignant par la direction et le personnel professionnel est également jugé essentiel. Au-delà de la volonté de développer le plein potentiel de chaque élève – qui est présente dans tous les milieux –, il faut réunir les conditions favorables et savoir « comment faire » pour concrétiser les visées inclusives du système dans le quotidien de la pratique". Ce qui suppose "une vision partagée" et aussi un pilotage participatif. Tout un programme...

[Comment améliorer l'Ecole ?](#) L'expresso du 9 janvier 2018

L'Ecole peut-elle s'améliorer et si oui comment ? Si l'on en croit Anthony S. Bryk, ou encore B Jacob, les tentatives faites pour améliorer les systèmes éducatifs ont surtout apporté des désillusions. Alors que le ministre réunit un "conseil scientifique" censé apporter les "bonnes pratiques" au soleil du pilotage par les résultats, le débat scientifique est déjà ailleurs. C'est ce que montre la dernière livraison de la revue Education & didactique (volume 11 numéro 2, Presses universitaires de Rennes) qui apporte un éclairage nouveau. Elle fait dialoguer Anthony S Bryk (à travers un texte fondateur traduit en français) avec des chercheurs français et pas des moindres ; D Meuret, P Rayou, A Tiberghien, A Tricot, M Toullec-Théry). Le concept de "communauté d'amélioration" introduit par A S Bryk est ici éclairé par l'apport des chercheurs français. Bien loin de la généralisation de "bonnes pratiques" imposées aux établissements, le débat se situe sur l'accompagnement des enseignants ou des communautés enseignantes. Il est vrai qu'on est là à des lieues de la gestion de l'éducation nationale...

[BTS : Nette poussée des bacs pros.](#) L'expresso du 10 janvier 2018

A la rentrée 2017 on comptait 30% d'étudiants bacheliers professionnels en BTS. Soit une hausse de 9% par rapport à 2016 alors même que le nombre total d'étudiants est en légère baisse (-0.3%).

[Orientation : Les jeunes femmes peu présentes dans les écoles d'ingénieur.](#) L'expresso du 10 janvier 2018

"Les jeunes femmes ont de meilleurs résultats scolaires que les jeunes hommes et pourtant elles choisissent plus souvent que leurs camarades masculins de faire des études scientifiques à l'université, plutôt qu'en école d'ingénieurs. En effet, même si on assiste à une lente féminisation de ces cursus, les jeunes femmes y restent largement minoritaires", écrit le Cereq. IL y a des raisons à cela. "Les diplômé.e.s d'école d'ingénieurs ont des conditions d'insertion sur le marché du travail très favorables. De fait, les indicateurs traditionnels tels que le temps d'accès à l'emploi, le temps d'accès à l'EDI, ou encore le temps passé en emploi depuis la fin des études ne sont pas très pertinents pour évaluer les différences genrées. Par contre, lorsqu'on s'intéresse au salaire, on remarque que les jeunes femmes accusent un retard. De la même façon, elles sont moins souvent encadrantes que leurs homologues masculins et bénéficient de moins de promotions".

[La scolarisation à 2 ans remise en cause.](#) L'expresso du 11 janvier 2018

"Les résultats présentés ici, s'ils ne réussissent pas à asseoir le bien-fondé de la préscolarisation précoce, ne doivent pas pour autant conduire à le remettre en cause. Mais ils doivent alerter sur la nécessité de penser les conditions d'accueil des tout-petits à l'école maternelle pour que l'expérience scolaire profite à ces derniers". C'est à un nouveau regard sur la scolarisation à 2 ans que nous invite France Stratégie avec cette étude réalisée par Arthur Heim. Le Café pédagogique l'avait publiée en juin 2017. La nouveauté c'est qu'en la publiant France Stratégie, un service du Premier ministre, donne une dimension officielle à une étude qui n'arrive pas à conclure au regard de sa propre méthodologie. S'il y a bien une question de l'éducation des jeunes enfants, il semble qu'encore une fois la scolarisation précoce soit appelée à porter le chapeau.

[Claude Lelièvre : Réforme du lycée : Vers un changement de modalité de différenciation ?](#) L'expresso du 11 janvier 2018

L'expansion d'un système généralisé d'enseignement tout au long de la cinquième République s'est accompagnée de nombreux changements qui portent - en dernière analyse - sur la modalité dominante de différenciation pour traiter les différences : différenciation des établissements, différenciation des filières, différenciation de la pédagogie, différenciation de cursus plus ou moins individualisés dans un contexte plus ou moins optionnel voire "modulaire". Certes, l'ensemble de ces modalités de traitement des différences est toujours en œuvre, au moins de façon embryonnaire ou résiduelle. Mais ce qui est en cause, c'est le degré de généralisation de tel ou tel vecteur ou principe institutionnel de différenciation.

[Les élèves étrangers font-ils baisser le niveau ?](#) L'expresso du 12 janvier 2018

Cela semble presque aller de soi. Alors que la ségrégation ethnique et sociale est un problème majeur pour le système éducatif français, l'équation "élèves étrangers égale baisse de niveau" semble bien établie. Elle ne joue d'ailleurs pas un rôle mineur dans la ségrégation croissante entre les établissements français. Mais est-elle vraiment établie ? Denis Fougère (Liepp Sc Po), Noémie Kiefer (PSE), Olivier Monso (Depp) et Claudine Pirus (Depp) y sont allés voir de plus près dans un article

paru dans Education & formations. Résultat : " La corrélation négative brute que l'on observe entre la concentration d'enfants étrangers dans les classes et les scores des élèves de ces classes aux tests cognitifs passés en classe de sixième et de troisième est grandement réduite, voire annulée, par l'introduction de variables de contrôle ou d'effets fixes"! .

[Redoublement : Un choix politique plus que pédagogique ?](#) L'expresso du 15 janvier 2018

"Bien que la littérature sur le redoublement soit plutôt pléthorique, nous considérons au terme de cette analyse que, contrairement à l'idée reçue, la recherche a encore beaucoup de progrès à faire. En attendant, il nous semble important d'arrêter de prétendre que la Science détient la vérité sur le sujet et qu'elle plaide de manière unanime pour le passage obligatoire plutôt que pour le redoublement... Le choix consistant à privilégier l'un ou l'autre doit donc fonder pour l'instant sa légitimité sur des bases autres que scientifiques, en l'occurrence des bases politiques". Quelques mois après la décision ministérielle d'autoriser le redoublement, Hugues Draelants livre une mise au point précieuse sur une question controversée dans une Note publiée par la FCPE. Pour lui les dernières recherches mettent à égalité redoublement! et passage automatique en ce qui concerne leur (in)efficacité. La question devient politique entre le choix de l'école sélective ou d'une école qui abandonne la logique méritocratique.

[La pénibilité du travail enseignant bientôt reconnue en Belgique.](#) L'expresso du 15 janvier 2018

" Le décalage est trop important, explique-t-il. Quand vous avez 64-65 ans, les enfants ont toujours entre 6 ans et 18 ans, vous avez l'âge de leurs grands-parents, et c'est vrai que le décalage est tel que ça devient extrêmement difficile." Missionné par le gouvernement, le député Laurent Henquet, ancien directeur d'école, a remis un rapport sur la pénibilité du travail enseignant. Pour lui , impossible de laisser les enseignants travailler jusqu'à 67 ans, précise la RTBF. Le métier est trop difficile. Le rapport a été demandé dans le cadre de la réforme des pensions, le gouvernement souhaitant étendre l'âge de départ en retraite à 67 ans. Les enseignants devraient finalement effectuer deux années supplémentaires. En France plusieurs rapports parlementaires ont conclu à la pénibilité du travail enseignants sans affecter le régime de retraite.

Repéré sur : cee.lse.ac.uk

[Knowledge Capital Accounts for Income Differences across US States](#)

In a study published in the American Economic Journal: Macroeconomics, ifo research professor Eric Hanushek (Stanford), Jens Ruhose (Hannover), and Ludger Woessmann of the ifo Center for the Economics of Education show that differences in knowledge capital can account for differences in GDP across US states. They do not merely measure the years of education of the population, but also develop measures of the cognitive skills of workers based on student achievement tests in their states of origin. Together, these factors account for 20-30 percent of the variation in state GDP per capita. In another [study published in the Journal of Human Capital](#) the same authors quantify the significant potential economic gains from improving schools in US states.

[Emigrants with High Income Potential Migrate to Unequal Countries](#)

Do German emigrants with different income potential select target countries with different income distributions? Together with Matthias Parey (Essex), Fabian Waldinger (London School of Economics), and Nicolai Netz (DZHW), Jens Ruhose (Hannover) examines this question in a paper that was written during his time at the ifo Center for the Economics of Education and that has now been published in the Review of Economics and Statistics. The authors find that people with higher predicted earnings tend to emigrate to more unequal countries, whereas people with lower predicted earnings tend to emigrate to more equal countries. This finding corroborates the well-known migration model of George Borjas for high-skilled emigrants. The differing selection partly reflects different courses of study at university. more...

[Advantages and Drawbacks of Vocational Education over the Life Cycle](#)

Vocational education facilitates the transition from school to work, but also reduces employment chances in later life due to reduced adaptability to changing circumstances. These are the findings of Franziska Hampf and Ludger Woessmann of the ifo Center for the Economics of Education in an article just published in the CESifo Economic Studies. International analyses of PIAAC, the so-called “PISA for adults”, show that these results are strongest in countries with apprenticeships that provide the highest intensity of industry-based vocational education. more...

[World Development Report 2018 Spotlights Education](#)

The World Bank’s latest World Development Report, titled “LEARNING to Realize Education’s Promise,” is the first ever devoted entirely to education. It emphasizes that schooling does not automatically imply learning. Citing several pieces of research by the ifo Center for the Economics of Education, the report’s central message is that the best way to equip children and youth for the future is to place their learning at the center. more...

[The Role of Scientists in Society](#)

Brexit and Trump signal tough times for scientific policy advice. That prompted Ludger Woessmann to devote his speech of thanks for the Gustav Stolper Award, published in the Frankfurter Allgemeine Zeitung, to the role of scientists in society. Scientists play an important role that should neither be overestimated nor underestimated: to develop new insights and to bring them into the public debate in order to improve decision-making processes in society. Despite all their shortcomings, answers based on scientific methods will prove to be better than those offered by demagogues. more (in German)...

[Effects of Public Child Care](#)

Several reforms have significantly increased access to publicly funded child care in Germany over the past two decades. In her Ph.D. thesis which has now been published in the ifo book series, Larissa Zierow from the ifo Center for the Economics of Education evaluates the effects of selected reforms on child development. She explores various aspects of publicly funded child care including family day care, full-day center-based care, and after-school care. A special focus lies on effects in non-cognitive areas such as the social behavior and socio-emotional development of children.

Repéré sur : Cereq.fr

Virginie Mora, Alexie Robert. [Retours précoces sur la voie des diplômés : vers une formation «tout au long du début de la vie»?](#) Céreq Bref n°360 décembre 2017 4p.

Parmi les jeunes de la génération 2010, un sur huit a obtenu un nouveau diplôme dans les cinq années suivant la fin de sa formation initiale. Les formes de ces retours précoces sur le chemin des diplômés sont très variées, de même que les logiques individuelles qui y conduisent. Les démarches qui visent à se réorienter ou faire progresser une carrière semblent cependant plus efficaces en termes d'insertion que celles destinées à résoudre des difficultés d'accès à l'emploi.

Eloïse Corazza. [Les jeunes femmes investissent les études supérieures, mais pas encore les écoles d'ingénieurs.](#) Working paper n°5 janvier 2018 48p.

Le vingtième siècle a vu une forte croissance du nombre d'étudiantes, pourtant largement minoritaires en début de siècle. Désormais, 57% des étudiants à l'université sont des femmes. Elles représentent plus de la moitié des étudiants en licence et en master, mais elles sont minoritaires dans les formations sélectives telles que les DUT, les écoles d'ingénieurs, les classes préparatoires aux grandes écoles. Elles sont aussi très peu nombreuses dans la plupart des formations industrielles à l'université.

Les jeunes femmes ont de meilleurs résultats scolaires que les jeunes hommes et pourtant elles choisissent plus souvent que leurs camarades masculins de faire des études scientifiques à l'université, plutôt qu'en école d'ingénieurs. En effet, même si on assiste à une lente féminisation de ces cursus, les jeunes femmes y restent largement minoritaires.

Les diplômé.e.s d'école d'ingénieurs ont des conditions d'insertion sur le marché du travail très favorables. De fait, les indicateurs traditionnels tels que le temps d'accès à l'emploi, le temps d'accès à l'EDI, ou encore le temps passé en emploi depuis la fin des études ne sont pas très pertinents pour évaluer les différences genrées. Par contre, lorsqu'on s'intéresse au salaire, on remarque que les jeunes femmes accusent un retard. De la même façon, elles sont moins souvent encadrantes que leurs homologues masculins et bénéficient de moins de promotions. En outre, elles sont plus souvent déclassées. En définitive, la situation des jeunes femmes ingénieures sur le marché du travail s'avère moins favorable que celle de leurs collègues masculins.

Repéré sur : Crifpe.com

Schatz, M. (2016). [Education as Finland's hottest export ? A Multi-Faceted Case Study on Finnish National Education Export Policies.](#) Thèse de doctorat inédite, University of Helsinki, Helsinki, Finlande.

This doctoral dissertation is a multi-faceted case study producing qualitative insights into Finland's education export policies. Drawing on education, anthropology, and critical intercultural studies, the dissertation is embedded in an interdisciplinary theoretical framework. The major contribution of this research is a critical approach that enhances understanding of Finland's newly emerging education export sector. The dissertation consists of a research summary and three original refereed studies (Schatz, 2015 and Schatz, et al., 2015, and Schatz, 2016). Conceptually and empirically, the research responds to the following research questions: RQ1: What is the context for the emergence of Finnish education export? RQ2: What are the motives and objectives of Finnish education export

policies? RQ3: What is the Finnish education export product? RQ4: How do Finnish higher education institutions perceive their role as education exporters? RQ5: What kinds of ideologies underpin Finnish education export policies? The scope of the research concentrates on the Finnish education export context. In focus are two Finnish education export policy documents, published by the Finnish Ministry of Education and Culture in 2010 and 2013. The Finnish national education brand and empirical data gathered through questionnaires serve as supporting research data. The applied data analysis methods include Anderson's associative network memory model and Mayring's qualitative content analysis. Research literature on education export in other contexts is used to conceptually grasp the developments in Finland and to highlight differences and similarities between Finland and the international education export sector. Taken together, the findings suggest that Finland's education export ambitions are embedded in international tendencies towards the commodification of education. It is demonstrated that current Finnish education export policies are closely intertwined with public discourses on PISA rankings, Finland's national education brand, and structural changes in the Finnish higher education landscape. The data reveals a large gap between the education export policy goals and their implementation. Based on the findings, several challenges relating to the Finnish education export product and the role of Finnish higher education institutions as education exporters are highlighted.

Bernard, P.-Y. (2017). [Prévention et intervention : comment agir efficacement face au décrochage scolaire ?](#). Paris, France : CNESCO.

Le décrochage scolaire s'est imposé comme une problématique éducative majeure en France. D'une certaine manière, cette question relaie celle, plus ancienne, des sortants non qualifiés du système éducatif. Mais la généralisation de la norme du diplôme du secondaire dans la société française, comme l'influence de l'Europe dans la construction des politiques publiques, ont participé à centrer le regard sur l'école plutôt que sur le marché du travail, et à légitimer les préoccupations sur le décrochage, défini comme une sortie du système éducatif sans avoir obtenu un diplôme de fin d'études secondaires (CAP ou baccalauréat). En effet, les ruptures précoces de scolarité constituent, en France comme ailleurs, un coût à la fois pour les individus concernés, mais également pour les collectivités qui auront à prendre en charge les effets de ces ruptures. La recherche permet d'identifier les facteurs du décrochage scolaire, tant au niveau des individus qu'à celui des contextes. Ces facteurs sont complexes et interviennent dans la durée du parcours scolaire de l'enfant et de l'adolescent. À cet égard, le décrochage scolaire doit être considéré comme un processus, compréhensible à partir d'une approche multifactorielle. Toutefois, au niveau international comme en France, les travaux convergent pour mettre au premier plan les facteurs scolaires, qu'il s'agisse des premiers apprentissages ou des effets des contextes des établissements scolaires. Ces constats soutiennent l'idée qu'il faut prioritairement développer des actions de prévention afin de lutter contre le décrochage scolaire. Cependant, la grande diversité des actions entreprises en France en la matière relève plutôt des registres de l'intervention, quand les premiers signes du décrochage apparaissent, et de la compensation, une fois la rupture consommée entre le jeune et l'école. Une approche plus préventive semble toutefois se développer ces dernières années, sous l'impulsion des plans de lutte contre le décrochage scolaire mis en œuvre ces dix dernières années.

Educational Research and Innovation (2017). [Educational Opportunity for All. Overcoming Inequality throughout the Life Course](#). Paris : OECD Publishing.

Equitable educational opportunities can help to promote long-lasting, inclusive economic growth and social cohesion. Successful education and skills policies can empower individuals to reach their full potential and enjoy the fruits of their labour, regardless of their circumstances at birth. However, as this report shows, far too many children, students and adults from socio-economically disadvantaged backgrounds fall behind. In many countries, substantial learning gaps exist between students at opposite ends of the socio-economic scale, and these differences tend to increase in the transition into adulthood.

All countries have ample room for improvement to ensure better learning outcomes for all. Early childhood education has been identified as an important element in future success, and requires investment, as do family and community-based support and programmes for children from families that have not attained a high level of education and skills. In the schools, targeted support is necessary for low performers from disadvantaged backgrounds and for poorly performing schools. As for the adult population, learning should be focused on improving employability, through a combination of education and practical job training. Barriers to participation in learning need to be removed, and delivery methods need to be more innovative and flexible. Targeted support is needed for the most vulnerable members of society.

Repéré sur : Education.gouv.fr

Hélène Fréchou. [Lorsqu'elle s'exprime, la violence des élèves envers le personnel est essentiellement verbale](#). Note d'information - N° 29 - décembre 2017

Au cours de l'année 2016-2017, 13,8 incidents pour 1 000 élèves ont été déclarés dans les établissements publics du second degré, un taux stable depuis plusieurs années. Dans un établissement sur cinq, aucun acte grave n'est déclaré. À l'inverse, d'autres établissements, en particulier des lycées professionnels, concentrent un grand nombre d'incidents. Les violences verbales représentent la moitié des atteintes aux personnes. Les violences physiques sont surreprésentées en collège ; les actes liés à la consommation de stupéfiants et d'alcool le sont dans les lycées.

Environ quatre incidents sur dix sont commis par des élèves envers le personnel. Cette violence, verbale dans plus de 80 % des cas, est avant tout commise par des garçons. Elle se produit surtout en salle de classe ou en atelier et donne lieu à une exclusion, temporaire ou définitive, dans plus de 90 % des cas.

Tamara Hubert . [94 % des collégiens déclarent se sentir bien dans leur collège](#). Note d'information - N° 30 - décembre 2017

En 2017, 94,1 % des collégiens déclarent se sentir bien dans leur établissement. Cette proportion est en augmentation par rapport aux enquêtes de 2013 et 2011. Plus positive pour les filles que pour les garçons, l'opinion des collégiens sur le climat scolaire devient légèrement moins favorable au fil de la scolarité. Les insultes, les vols de fournitures scolaires, les surnoms désagréables et l'ostracisme sont les quatre atteintes les plus souvent citées. De façon globale, le nombre de collégiens déclarant un nombre d'atteintes pouvant s'apparenter à du harcèlement est en légère baisse par rapport aux autres années (5,6 %). Cette multivictimation concerne plus souvent les garçons et est plus fréquente pour les élèves de sixième. Contrairement aux autres années, les élèves de REP+ ne déclarent pas davantage de multivictimations mais ont toujours une opinion moins favorable sur le climat scolaire.

[Atlas des écarts de dotation entre collèges publics](#). France stratégie, Novembre 2017

Les moyens dont disposent les collèges publics pour réaliser leurs missions, mesurés en nombre de postes d'enseignants et de non-enseignants par élève, varient considérablement d'un établissement à un autre, y compris au sein d'une même académie.

Ces atlas montrent notamment qu'au sein d'un même territoire, voire d'une même agglomération, certains collèges hors éducation prioritaire (EP) peuvent apparaître mieux dotés que des établissements labellisés Éducation prioritaire. C'est au sein des collèges hors éducation prioritaire qu'on observe les écarts de dotation les plus importants, y compris entre établissements voisins.

Juliette Robin [Les élèves du premier degré à la rentrée 2017 : neuf classes sur dix de CP en REP+ accueillent au maximum quinze élèves](#). Note d'information - N° 25 - décembre 2017

À la rentrée 2017, 6,783 millions d'élèves sont scolarisés dans les écoles publiques et privées du premier degré. Du fait des évolutions démographiques, les effectifs sont en légère baisse par rapport à la rentrée précédente : - 23 100 élèves (soit - 0,3 %). Cette baisse, observée dans les deux niveaux, est plus marquée dans le préélémentaire (- 17 200 élèves, soit - 0,7 %) que dans l'élémentaire (- 7 200 élèves, soit - 0,2 %).

Les effectifs d'élèves en situation de handicap bénéficiant d'un dispositif « Unités localisées pour l'inclusion scolaire » (ULIS) augmentent de 2,4 %, soit 1 200 élèves supplémentaires.

Quatre caractéristiques de cette rentrée méritent d'être relevées :

- dans le secteur public, la taille moyenne des classes accueillant uniquement des élèves de CP s'est réduite en éducation prioritaire ; ce phénomène est très fort en REP+ ;
- la hausse des effectifs observée dans le secteur privé est portée par le hors contrat ;
- les taux de redoublement, historiquement bas, demeurent stables ;
- la scolarisation à deux ans recule.

Paul-Olivier Gasq, Elsa Conton, Evelyne Blanché, Vanessa Bellamy. [Les élèves du second degré à la rentrée 2017 : hausse dans les collèges et dans les formations générales et technologiques au lycée](#).

Note d'information - N° 26 - décembre 2017

À la rentrée 2017, les établissements publics et privés accueillent 5,630 millions d'élèves du second degré. C'est 50 400 de plus qu'à la rentrée 2016, soit une hausse de 0,9 %. Les effectifs progressent à la fois dans les collèges (+ 27 300, soit + 0,8 %) et dans les formations générales et technologiques (GT) en lycée (+ 31 300 soit +2,0 %). Au collège, les sixièmes enregistrent la plus forte progression (+ 19 000) et le secteur privé progresse plus vite (+ 1,4 %) que le secteur public (+ 0,7 %). Dans les formations GT, l'augmentation des effectifs est portée par celle des élèves en terminale (+ 35 900), elle-même due à l'arrivée à ce niveau de la génération 2000, et le secteur public augmente plus vite (+ 2,1 %) que le secteur privé (+ 1,5 %).

La tendance à la baisse du taux de redoublement en seconde GT se poursuit mais plus modérément qu'en 2016. Le taux de passage de la troisième vers la seconde GT progresse encore et passe de 63,3 % en 2016 à 64,0 % en 2017.

À la rentrée 2017, les effectifs de sixièmes bilangues, de latinistes et d'hellénistes progressent.

[Décrochage scolaire : bilan et préconisations du Cnesco](#). Cnesco, Décembre 2017

Suite à l'organisation d'une conférence de comparaisons internationales organisée en novembre 2017 en partenariat avec le Centre international d'études pédagogiques (Ciep) et le Centre de recherche en éducation de Nantes (CREN – université de Nantes), le Conseil national d'évaluation du système scolaire (Cnesco) publie un dossier de ressources en ligne sur cette thématique.

L'état des lieux sur le décrochage met en lumière des indicateurs multiples, mais qui traduisent tous une baisse du décrochage scolaire en France. L'absentéisme est par ailleurs identifié comme un signe précurseur du décrochage.

Qualité des apprentissages, aide à l'orientation mais aussi relations avec les parents les plus éloignés de l'école, amélioration du climat scolaire, développement de l'identité de l'établissement et du sentiment d'appartenance à l'école, attention à la santé, etc. : les préconisations du Cnesco – pluridimensionnelles – montrent que la lutte contre le décrochage scolaire doit se développer selon une vision globale.

[Modernisation de l'enseignement supérieur en Europe : personnels académiques](#), 2017. Commission européenne, Décembre 2017

Depuis 2000, d'importants changements eurent cours dans le secteur de l'enseignement supérieur. En dehors de quelques pays, le nombre d'étudiants a augmenté, cependant que le secteur de l'enseignement supérieur s'est diversifié et a connu de nombreux changements structurels. Mais les systèmes se sont-ils adaptés afin de suivre le rythme de ces changements rapides ?

Ce rapport explore les réalités actuelles pour le personnel académique dans le cadre de l'évolution rapide du paysage de l'enseignement supérieur. Il examine

- les exigences de qualification pour le personnel académique ;
- le processus de recrutement ;
- l'emploi et les conditions de travail dans les établissements d'enseignement supérieur ;
- l'assurance qualité externe ;
- les stratégies d'internationalisation au niveau central.

L'enquête couvre les systèmes d'enseignement supérieur de 35 pays et se concentre sur les catégories les plus représentatives du personnel de l'enseignement supérieur, principalement les responsables de l'enseignement et/ou de la recherche.

Consulter le rapport Eurydice en Bref portant sur la modernisation de l'enseignement supérieur en Europe, personnel académique.

[Les services déconcentrés de l'État](#). Cour des comptes, Décembre 2017

Les quatre orientations structurantes retenues par la Cour dans son rapport sont de :

- recentrer les services déconcentrés sur les missions prioritaires de l'État et répartir de manière plus efficace l'exercice de celles-ci entre les services ;
- faire des services publics numériques un levier de transformation des services déconcentrés de l'État ;
- accélérer l'adaptation de l'organisation territoriale de l'État ;
- faire davantage confiance aux services déconcentrés dans la gestion mutualisée et décloisonnée de leurs moyens.

Pour ce qui est de l'éducation nationale, la Cour constate que "le regroupement des régions n'a pas empêché la persistance de découpages dérogatoires. Ainsi la création de recteurs de régions académiques a été préférée à la fusion des rectorats, laissant subsister la carte des 30 académies existantes. Ces nouvelles régions académiques ne disposent ni d'autorité hiérarchique, ni de missions

d'allocation de moyens". Elle estime également que le découpage des circonscriptions du premier degré est parfois peu pertinent, puisqu'il ne correspond ni aux bassins de recrutement des établissements publics locaux d'enseignement (EPL), ni aux nouveaux territoires de l'intercommunalité.

Elle recommande ainsi l'attribution de la compétence scolaire et périscolaire aux établissements publics de coopération intercommunale (EPCI), ce qui devrait faciliter le regroupement des écoles. Elle propose aussi d'expérimenter la déconcentration des mutations des personnels au niveau régional et invite à la généralisation de l'intégration des services supports des directions départementales de l'éducation nationale des départements chefs-lieux et des rectorats.

Damien CHRISTIANY. [Les enjeux de l'intercommunalité scolaire](#). Assemblée des communautés de France ; Territoires conseil ; Caisse des dépôts et consignations ; Cabinet Damien Christiany, décembre 2017

Après un rappel des fondements historiques de l'intercommunalité et de la répartition des compétences entre l'État et les échelons territoriaux, la note analyse les différentes formes d'intercommunalité en matière scolaire ainsi que les enjeux juridiques, financiers, organisationnels, méthodologiques et politiques liés à la recomposition des périmètres d'intercommunalité au 1er janvier 2017.

[Dictionnaire interministériel des compétences et des métiers de l'État \(DiCo\)](#), 2e édition 2017.

Direction générale de l'administration et de la fonction publique (DGAFP), 2017

Ce dictionnaire, qui résulte de l'actualisation du répertoire interministériel des métiers de l'État (RIME) établit la liste des compétences (savoir-faire, savoir-être et connaissances) génériques attendues dans les différents métiers et en propose une définition partagée.

Il identifie aussi :

- des compétences transférables, qui constituent un socle de compétences techniques communes à plusieurs métiers d'un même domaine fonctionnel ;
- des compétences transversales qui sont des compétences génériques communes à un ensemble de métiers relevant de plusieurs domaines fonctionnels.

BOREL Patrice, GAÛZERE Mireille, MAISSIN Joshua. [La mobilité européenne des apprentis](#). Inspection générale des affaires sociales, Novembre 2017

Ce rapport rappelle le cadre national et européen de la mobilité des apprentis et dresse un panorama des actions et expériences conduites. Il fait également des recommandations pour sécuriser et favoriser son développement.

Heim, Arthur. [Quand la scolarisation à deux ans n'a pas les effets attendus : des évaluations sur données françaises](#). France stratégie, Janvier 2018

La scolarisation précoce est souvent promue pour prévenir les difficultés et inégalités de réussite liées aux origines sociales. Pourtant, on sait peu de chose de son effet réel. Ce document en propose plusieurs évaluations. Les résultats ne permettent pas d'asseoir le bien-fondé de la préscolarisation mais alertent sur la nécessité de penser les conditions d'accueil des tout-petits pour que l'expérience scolaire leur soit profitable.

[Vers un rattrapage ? La mobilité intergénérationnelle et les enfants d'immigrés](#). Paris : OCDE, Dec 2017. 167 p. ISBN : 9789264189744 (PDF) ; 9789264288386 (print)

Les précédents travaux de l'OCDE et de l'UE ont montré que même les enfants nés dans le pays d'accueil de parents immigrés sont soumis à des désavantages persistants au sein du système éducatif, pendant la transition vers l'emploi, ainsi que sur le marché du travail. À quel point ces inégalités sont-elles liées à leurs origines migratoires, c'est-à-dire aux problèmes auxquels leurs parents ont dû faire face par le passé ? Grâce à un travail de comparaisons internationales, cette publication apporte de nouvelles perspectives sur la question complexe de la transmission intergénérationnelle des désavantages touchant les enfants d'immigrés.

Vers un rattrapage ? La mobilité intergénérationnelle et les enfants d'immigrés. OCDE, Décembre 2017

Les précédents travaux de l'OCDE et de l'Union Européenne ont montré que même les enfants nés dans le pays d'accueil de parents immigrés sont soumis à des désavantages persistants au sein du système éducatif, pendant la transition vers l'emploi, ainsi que sur le marché du travail. À quel point ces inégalités sont-elles liées à leurs origines migratoires, c'est-à-dire aux problèmes auxquels leurs parents ont dû faire face par le passé ? Grâce à un travail de comparaisons internationales, cette publication apporte de nouvelles perspectives sur la question complexe de la transmission intergénérationnelle des désavantages touchant les enfants d'immigrés.

[Près de 150 milliards d'euros consacrés à l'éducation en 2016 : 6,7 % du produit intérieur brut \(PIB\)](#).

Note d'information n° 32, Décembre 2017

Cette note montre que la dépense moyenne pour un élève ou un étudiant est de 8 480 euros. Elle augmente avec le niveau d'enseignement, allant de 6 300 euros pour un écolier à 11 510 euros pour un étudiant. L'État est le premier financeur de l'éducation (57 %), devant les collectivités territoriales (24 %). Alors que les dépenses des communes diminuent depuis 2013, celles des régions augmentent.

Repéré sur : halshs.archives-ouvertes.fr

Casanova Rémi. [La collaboration chercheurs – praticiens à l'épreuve du mécanisme du bouc émissaire](#).. Education et socialisation - Les cahiers du CERFEE, Presses Universitaires de la Méditerranée, 2017

Raphaëlle Guillet. [Les engagements bénévoles des étudiants et la réussite universitaire](#). Education. 2017

Résumé : La loi « Égalité et citoyenneté » promulguée en janvier 2017 permet la reconnaissance de l'engagement des étudiants dans leur parcours universitaire et dans l'obtention de leur diplôme. L'auteur s'intéresse à la coexistence entre l'activité d'étudiant et celle de bénévole, en s'interrogeant sur les effets éventuels de l'engagement sur la réussite universitaire. Le travail repose sur l'analyse de travaux consacrés aux engagements bénévoles étudiants puis à ceux relatifs à la réussite des étudiants. L'auteur s'appuie sur l'analyse d'un questionnaire adressé aux étudiants de licence de l'Université de Nantes, pour lequel elle a reçu près de neuf cents réponses.

Anaïs Lecoq-Thual. [Logiques partenariales en tension dans le cadre de la lutte contre le décrochage scolaire : étude d'une alliance éducative interne à un lycée polyvalent de la région nantaise.](#) Education. 2017. <dumas-01558311>

Résumé : Le plan Tous mobilisés pour vaincre le décrochage scolaire (2014) reprend l'idée d'alliances éducatives entre partenaires aux profils variés. À partir de l'exemple d'une alliance éducative dans un lycée, l'auteur s'interroge sur les logiques de fonctionnement des acteurs de cette alliance (enseignants, infirmières, conseillères principales d'éducation, conseillère d'orientation psychologue, etc.), les problématiques induites par ce partenariat, dans un contexte d'évolution des politiques contre le décrochage scolaire, qui tendent vers un modèle d'inspiration néo-libérale.

Charles Fierrard. [Influence de l'exposition à l'écrit sur le sentiment d'efficacité personnel et la réussite scolaire d'élèves du cycle 2.](#) Education. 2017. <dumas-01627740>

Résumé : Cette recherche vise à déterminer s'il existe, chez des élèves de CE1, une relation d'influence entre l'exposition à l'écrit, la motivation à travers le sentiment d'efficacité en lecture et la réussite scolaire par le biais de la performance en lecture. Elle s'appuie principalement sur la théorie de l'auto-efficacité perçue de Bandura (2003) et les travaux de Masson (2011) sur la mesure du Sentiment d'Efficacité Personnelle (SEP) en lecture. L'étude avançait qu'une forte exposition aux écrits serait proportionnellement corrélée à un niveau de Sep en lecture élevé. Inversement, une trop faible exposition aux écrits serait corrélée à un Sep en lecture faible. Pour vérifier cette hypothèse, il a tout d'abord été nécessaire d'élaborer un test de mesure du SEP lecture adapté à des élèves de CE1. Je me suis pour cela appuyé sur le test préexistant de Masson initialement destiné à un public de cycle 3. Les élèves ont été[...]

Audrey Frans. [Le jeu au service des apprentissages scolaires.](#) Education. 2017. <dumas-01627798>

Résumé : La pédagogie par le jeu améliore-t-elle les apprentissages scolaires en français en comparaison aux pédagogies traditionnelles ?

Marie-Sylvie Claude, Patrick Rayou. [TENIR LA CLASSE OU FAIRE APPRENDRE LES ÉLÈVES ? Des perspectives de collégiens sur l'action conjointe des enseignants et des élèves.](#) 2018. <halshs-01675565>

Philippe Gabriel. [Development Of Employability Strategy And Improvement Of The Offer Of Study Programmes In Connection With The Needs Of Local And International Economies.](#) École thématique.

Skopje, Macedonia. 2017. <cel-01665459>

Résumé : Workshops for appropriation and sharing practices of improvement of labour market relevance of study programmes

Laure Chotel. [Analyser la conception pédagogique d'un MOOC de langue sous l'angle de la "massivité".](#) Sciences et Technologies de l'Information et de la Communication pour l'Éducation et la Formation, ATIEF, 2017, 24 (2), <10.23709/sticf.24.2.5> . <hal-01677631>

Résumé : La dimension massive des MOOC de langues pose de véritables défis en termes de conception pédagogique (interactions, correction, évaluation, etc.). A partir d'une étude de cas sur un MOOC d'anglais, cet article montre que les points forts en termes de gestion de la massivité sont Le réseau documentaire des écoles françaises à l'étranger

Clémence Perronnet. [Évaluations plurielles d'un dispositif d'éducation à l'égalité en sciences](#). Diversité : ville école intégration, CNDP, 2017. <halshs-01672838>

Marie-Christine Toczek, Carine Souchal. [Le pouvoir des contextes évaluatifs](#). Evaluer- Journal international de recherche en éducation et formation, Iodel, 2017, 3 (1 & 2), pp.21-35.



Marie-Christine Toczek. [Pour une nouvelle façon d'évaluer](#). CRAP - Cahiers Pédagogiques. Ce que l'école a réussi, ce qui l'interpelle encore aujourd'hui, Mar 2017, Paris, France. pp.45-48, 2017, Actes du colloque national commun. <https://www.meirieu.com/ARTICLES/colloque_commun.pdf> .

Corinne Ambroise, Marie-Christine Toczek, Sophie Brunot. [Les enseignants débutants : vécu et transformations](#). Education et socialisation - Les cahiers du CERFEE, Presses Universitaires de la Méditerranée, 2017, <<http://journals.openedition.org/edso/2656#quotation>> . <10.4000/edso.2656> . <hal-01681600>

Résumé : Les premières années d'enseignement souvent dénommées moment de l'insertion professionnelle ont été beaucoup étudiées notamment depuis les années 2000. Ayant une forte influence sur le devenir de l'enseignant, ces premières années font partie d'un processus à long terme qui débute avant l'entrée dans la carrière. L'ambition de cet article est de proposer un panorama des principaux des écrits scientifiques sur l'entrée dans le métier afin de le caractériser et de rendre compte des transformations attachées à cette période de la carrière. Plus précisément, cet article est construit à partir des travaux publiés au niveau national et international sur ces débuts de carrière dans l'enseignement. Comment les chercheurs décrivent-ils les premiers pas des enseignants débutants ? Ont-ils identifiés des phases caractéristiques lors de ces premières années d'expérience ? Existe-t-il des difficultés et un vécu spécifiques à cette période ?

Julien Berthaud. [L'intégration sociale étudiante : relations et effets au sein des parcours de réussite en Licence](#). Education. Université de Bourgogne Franche-Comté, 2017. Français. <tel-01682863>

Résumé : Depuis les années 70-80, avec les travaux de Tinto (1975) notamment, la recherche en éducation révèle l'importance des processus interactionnels dans l'explication des parcours étudiants, démontrant l'influence significative de l'intégration sociale sur la persévérance à l'université. Les effets sur la réussite académique des étudiants sont à l'inverse peu explorés. De plus, la conceptualisation de ce facteur explicatif ne fait pas consensus, donnant à voir différentes dimensions de l'intégration sociale. A partir d'une collecte de données réalisée auprès de 1365 étudiants inscrits en 1ère, 2ème et 3ème année de Licences généralistes, cette recherche propose ainsi, dans un premier temps, une mesure affinée de l'intégration sociale étudiante rendant compte de son caractère multidimensionnel. Puis, dans un deuxième temps, les sources et conditions de cette intégration sont interrogées à travers l'influence de facteurs contextuels, institutionnels et[...]



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CARBONE Pierre, CAUDRON Olivier, LECOQ Benoît, MARCEROU Philippe. [Le réseau documentaire des écoles françaises à l'étranger](#). Paris : Inspection générale des bibliothèques - Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche, 12/2017

A la suite de la demande du Comité des directeurs des écoles françaises à l'étranger auprès de la ministre de l'éducation nationale, de l'enseignement supérieur et de la recherche, l'Inspection générale des bibliothèques a été saisie à l'automne 2016 d'une mission d'audit et de conseil portant sur le réseau documentaire de ces cinq écoles : Casa de Velazquez (Madrid), Ecole française d'Athènes (Athènes), Ecole française d'Extrême-Orient (Paris), Ecole française de Rome (Rome), Institut français d'archéologie orientale (Le Caire). Le rapport dresse le tableau de la coopération documentaire actuelle entre ces écoles et formule des préconisations pour la renforcer encore. Il évalue également la contribution de chacune de ces écoles aux autres réseaux, nationaux (français ou étrangers) ou locaux, dont elles font partie. Il décrit enfin les axes de développement propres à chaque école et les problématiques particulières qu'elles rencontrent. Les tâches, les ressources et les artefacts techniques. Toutefois, si ces éléments peuvent faciliter les apprentissages langagiers, les faiblesses liées à la correction des tâches, aux aides, à l'évaluation et au scénario de communication constituent des limites pour le MOOC analysé.

[Mobiliser le potentiel des communautés urbaines. Volume II: Études de cas de seize villes apprenantes](#). UNESCO Institute for Lifelong Learning (UIL), 09/2017

Ce rapport rassemble 16 études de cas réalisées par l'Institut pour l'apprentissage tout au long de la vie de l'Unesco, présentant les bonnes pratiques des lauréats du prix Unesco de la ville apprenante 2017 : Villa María (Argentine), Contagem (Brésil), Mayo-Baléo (Cameroun), Hangzhou (République populaire de Chine), Gizeh (Égypte), Gelsenkirchen (Allemagne), Larissa (Grèce), N'Zérékoré (Guinée), Pécs (Hongrie), Surabaya (Indonésie), Limerick (Irlande), Okayama (Japon), Câmara de Lobos (Portugal), Suwon (République de Corée), Tunis (Tunisie), et Bristol (Royaume-Uni de Grande-Bretagne et d'Irlande du Nord).

Ces 16 villes ont des problématiques socio-économiques diversifiées, elles font face à des défis de différentes natures, elles sont chacune à de multiples stades de l'élaboration d'une ville apprenante, et enfin, toutes ont mis en place une approche unique pour favoriser l'éducation et l'apprentissage tout au long de la vie dans leurs communautés. En présentant ces approches, l'UIL espère offrir de précieuses perspectives sur la manière dont différentes villes ont utilisé les [Lignes directrices pour la création d'une ville apprenante](#) pour mettre en oeuvre le [référentiel des villes apprenantes](#).

Le lancement officiel et la présentation de ce 2e volume ([voir le 1er sorti en 2015](#)) ont eu lieu en septembre 2017 lors de la [troisième Conférence internationale sur les villes apprenantes](#) (ICLC) à Cork, en Irlande.

[Cracking the code: Girls' and women's education in science, technology, engineering and mathematics \(STEM\)](#). UNESCO, 09/2017

Dans l'enseignement supérieur à l'échelle mondiale, les filles représentent 35% des inscrits dans les domaines des sciences, de la technologie, de l'ingénierie et des mathématiques (STEM). Le rapport examine les obstacles, notamment systémiques, à l'engagement des filles dans ces domaines et les processus de socialisation qui perpétuent les stéréotypes, ainsi que les solutions concrètes pour y remédier.

Plus d'informations sur le site du [symposium dédié](#) à l'annonce des résultats (28-30 août 2017 à Bangkok).

[Publications from the RESL.eu project \(Reducing Early School Leaving in Europe\)](#). Université d'Anvers, 12/2017

Le projet européen RESL.eu, coordonné par l'université d'Anvers, vise à qualifier et comprendre les mécanismes du décrochage scolaire et à identifier des mesures de lutte contre les différentes formes qu'il revêt. Plusieurs rapports ont été publiés en 2017 :

- [On understanding the process of ESL](#) (longitudinal study of educational trajectories of youth at risk of early school leaving) (février) ;
- [Early School leaving: Risk and Protective Factors](#) (juin) ;
- [Finding inspiring practices on how to prevent ESL and school disengagement](#). Lessons from the educational trajectories of youth at risk from nine EU countries (novembre) ;
- [On the finalization of theoretical framework on the process and tackling of ESL](#) (décembre).

La [conférence de clôture](#) se tiendra du 22 au 24 janvier 2018 à Anvers.

Alan Dyson & Garry Squires (dir.). [Inclusive Early Childhood Education: New Insights and Tools – Contributions from a European Study](#). European Agency for Development in Special Needs Education, 10/2017

Ce rapport rend compte des travaux menés dans le cadre du projet IECE (Inclusive early childhood education), portée de 2015 à 2017 par l'Agence européenne visant à promouvoir une éducation inclusive de qualité.

Après un exposé des principaux développements récents en matière d'éducation pré-primaire inclusive, essentiellement européens, le rapport propose trois nouvelles contributions :

- justification et implications de l'adoption d'une vision inclusive ;
- développement et utilisation d'un outil d'autoréflexion ;
- adaptation d'un modèle d'écosystème pour la qualité de l'éducation pré-primaire inclusive.

Plus d'information sur les pages du [projet IECE](#) : revue de littérature, questionnaires, exemples de pratique inclusive, études de cas, outil d'autoréflexion...

Marie-Pierre Moreau & Murray Robertson. [Carers and careers: Career development and access to leadership positions among academic staff with caring responsibilities](#). Leadership Foundation for Higher Education (LFHE), 11/2017

Ce rapport de recherche s'intéresse aux universitaires ayant des responsabilités familiales, il rend compte des travaux réalisés à l'université de Roehampton dans le cadre du projet éponyme (carers and careers).

Carers and careers: Career development and access to leadership positions among academic staff with caring responsibilities sheds light on the difficulties facing academic carers including time issues, emotional issues, ill-health, and a feeling of not belonging. These challenges meant that some academic carers might struggle to find the time to develop their research and many felt that leadership positions were out of reach for those with caring responsibilities. This poses a significant problem for the higher education sector who would potentially miss out on retaining and career progression of talented academics.

The report recommends raising awareness about care and carers by collecting data to evidence the issues faced by this group, providing clearer information to carers and their line managers and developing specific policies which target carers with clear guidelines. Dr Moreau is also calling for universities to review their generic policies which may seem neutral but are sometimes geared towards care-free academics, despite the fact that an increasing proportion of people are now juggling care and paid work.

[Educational Opportunity for All Overcoming Inequality throughout the Life Course.](#)

Organisation for Economic Co-operation and Development (OECD), 12/2017

Equitable educational opportunities can help to promote long-lasting, inclusive economic growth and social cohesion. Successful education and skills policies can empower individuals to reach their full potential and enjoy the fruits of their labour, regardless of their circumstances at birth. However, as this report shows, far too many children, students and adults from socio-economically disadvantaged backgrounds fall behind. In many countries, substantial learning gaps exist between students at opposite ends of the socio-economic scale, and these differences tend to increase in the transition into adulthood.

All countries have ample room for improvement to ensure better learning outcomes for all. Early childhood education has been identified as an important element in future success, and requires investment, as do family and community-based support and programmes for children from families that have not attained a high level of education and skills. In the schools, targeted support is necessary for low performers from disadvantaged backgrounds and for poorly performing schools. As for the adult population, learning should be focused on improving employability, through a combination of education and practical job training. Barriers to participation in learning need to be removed, and delivery methods need to be more innovative and flexible. Targeted support is needed for the most vulnerable members of society.

[Broadening Horizons - Addressing the needs of a new generation.](#) British Council, 11/2017

As the international education market becomes more crowded, traditional host destinations such as the UK and the US are increasingly investing in outward mobility schemes to encourage home students to study abroad. The UK's Strategy for Outward Student Mobility set a target of doubling the percentage, from 6.6 per cent to 13.2 per cent, of UK-domiciled full-time, first degree students studying overseas by 2020.

DELES Romain. [Quand on n'a "que" BAC + 3... : les étudiants et l'insertion professionnelle.](#) Thèse en Sociologie, démographie, soutenue en 2015, sous la dir. de François DUBET (Université de Bordeaux)

"Cette thèse porte sur l'insertion professionnelle des étudiants. Elle soulève en particulier deux questions : la question des possibilités objectives d'insertion professionnelle pour les diplômés de l'enseignement supérieur, et apporte ainsi une contribution au débat sur la dévalorisation des diplômés ; la question de l'expérience de l'insertion professionnelle des jeunes dans le contexte institutionnel et social français marqué par la nécessité de s'établir professionnellement. Les figures de « l'intello précaire » ou de « l'ouvrier bachelier »

incarnent les difficultés d'emploi d'une jeunesse qualifiée. Ce phénomène doit être relativisé +: les jeunes diplômés du supérieur ont des niveaux de chômage beaucoup plus faibles que les non-diplômés. Les mesures habituelles de la rentabilité des diplômes sont rassurantes : une année d'études supérieures supplémentaire continue d'apporter un surcroît de revenu de 8%. La dévalorisation des diplômes ne serait alors qu'un « mythe ». Ces constats optimistes reposent cependant sur des indicateurs très agrégés : les performances en termes d'insertion professionnelle sont appréciées en fonction du nombre d'années d'études ou du niveau de diplôme. On mesure par exemple les chances d'insertion professionnelle des bacheliers et des titulaires de master et l'on compare les rentabilités relatives des diplômes. Les études sont donc comprises comme un ensemble homogène de savoirs : les parcours, les contextes d'enseignement, l'intensité du travail de chaque étudiant, et, surtout, la spécialité de diplôme poursuivie sont gommées dans la mesure traditionnelle de la rentabilité des diplômes. Cette thèse, à partir d'une analyse secondaire de données quantitatives, cherche à préciser cette mesure en réintroduisant la spécialité de diplôme. On observe alors qu'à niveau de diplôme équivalent, il existe de fortes disparités entre les spécialités de formation dans la probabilité de s'insérer et dans la qualité des emplois occupés. La spécialité détermine autant que le niveau de formation l'accès à un emploi qualifié. Ainsi, ce travail conclut à l'existence d'effets d'inflation scolaire locaux, situés sur des spécialités de formation précises."

GARROUSTE Manon. [Ressources scolaires et réactions individuelles : trois essais en économie de l'éducation](#). Thèse en Sciences économiques, soutenue en 2015, sous la dir. de Francis KRAMARZ & Nicolas JACQUEMET (Université Paris 1-Panthéon-Sorbonne)

"L'objectif de cette thèse est d'étudier l'interdépendance des ressources scolaires et des ressources individuelles dans la production du capital humain. À travers trois cas d'études sur données françaises, différentes méthodes sont proposées pour analyser l'effet des politiques éducatives tout en tenant compte des comportements des individus. Le premier chapitre montre que les politiques d'éducation prioritaire sont susceptibles de conduire les familles, notamment les plus avantagées socialement, à contourner les établissements traités. Ces stratégies d'évitement sont de nature à contrebalancer les effets des moyens supplémentaires sur les résultats des élèves. Le deuxième chapitre cherche à savoir si les choix d'orientation des élèves sont contraints par l'offre scolaire locale. Nous montrons que l'ouverture d'un nouveau lycée augmente la proportion d'élèves qui poursuivent leurs études dans le second cycle, notamment en voie professionnelle. Enfin, le troisième chapitre montre que les étudiants tiennent compte de l'information contemporaine dont ils disposent sur leurs notes lorsqu'ils évaluent les qualités pédagogiques de leurs enseignants."

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Coordonné par Céline Leroux et Florence Ihaddadene. [Regards sur la mobilité internationale des jeunes d'outre-mer](#). Cahiers de l'action : jeunesses, pratiques et territoires, n°49, décembre 2017. 80 p.

Dans les territoires ultramarins, la mobilité est ancienne, complexe, faite de mouvements d'immigration et d'émigration. Ces mobilités sont subies, refusées, voulues, selon les territoires, les

temporalités et les populations qu'elles concernent. Dans ce contexte, comment appréhender les mobilités des jeunes ultramarins et les actions des professionnels de jeunesse dans ce champ ? Quelles en sont les particularités et comment sont-elles vécues ? En s'appuyant sur des cas et des territoires spécifiques (La Réunion, la Guyane, la Martinique, Mayotte), ce numéro propose d'apporter un éclairage sur la mobilisation d'outils et de dispositifs de mobilité internationale tant du point de vue des professionnels que des jeunes. Comment les dispositifs pensés en métropole et en Europe peuvent-ils s'appliquer dans des territoires caractérisés par l'éloignement géographique avec les lieux de décision ? Dans quelle mesure, chacune des situations spécifiques peut-elle être prise en compte pour comprendre ces mobilités ? Ce numéro de la collection « Cahiers de l'action » tente d'apporter des pistes de réflexion à ces questions.

Adélaïde Ploux-Chillès, Martine Camus. [Le Service Civique au défi de son expansion](#). INJEP analyses & synthèses n°7, novembre 2017

De 2010 à 2016, près de 182 000 jeunes se sont engagés dans une mission de Service Civique. Sept ans après le lancement du dispositif, malgré sa montée en charge, le profil sociodémographique des volontaires est resté stable. En revanche, leur niveau de diplôme et leur situation sur le marché du travail ont évolué en faveur des diplômés du baccalauréat et des demandeurs d'emploi. Les organismes d'accueil se sont diversifiés et, depuis 2015, les services de l'État accueillent de plus en plus de jeunes. Plus de la moitié des missions relèvent des domaines de la « solidarité » ou de « l'éducation pour tous ». Des disparités régionales existent, liées à la part des jeunes dans la population, à leur taux de chômage, mais aussi au développement du Service Civique à l'échelle locale.

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BOREL Patrice, GAÜZERE Mireille, MAISSIN Joshua. [La mobilité européenne des apprentis](#). Paris : Inspection générale des affaires sociales, décembre 2017. 180 p.

Ce rapport relatif à la mobilité européenne des apprentis, fondé notamment sur les échanges avec une centaine d'acteurs et sur l'analyse détaillée des rares expériences dans ce domaine, met en évidence : le très faible accès des apprentis à des opportunités de mobilité européenne, au-delà de rares expériences de courte durée (de quelques jours à quelques semaines) ; l'intérêt des acteurs pour le développement de cette mobilité au regard de ses bénéfices pour les apprentis comme pour les entreprises qui les emploient ; l'existence de difficultés importantes tenant notamment à la rémunération de l'apprenti pendant sa période à l'étranger, aux calendriers pédagogiques des Centres de formation des apprentis, à la certification des compétences et à la complexité des procédures administratives de mobilisation des crédits d'Erasmus+. La mission formule une vingtaine de propositions au service d'un développement volontariste de la mobilité européenne des apprentis ; elles relèvent des ministères du travail et de l'éducation nationale, des partenaires sociaux et des régions dans le cadre des discussions sur la réforme de l'apprentissage.

PICCHIA Robert del, VALLINI André. [Rapport d'information fait au nom de la commission des affaires étrangères, de la défense et des forces armées sur le contrat d'objectifs et de moyens 2017-2020 de Campus France](#). Paris : Sénat : Commission des affaires étrangères, de la défense et des forces armées, Novembre 2017. 56 p.

Campus France est un établissement public à caractère industriel et commercial (EPIC) créé par la loi n° 2010-873 du 27 juillet 2010 relative à l'action extérieure de l'Etat et placé sous la double tutelle des ministères respectivement en charge des affaires étrangères et de l'enseignement supérieur et de la recherche. Campus France exerce trois principales missions, selon les orientations définies conjointement par les deux ministres de tutelle : la gestion des boursiers du gouvernement français (BGF), y compris les missions et invitations (BMI) ; la gestion de boursiers pour d'autres mandants (boursiers des gouvernements étrangers, dits « BGE ») ; la promotion de l'enseignement supérieur français à l'international. Campus France exerce ses missions en partenariat avec de nombreux acteurs, dont le réseau culturel à l'étranger, qui héberge les « espaces Campus France », les établissements d'enseignement supérieur et de recherche ainsi que des partenaires étrangers. Ce schéma donne à Campus France un rôle d'animation, de coordination et d'amplification des actions de promotion de l'attractivité du système d'enseignement supérieur et de recherche français à l'étranger. Campus France s'est imposé dans ce rôle central, au cours de ses cinq premières années d'existence. Le premier contrat d'objectifs et de moyens de Campus France a porté sur la période 2013-2015. Après deux ans sans COM en vigueur (2016 et 2017), un nouveau projet est aujourd'hui soumis pour avis à la commission, en application de l'article 1er de la loi n° 2010-873 du 27 juillet 2010 relative à l'action extérieure de l'Etat.

Repéré sur : lemonde.fr/campus

Camille Stromboni et Séverin Graveleau. [Parcoursup : les « attendus » à l'entrée de l'université dévoilés.](#) Le Monde, 12 décembre 2017

Intérêt pour la démarche scientifique, bon niveau en langues ou aptitude à la logique, font partie des compétences pouvant être demandées pour entrer en licence. Des attendus généralistes qui font déjà réagir.

Caroline Pain. Les [diplômés des IUT s'insèrent bien sur le marché du travail.](#) Le Monde, 12 décembre 2017

Les diplômés de DUT qui ne poursuivent pas leurs études sont plus nombreux qu'en 2016 à occuper, trente mois après, un poste de cadre ou de profession intermédiaire.

Séverin Graveleau. [Pourquoi IUT et BTS n'accueillent pas plus de bacheliers technologiques et professionnels ?](#) Le Monde, 14 décembre 2017

Le gouvernement veut permettre à un plus grand nombre de bacheliers professionnels et technologiques d'accéder à ces filières sélectives, où ils sont pour l'instant minoritaires.

Séverin Graveleau. [Parcoursup : les compétences attendues en licence de Staps à l'université.](#) Le Monde, 27.12.2017

Les lycéens et étudiants en réorientation pourront, dès le 22 janvier, postuler sur Parcoursup, qui remplace APB. Voici les compétences attendues pour entrer en licence de Sciences et techniques des activités physiques et sportives (Staps).

Eric Nunès. [Le service civique, un substitut à l'emploi ?](#) Le Monde, 28.12.2017

Selon une étude de l'Institut national de la jeunesse et de l'éducation populaire, les demandeurs d'emploi sont de plus en plus nombreux à s'engager dans une mission de service civique.

Adrien de Tricornot. [160 000 étudiants supplémentaires à l'université en cinq ans.](#) Le Monde, 05.01.2018

La massification de l'enseignement supérieur masque une ouverture sociale à plusieurs vitesses selon les filières d'études, et une parité loin d'être atteinte partout.

Repéré sur : Nber.org

Jaegum Lim, Jonathan Meer. [Persistent Effects of Teacher-Student Gender Matches.](#) NBER Working Paper No. 24128, December 2017

We exploit data from middle schools in Seoul, South Korea, where students and teachers are randomly assigned to classrooms, and find that female students taught by a female versus a male teacher score higher on standardized tests compared to male students even five years later. We also find that having a female math teacher in 7th grade increases the likelihood that female students take higher-level math courses, aspire to a STEM degree, and attend a STEM-focused high school. These effects are driven by changes in students' attitudes and choices.

Repéré sur : OCDE.fr

OCDE. [Examen multidimensionnel du Sénégal : Volume 2. Analyse approfondie et recommandations.](#)

Paris : OCDE, dec 2017. 133 p. ISBN: 9789264287082 (PDF)

Le Sénégal ambitionne d'être un pays émergent en 2035. Depuis 2014, le pays a mis en œuvre la première phase de sa stratégie décennale dénommée « Plan Sénégal Émergent ». En 2016, la croissance du PIB a franchi le seuil des 6 % pour la deuxième année consécutive et les projections économiques sont favorables. Néanmoins, des contraintes ont été identifiées pour parvenir à l'émergence : le fonctionnement des systèmes éducatif et fiscal et la performance de l'administration publique. Ce deuxième volume a pour objectif de proposer des réformes visant à lever ces contraintes pour consolider la relation de confiance entre l'État sénégalais et sa population, gage de la marche vers l'émergence.

[Educational Opportunity for All : Overcoming Inequality throughout the Life Course.](#) Paris : Centre for Educational Research and Innovation, Dec 2017. 134 p. (ISBN: 9789264287464 (EPUB) ; 9789264287457 (PDF) ; 9789264287440 (print)

Equitable educational opportunities can help to promote long-lasting, inclusive economic growth and social cohesion. Successful education and skills policies can empower individuals to reach their full potential and enjoy the fruits of their labour, regardless of their circumstances at birth. However, as this report shows, far too many children, students and adults from socio-economically disadvantaged backgrounds fall behind. In many countries, substantial learning gaps exist between students at opposite ends of the socio-economic scale, and these differences tend to increase in the transition into adulthood.



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OCDE. [Preparing our youth for an inclusive and sustainable world : The OECD PISA global competence framework](#). Paris : OCDE, dec 2017. 134 p. ISBN : 9789264287464 (EPUB) ; 9789264287457 (PDF) ; 9789264287440 (print)

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Paulo Santiago, Ariel Fiszbein, Sandra García Jaramillo and Thomas Radinger. [OECD Reviews of School Resources Chile](#). Paris : OCDE, dec 2017.

This country review report for Chile provides, from an international perspective, an independent analysis of major issues facing the use of school resources in Chile, current policy initiatives, and possible future approaches. The report serves three purposes: i) to provide insights and advice to Chilean education authorities; ii) to help other countries understand the Chilean approach to the use of school resources; and iii) to provide input for the comparative analysis of the OECD School Resources Review. The analysis in the report focusses on the following areas: i) the funding of school education (including planning, distribution, incentives and monitoring); ii) equity resourcing policies targeted at specific groups of students; iii) school organisation and the operation of schools; and iv) the teaching profession.

[Is too much testing bad for student performance and well-being?](#) PISA in Focus, n°79, dec 2017

Standardised tests help measure student's progress at school and can inform education policy about existing shortfalls. However, too much testing could lead to much pressure on students and teachers to learn and teach for a test, something that would take the joy out of the learning process.

Many parents and educators are all too familiar with this quandary: they recognise that good measurement can drive improvement, but often argue that too much testing can make students anxious without improving their learning. In particular, standardised tests that determine the academic and life pathways of students may trigger anxiety, and if conducted too frequently might lead to poorer performance, absenteeism and lower self-confidence. But are standardised tests really used all that frequently? And what do PISA data show about the relationship between performance, anxiety and the frequency of testing?

[Is labour market demand keeping pace with the rising educational attainment of the population?](#)

Education Indicators in Focus, n°57, dec 2017

Across OECD countries, more and more individuals have attained tertiary education and the share of those with less education has declined. Although there are more tertiary-educated individuals than ever before, they still achieve good labour market outcomes. This confirms that labour market demand is generally keeping pace with rising educational attainment. Only in about one-quarter of OECD countries, the employment advantage of tertiary-educated adults over adults with upper-secondary or post-secondary education has declined over the past two decades, which may be a sign that demand for tertiary-educated people is slowing down. Countries also need to address the situation of young men and women who have not completed upper secondary school and who face low employment prospects. Across OECD countries, more and more individuals have attained tertiary education and the share of those with less education has declined. Although there are more tertiary-educated individuals than ever before, they still achieve good labour market outcomes. This confirms that labour market demand is generally keeping pace with rising educational attainment. Only in about one-quarter of OECD countries, the employment advantage of tertiary-educated adults over adults with upper-secondary or post-secondary education has declined over the past two decades, which may be a sign that demand for tertiary-educated people is slowing down. Countries also need to address the situation of young men and women who have not completed upper secondary school and who face low employment prospects.

[Who really bears the cost of education? How the burden of education expenditure shifts from the public to the private sector English.](#) Education Indicators in Focus, n°56, Dec 2017

Despite the obvious benefits derived from education, governments face difficult trade-offs when balancing the share of public and private contributions to education.

Understanding how private expenditure is sourced, through public transfers or through private funds, can make a difference in enabling access to education and provide insights into how the cost of education shifts between public and private sources of funding over time.

Francesca Borghoni, Artur Pokropek. [Birthplace diversity, income inequality and education gradients in generalised trust.](#) The relevance of cognitive skills in 29 countries. OECD Education Working Papers, n°164, 15 dec 2017. 40 p.

The paper examines between-country differences in the mechanisms through which education could promote generalised trust using data from 29 countries participating in the OECD's Survey of Adult

Skills (PIAAC). Results indicate that education is strongly associated with generalised trust and that a large part of this association is mediated by individuals' literacy skills, income and occupational prestige. However, education gradients in levels of generalised trust and in the extent to which they are due to social stratification mechanisms or cognitive skills mechanisms vary across countries. Differences across countries in birthplace diversity and income inequality are correlated with how strongly education is associated with trust in different countries, as well as in the relative magnitude of direct and indirect associations. In particular, the relationship between literacy skills and generalised trust is stronger in the presence of greater birthplace diversity but is weaker in the presence of greater income inequality.

Jan Paul Heisig, Heike Solga. [How returns to skills depend on formal qualifications : Evidence from PIAAC](#). OECD Education Working Papers, n°163, 15 dec 2017. 38 p.

Using PIAAC (Programme for the International Assessment of Adult Competencies) data for 21 countries, we study interrelationships between formal qualifications, cognitive skills, and labour market outcomes, focusing on comparisons between less and intermediate-educated adults (i.e. between adults with a degree below the upper secondary and at the upper secondary level). Less-educated adults tend to have lower cognitive skills than intermediate-educated adults, yet both groups are internally heterogeneous. In country-specific individual-level regressions, cognitive skills partly explain the lower occupational status of less-educated adults, but cross-national variation in their disadvantage remains substantial after accounting for skills.

Country-level regressions show that the remaining disadvantage increases with the aggregate skills gap and with the internal homogeneity of the two educational groups. We further show that the association between skills and occupational attainment is weaker among the less educated than among the intermediate group. These findings are consistent with the idea that employers statistically discriminate on the basis of formal qualifications.

Romane Viennet, Beatriz Pont. [Education policy implementation : A literature review and proposed framework](#). OECD Education Working Papers, n°162, Dec 2017. 63 p.

This literature review focuses on education policy implementation, its definition, processes and determinants. It aims to clarify what implementing policies involve in complex education systems to support policy work, building on the literature and country examples. An introduction delves into the reasons behind the need to update the concept of education policy implementation, which is defined as a purposeful and multidirectional change process aiming to put a specific policy into practice and which affects an education system on several levels.

The paper then analyses the determinants that hinder or facilitate the process and groups them under four dimensions which support effective implementation: smart policy design, inclusive stakeholder engagement, conducive context and a coherent implementation strategy. Based on these dimensions, the paper proposes a generic framework and a complementary set of questions and principles for action that can guide policy makers to design, analyse and carry out their education policy implementation processes.

OCDE. [Social and Emotional Skills Well-being, connectedness and success](#). Paris : OCDE, 2017

“Social and emotional skills” refer to the abilities to regulate one’s thoughts, emotions and behaviour. These skills differ from cognitive abilities such as literacy or numeracy because they mainly concern how people manage their emotions, perceive themselves and engage with others,

rather than indicating their raw ability to process information. But, like literacy and numeracy, they are dependent on situational factors and responsive to change and development through formal and informal learning experiences. Importantly, social and emotional skills influence a wide range of personal and societal outcomes throughout one's life

Sujay Kakarmath, Vanessa Denis, Marta Encinas-Martin, Francesca Borgonovi, S. V. Subramanian. [Association between literacy and self-rated poor health in 33 high-and upper-middle-income countries](#). OECD Education Working Papers, n°165, 11 Jan 2018, 47 p.

We assess the relationship between general literacy skills and health status by analysing data from the Programme for the International Assessment of Adult Competencies (PIAAC), an international survey of about 250 000 adults aged 16-65 years conducted by the Organisation for Economic Co-operation and Development (OECD) from 2011-15 in 33 countries/national sub-regions. Across countries, there seems to be a strong and consistent association between general literacy proficiency and self-rated poor health, independent of prior socio-economic status and income. General literacy proficiency also appears to be a mediator of the association between self-education and self-rated poor health. While the literacy-health association is robust over time, it varies in magnitude across countries. It is strongest for those with a tertiary or higher degree and does not appear to exist among young adults (ages 25 to 34 years). Future studies are required to understand the contextual factors that modify the general literacy proficiency-health association.

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[Matching between Students and Universities: What are the Sources of Inequalities of Access to Higher Education?](#)

Ilya Prakhov (National Research University Higher School of Economics) ; Denis Sergienko (National Research University Higher School of Economics)

It is assumed that a perfect balance between student academic achievement and university quality is beneficial both for students and higher education institutions (HEIs). Matching theory predicts the existence of perfect matching between the two groups in the absence of transaction costs associated with university enrollment. However, in this study we show cases of mismatch situations in Russia under the Unified State Exam (USE) – the standardized student admission mechanism. This research studies the reasons for this phenomenon for minimal transaction costs and the emergence of unequal access to HEIs. Based on data on Moscow high school graduates who entered university, the determinants of the mismatch between the quality of universities and applicant abilities are assessed. It is shown that although in most cases favorable matching results are established, the individual student achievement results themselves are subject to the influence of school and family characteristics. Thus, inequality of access can be formed at stages preceding HEI enrollment

[High-Speed Broadband and Academic Achievement in Teenagers: Evidence from Sweden](#)

Grenestam, Erik (Department of Economics, Lund University) ; Nordin, Martin (AgriFood Economics Centre, Lund University)

This study examines the effects of super-fast internet connections on the academic achievement of students in upper secondary school. We link detailed register data on around 250,000 students to local levels of access to optic fiber broadband, in order to estimate a causal effect of broadband on

student GPA. We show that reaching full coverage in the student's parish of residence causes a GPA reduction ranging from 3 to 6 percent of a standard deviation. Estimates are consistently more negative for boys and students with low ability and/or low-educated parents. Using PISA survey data, we provide evidence that students living in areas with the greatest high-speed broadband expansion also spend more time online during weekdays, suggesting student time use as a potential mechanism.

[Is too much testing bad for student performance and well-being?](#)

OECD

Standardised tests help measure student's progress at school and can inform education policy about existing shortfalls. However, too much testing could lead to much pressure on students and teachers to learn and teach for a test, something that would take the joy out of the learning process. Many parents and educators are all too familiar with this quandary: they recognise that good measurement can drive improvement, but often argue that too much testing can make students anxious without improving their learning. In particular, standardised tests that determine the academic and life pathways of students may trigger anxiety, and if conducted too frequently might lead to poorer performance, absenteeism and lower self-confidence. But are standardised tests really used all that frequently? And what do PISA data show about the relationship between performance, anxiety and the frequency of testing?

[Learning Intensity Effects in Students' Mental and Physical Health - Evidence from a Large Scale Natural Experiment in Germany](#)

Hofmann, Sarah ; Mühlenweg, Andrea

In this study, we analyze health effects of a recent education reform in Germany exposing students to increased schooling intensity. The reform shortened the higher secondary education track by one year. As the overall curriculum required for graduation was held constant, this led to an increase in instruction hours in the remaining school years. The reform has been introduced at different points in time across federal states, providing us with a difference-in-difference setup for analysis. Based on data from the German Socio-Economic Panel Study (SOEP), our results imply that the reform significantly reduced adolescents' self-rated mental health status. The overall effect on the mental component summary score (MCS) is about a quarter of a standard deviation. Examining MCS sub-dimensions, we find detrimental effects of the reform on vitality and on emotional balance. We also observe significant impacts on self-assessed general physical health.

[Education, Earnings and Returns to Schooling in Tunisia](#)

Imed Limam (Arab Fund for Economic and Social Development) ; Abdelwahab Ben Hafaiedh

This paper aims at identifying the main determinants of earnings, estimating the private returns to education and highlighting the main sources of heterogeneity in these returns in Tunisia. The estimation results show that education is an important determinant of private earnings. However, the private rate of return to schooling is relatively low by international standards, especially for basic education. It is argued that in addition to the limited capacity of the economy to create high-productivity jobs, institutional factors such as the low quality of education, rigid tracking system after secondary education, inadequacy of the available skills for the need of the private sector and nepotism may explain the low and heterogeneous returns to education in Tunisia. The returns to schooling are found to increase by level of education showing a systematic bias toward higher levels

of education at the expense of basic education, due to credentialism and focus on certification. We find evidence of heterogeneity of returns to higher education across varying regions and socioeconomic backgrounds, which undermines the role of education as a social elevator. Regional disparities by place of residence, both in earnings and returns to higher education, may be explained by the lack of economic opportunities and low exposure to market forces in many inland regions, which is reminiscent of an unbalanced regional development. These disparities may also be attributed to information failure as good employment opportunities are less visible to jobseekers in rural and inland areas. We also argue that rural-urban disparity in returns to higher education by place of birth may be explained by differentiated early-life conditions in terms of socio-economic and family backgrounds as well as inequality of opportunity in access to quality education. Moreover, educational wage differentials are found to be significant between the formal private sector and the informal sector, between the public and private sectors and across occupational categories. These results are used to suggest directions to strengthen the role of public policies in reducing inequality of opportunities in both schooling and earnings.

[Intergenerational Effects of Improving Women's Property Rights: Evidence from India](#)

Nayana Bose (Department of Economics, Scripps College, Claremont) ; Shreyasee Das (Department of Economics, University of Wisconsin - Whitewater)

This paper analyzes the intergenerational effects following the positive changes in women's inheritance rights. The amendment to the Hindu Succession Act, the law governing inheritance for Hindus, empowered unmarried daughters at the time of the reform to have equal rights to inherit ancestral property as their brothers. We employ a difference-in-differences strategy and exploit the state level variation in a woman's exposure to the reform. Using the Indian Human Development Survey data for rural India, we find that the property rights reform significantly increased women's education. We find a significant decrease in her sons' education, the effect is magnified in households where fathers are less educated than mothers. We further explore the role of birth order and the gender composition of children to assess the intergenerational impact of this more gender equal inheritance law. Regardless of the child's gender, our results show a significant decrease in educational attainment for younger children.

[Student awareness of costs and benefits of educational decisions: effects of an information campaign](#)

McGuigan, Martin ; McNally, Sandra ; Wyness, Gill

Many students appear to leave full-time education too soon, despite the possibility of high returns from further investment in their education. One contributory factor may be insufficient information about the potential consequences of their choices. We investigate students' receptiveness to an information campaign about the costs and benefits of pursuing postcompulsory education. Our results show that students with higher expected net benefits from accessing information are more likely to avail themselves of the opportunity presented by our experiment. Their intention to stay on in post-16 education is strongly affected by the experiment, though not their intention to apply to university. Effects are heterogeneous by family background and gender.

[Does Class Size Matter for School Tracking Outcomes After Elementary School? Quasi-Experimental Evidence Using Administrative Panel Data from Germany](#)

Bethlehem Argaw (Leibniz Universität Hannover) ; Patrick Puhani (Leibniz Universität Hannover)

We use administrative panel data on about a quarter of a million students in the German state of Hesse to estimate the causal effect of class size on school tracking outcomes after elementary school. Our identification strategy relies on the quasi-random assignment of students to different class sizes based on maximum class size rules. In Germany, students are tracked into more or less academic middle school types at about age ten based, to a large extent, on academic achievement in elementary school. We mostly find no or small effects of class size in elementary school on receiving a recommendation or on the actual choice to attend the more academic middle school type. For male students, we find that an increase in class size by 10 students would reduce their chance of attending the higher school track which more than 40 percent of students attend by 3 percentage points.

[Socioemotional Skills, Education, and Health-Related Outcomes of High-Ability Individuals](#)

Peter Savelyev (The College of William & Mary) ; Kegen Teng Kok Tan (University of Rochester)

We use the high IQ Terman sample to estimate relationships between education, socioemotional skills, and health-related outcomes that include health behaviors, lifestyles, and health measures across the lifecycle. By both focusing on a high IQ sample and controlling for IQ in regression models, we mitigate ability bias due to cognitive skill. In addition, we control for detailed personality measures to account for socioemotional skills. We model skills using factor analysis to address measurement error and adopt a powerful stepdown procedure to account for multiple hypothesis testing. We find that among high IQ subjects, education is linked to better health-related outcomes, in contrast to previous evidence. Conscientiousness, Openness, Extraversion, and Neuroticism are linked to various health-related outcomes across the lifecycle. Furthermore, we find that accounting for a comprehensive set of skills, measurement error, and multiple hypothesis testing not only provides greater confidence in several established relationships but also generates novel results.

[Education effects on days hospitalized and days out of work by gender: evidence from turkey](#)

Aysit Tansel (Department of Economics, Middle East Technical University, Ankara, Turkey; Institute for the Study of Labor (IZA) Bonn, Germany; Economic Research Forum (ERF) Cairo, Egypt) ; Halil İbrahim Keskin (Department of Econometrics, Cukurova University, Saricam, Adana, Turkey)

The strong relationship between various health indicators and education is widely documented. However, the studies that investigate the nature of causality between these variables became available only recently and provide evidence mostly from developed countries. We add to this literature by studying the causal effect of education on days hospitalized and days out of work for health reasons. We consider two educational reforms. One is the educational expansion of the early 1960s and the other is the 1997 increase in compulsory level of schooling from five to eight years. However, due to the possibility of weak instruments we do not further pursue this avenue. We focus on individuals in two cohorts namely, 1945-1965 which is an older cohort and 1980-1980 which is a younger cohort. We estimate Tobit models as well as Double Hurdle models. The results suggest that an increase in years of education causes to reduce the number of days hospitalized for both men and women unambiguously and the number of days out of work only for men while an increase in education increases the number of days out of work for a randomly selected women.

[States That Received Race to the Top® Early Learning Challenge Grants Made Progress in Developing Tiered Quality Rating and Improvement Systems \(Infographic\)](#)

Mathematica Policy Research staff

This infographic describes states' progress in developing and implementing systems that rate early childhood education programs on quality and help them improve.

[Birthplace diversity, incomes inequality and education gradients in generalised trust: The relevance of cognitive skills in 29 countries](#)

Francesca Borgonovi (OECD) ; Artur Pokropek (Joint Research Centre - European Commission)

The paper examines between-country differences in the mechanisms through which education could promote generalised trust using data from 29 countries participating in the OECD's Survey of Adult Skills (PIAAC). Results indicate that education is strongly associated with generalised trust and that a large part of this association is mediated by individuals' literacy skills, income and occupational prestige. However, education gradients in levels of generalised trust and in the extent to which they are due to social stratification mechanisms or cognitive skills mechanisms vary across countries. Differences across countries in birthplace diversity and income inequality are correlated with how strongly education is associated with trust in different countries, as well as in the relative magnitude of direct and indirect associations. In particular, the relationship between literacy skills and generalised trust is stronger in the presence of greater birthplace diversity but is weaker in the presence of greater income inequality.

[Personality influences hyperbolic discounting](#)

Da Silva, Sergio ; De Faveri, Dinorá ; Matsushita, Raul

We gather survey evidence for the influence of the HEXACO personality traits on the phenomenon of hyperbolic discounting. We also consider the demographics of age, sex, income and education, and evaluate how these interact with personality and hyperbolic discounting. Due to a sampling technique of "snowball," we assembled a sample of well-educated and relatively wealthy adults from both sexes. Most respondents escaped hyperbolic discounting, and for those affected there was no "magnitude effect." Those participants showing higher conscientiousness were less hyperbolic. Moreover, those more open to experience who were more extroverted at the same time were also less hyperbolic. We also detail how such personality traits influence hyperbolic discounting mediated by the demographics of age, sex, income and educational attainment. Thus, conscientiousness, openness to experience and extraversion are traits that contribute to rational decisions in intertemporal choice in our sample, in that participants with these personality traits are less hyperbolic.

[Beyond Early Warning Indicators: High School Dropout and Machine Learning](#)

Dario Sansone (Department of Economics, Georgetown University)

This paper provides an algorithm to predict which students are going to drop out of high schools relying only on information from 9th grade. It verifies that using a parsimonious early warning system - as implemented in many schools - leads to poor results. It shows that schools can obtain more precise predictions by exploiting the available high-dimensional data jointly with machine learning tools such as Support Vector Machine, Boosted Regression and Post-LASSO. It carefully selects goodness-of-fit criteria based on the context and the underlying theoretical framework: model parameters are calibrated by taking into account policy goals and budget constraints. Finally, it uses unsupervised machine learning to divide students at risk of dropping out into different clusters.

[Ensuring a dynamic skills-training and life-long learning system in Switzerland](#)

Petar Vujanovic ; Christine Lewis

Switzerland makes more use of its human resources than most other OECD countries. Labour force participation is high and the unemployment rate low for most segments of society. This ensures a high standard of living for most Swiss people. Nevertheless, productivity growth is relatively slow. While this may in part be attributable to already being an advanced economy, it also means that Switzerland cannot be complacent with regard to education and skills. Its admirably low youth joblessness suggests that the transition from education to work is functioning soundly. However, there is mounting evidence that as the structure of industry is changing, due to globalisation and digitalisation for instance, vacancies and skills mismatches are spreading. The mix of skills being taught differs from those taught in most other high income OECD countries in which a common secondary school track predominates and the emphasis is on equipping young adults with academic tertiary qualifications. In this context, it is important that the system is flexible enough to respond to shifts in the demand for skills and that workers continue to learn. While the participation of women and immigrants in the economy compares relatively well, more can still be done to improve equity in the accumulation of skills. This Working Paper relates to the 2017 OECD Economic Survey of Switzerland (<http://www.oecd.org/eco/surveys/economic-survey-s-witzerland.htm>).

[Gender differences in the choice of major: The importance of female role models](#)

Catherine Porter (Heriot-Watt University) ; Danila Serra (Southern Methodist University)

Women have been traditionally underrepresented in several fields of study, notably those with the highest returns. While in the last two decades many disciplines, including mathematics and physical sciences, have made significant progress in attracting and retaining women, there has been little improvement in the field of economics, which remains heavily male-dominated. We report results from a field experiment aimed at increasing the percentage of women majoring in economics through exposure to carefully chosen female role models. We randomly selected a subset of Principles of Economics classes to be assigned to our role model treatment. Since the same classes were also offered and taught by the same instructors the previous year, we are able to employ a difference-in-differences estimation strategy to test whether the role model intervention increased the percentage of women planning to major in economics (survey-based) and enrolling in intermediate economics classes (administrative data) the semester and year following the intervention. Our results suggest that, while the role model intervention had no impact on male students, it significantly increased female students' likelihood of expressing interest in the economics major and enrolling in further economics classes.

[Progress and Challenges in Developing Tiered Quality Rating and Improvement Systems \(TQRIS\) in the Round 1 Race to the Top-Early Learning Challenge \(RTT-ELC\) States](#)

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

This report describes states' progress in developing and implementing systems that rate early childhood education programs on quality and help them improve. It focuses on the nine states that received the Round 1 Race to the Top-Early Learning Challenge grants.

[Education Effects on Days Hospitalized and Days Out of Work by Gender: Evidence from Turkey](#)

Tansel, Aysit ; Keskin, Halil Ibrahim

The strong relationship between various health indicators and education is widely documented. However, the studies that investigate the nature of causality between these variables became

available only recently and provide evidence mostly from developed countries. We add to this literature by studying the causal effect of education on days hospitalized and days out of work for health reasons. We consider two educational reforms. One is the educational expansion of the early 1960s and the other is the 1997 increase in compulsory level of schooling from five to eight years. However, due to the possibility of weak instruments we do not further pursue this avenue. We focus on individuals in two cohorts namely, 1945-1965 which is an older cohort and 1980-1980 which is a younger cohort. We estimate Tobit models as well as Double Hurdle models. The results suggest that an increase in years of education causes to reduce the number of days hospitalized for both men and women unambiguously and the number of days out of work only for men while an increase in education increases the number of days out of work for a randomly selected women.

[Migration, Social Capital, Financial Capital: How Migrants' Family Relations Serve Internationally](#)

Zubair, Muhammad ; Bögenhold, Dieter

Migration is a global phenomenon and has gained worldwide recognition for its socioeconomic impacts on host and home country. According to the literature, one of the most important emanations of migration are remittances. They facilitate poverty reduction, education improvement, entrepreneurial investments and even the economic evolution of the home state. Globally, India and Pakistan are in the top ten money receiving-countries. This paper provides an over-view about migration, and the worldwide remittance flow of migrants from India and Pakistan to their home countries. We sought to make a nonlinear model by dividing remittance per person with the number of immigrants from India and Pakistan worldwide, also focusing on the ratio of male and female immigrants in the population. The results show that remittance change exponentially over the years. This increase is stronger in the case of India than Pakistan and, more interestingly, gender ratios have influenced remittance per year.

[Education policy implementation: A literature review and proposed framework](#)

Beatriz Pont ; Romane Viennet

This literature review focuses on education policy implementation, its definition, processes and determinants. It aims to clarify what implementing policies involve in complex education systems to support policy work, building on the literature and country examples. An introduction delves into the reasons behind the need to update the concept of education policy implementation, which is defined as a purposeful and multidirectional change process aiming to put a specific policy into practice and which affects an education system on several levels. The paper then analyses the determinants that hinder or facilitate the process and groups them under four dimensions which support effective implementation: smart policy design, inclusive stakeholder engagement, conducive context and a coherent implementation strategy. Based on these dimensions, the paper proposes a generic framework and a complementary set of questions and principles for action that can guide policy makers to design, analyse and carry out their education policy implementation processes.

[What's the Secret Ingredient? Searching for Policies and Practices That Make Charter Schools Successful](#)

Philip M. Gleason

This article summarizes the research on factors associated with successful charter schools.

[The Labor Market Effects of an Educational Expansion. A Theoretical Model with Applications to Brazil](#)

David Jose Jaume

Most countries are rapidly increasing the educational attainment of their workforce. This paper develops a novel framework to study, theoretically and empirically, the effects of an educational expansion on the occupational structure of employment and distinct aspects of the wage distribution—wage levels, wage gaps, and poverty and inequality indicators—with an application to Brazil. I proceed in three steps. First, I provide some stylized facts of the Brazilian economy between 1995 and 2014: A large educational expansion took place; the occupational structure of employment remained surprisingly fixed; workers of all educational groups—primary or less, secondary, and university—were increasingly employed in occupations of lower ranking as measured by average wages over the period; and wages of primary educated workers increased while wages of more educated workers declined, bringing forth reductions in poverty and inequality. Second, I build a model that traces these heterogeneous patterns of occupations and wages to the educational expansion. The model assigns workers with three levels of education to a continuum of occupations that vary in complexity and are combined to produce a final good. I investigate three different policy experiments: An increase in university level, an increase in secondary level, and a simultaneous increase in both. The predicted effects depend on the policy analyzed. Considering the educational expansion that took place in Brazil (simultaneous increases in university and secondary levels), the model predicts qualitatively all the observed labor market changes in the occupational structure of employment and the wage distribution. Finally, I calibrate the model with the data from 1995 and show that, through its lens, the observed educational expansion in Brazil explains 66 percent of the occupational downgrading and around 80 percent of the changes in wage levels, inequality, and poverty during the period of 1995-2014.

[Moving up the global value chain in Latvia](#)

Naomitsu Yashiro ; Koen De Backer ; Andrés Fuentes Hutfilter ; Marco Kools ; Zuzana Smidova

Stronger integration in global value chains would speed up economic convergence to advanced OECD economies and raise living standards. Participation in global value chains (GVCs) offers opportunities for boosting productivity through knowledge transfer and intensive use of technologically advanced inputs. It also enables Latvia to diversify exports into high value added goods and services. Latvia's participation in GVC lags behind its Baltic and Central European peers. It also draws less value added from GVCs compared to many OECD economies. Nevertheless, GVC participation boosts the productivity of Latvian firms and enables them to increase employment and wages. Strong skills, high innovation capabilities and efficient resource allocation are essential for Latvian firms to engage in more knowledge intensive activities within GVCs. Improving access to higher education, promoting innovation cooperation between Latvian firms and foreign research institutes, reducing the large informal economy and establishing an effective judiciary and insolvency regime would unlock productivity growth through stronger integration in GVCs. This Working Paper relates to the 2017 OECD Economic Survey of Latvia. (www.oecd.org/eco/surveys/economic-survey-latvia.htm).

[Blockchain in Education](#)

Alexander Grech (StrategyWorks) ; Anthony Camilleri (StrategyWorks)

This report introduces the fundamental principles of the Blockchain focusing on its potential for the education sector. It explains how this technology may both disrupt institutional norms and empower

learners. It proposes eight scenarios for the application of the Blockchain in an education context, based on the current state of technology development and deployment.

[How returns to skills depend on formal qualifications: Evidence from PIAAC](#)

Jan Paul Heisig ; Heike Solga

Using PIAAC (Programme for the International Assessment of Adult Competencies) data for 21 countries, we study interrelationships between formal qualifications, cognitive skills, and labour market outcomes, focusing on comparisons between less and intermediate-educated adults (i.e. between adults with a degree below the upper secondary and at the upper secondary level). Less-educated adults tend to have lower cognitive skills than intermediate-educated adults, yet both groups are internally heterogeneous. In country-specific individual-level regressions, cognitive skills partly explain the lower occupational status of less-educated adults, but cross-national variation in their disadvantage remains substantial after accounting for skills. Country-level regressions show that the remaining disadvantage increases with the aggregate skills gap and with the internal homogeneity of the two educational groups. We further show that the association between skills and occupational attainment is weaker among the less educated than among the intermediate group. These findings are consistent with the idea that employers statistically discriminate on the basis of formal qualifications.

[Why is Education Performance so Different Across Latvian Schools?](#)

Olegs Krasnopjorovs (Bank of Latvia)

This paper aims at identifying the school characteristics consistently associated with better performance of pupils on state exams. First, we find that exam scores are positively related to school size (the number of pupils in the respective school) and teacher salaries, but negatively – with teacher age. Meanwhile, quantitative inputs like the number of teachers and computers per pupil are not robust determinants of education performance. Second, we show that pupils in urban and rural schools would perform similarly if characteristics of these schools were the same. The Oaxaca–Ransom decomposition fully explains the urban-rural exam score gap by a greater number of pupils and higher teacher salaries in urban schools as well as by different pupil structure; in turn, pupils' ethnic origin plays in favour of rural schools. Finally, Stochastic Frontier Analysis models show that school size is a robust efficiency determinant, while school location in the Riga region or in another big city is not. The bottom line is that structural reforms involving school mergers and a rise in teacher salaries might bring non-negligible dividends in terms of education quality.

[Peer Effects and Social Influence in Post-16 Educational Choice](#)

Stefan Speckesser ; Sophie Hedges

This paper investigates whether the educational choices that young people make after the completion of their GCSEs (at age 16) are influenced by their peers. More specifically, it takes advantage of the variation in peer groups that arises when students move from primary to secondary school in order to isolate the impact of secondary school peers on the choice of educational trajectory. These trajectories are broadly classified as academic, vocational, a combination of the two, or no education at all. In order to overcome the common problems associated with the identification of peer effects, the ability of the primary school peers of secondary school peers, who are not going to the same secondary school, is used as an instrument for secondary school peer group quality. These 'peers of peers' did not go to the same primary or secondary school as the

individual of interest and so cannot have had any direct impact on them. Our results show that higher ability peers reduce the likelihood that an individual will choose a vocational course at age 16 after controlling for the individual's own ability. We also find a very strong effect of household income on education choices, showing that the more deprived a student's background is, the more likely they are to opt for a vocational trajectory over an academic one.

[Using Validated Measures of High School Academic Achievement to Predict University Success](#)

Tim Maloney (School of Economics, Auckland University of Technology) ; Kamakshi Singh

Administrative data from a New Zealand university are used to validate the National Certificate of Educational Achievement (NCEA) Rank Score used in university admissions and scholarship decisions. We find no statistical evidence to corroborate the specific weighting scheme used in this index. For example, our regression analysis suggests that too much weight is attached to the lowest category of credits in predicting both successful completion outcomes and letter grades. To show the potential importance of this validated measure of high school achievement, we run several simulations on these first-year student outcomes at this university. We show that the use of an alternative, empirically-validated measure of NCEA results to select students would lead to only slight improvements in course completion rates and letter grades. These higher entry standards would lead to declines in the proportions of Pacifica students, but minimal impacts on the proportion of Māori students enrolled at this university.

[More years of education lead to more work-related training: New findings show that the principle 'learning begets learning' does not only apply to early childhood education but also to the duration of schooling](#)

Tamm, Marcus

An active participation in work-related training supports career development and reduces the risk of job loss. A pioneering RWI study demonstrates that the duration of schooling and vocational education has a causal impact on how an employee acquires training throughout adulthood. Consequently, public investments in school and college education may have a significant impact on lifelong learning.

[Is labour market demand keeping pace with the rising educational attainment of the population?](#)

OECD

Across OECD countries, more and more individuals have attained tertiary education and the share of those with less education has declined. Although there are more tertiary-educated individuals than ever before, they still achieve good labour market outcomes. This confirms that labour market demand is generally keeping pace with rising educational attainment. Only in about one-quarter of OECD countries, the employment advantage of tertiary-educated adults over adults with upper-secondary or post-secondary education has declined over the past two decades, which may be a sign that demand for tertiary-educated people is slowing down. Countries also need to address the situation of young men and women who have not completed upper secondary school and who face low employment prospects. Across OECD countries, more and more individuals have attained tertiary education and the share of those with less education has declined. Although there are more tertiary-educated individuals than ever before, they still achieve good labour market outcomes. This confirms that labour market demand is generally keeping pace with rising educational attainment. Only in about one-quarter of OECD countries, the employment advantage of tertiary-educated adults over

adults with upper-secondary or post-secondary education has declined over the past two decades, which may be a sign that demand for tertiary-educated people is slowing down. Countries also need to address the situation of young men and women who have not completed upper secondary school and who face low employment prospects.

[Paid work and time devoted to higher education](#)

François-Charles Wolff (LEMNA - Laboratoire d'économie et de management de Nantes Atlantique - UN - Université de Nantes, INED - Institut national d'études démographiques)

This paper investigates one causal mechanism by which a student's job can affect academic success. Students devoting time to paid work are expected to face more difficulties attending courses and to have less time to spend on homework. Our empirical analysis, which is based on five cross-sectional data sets collected in France from 1997 to 2010, examines the joint decision of work and time study of around 80,000 students enrolled from the first to the fifth year after the Baccalaureate. We turn to selection on unobservables and on observables models to account for the endogeneity of in-school work. We find that students with a paid job spend significantly less time both on attending courses and on homework. The negative impact on time devoted to studies is much higher for students working at least half-time. Cet article étudie un mécanisme causal par l'intermédiaire duquel le travail d'un étudiant peut influencer la réussite aux examens. Les étudiants qui ont une activité rémunérée vont a priori faire face à des difficultés accrues pour assister aux cours et pour leur travail personnel. L'analyse empirique, qui s'appuie sur cinq enquêtes transversales réalisées en France de 1997 à 2010, examine la décision conjointe de travail et des temps consacrés aux études pour près de 80000 étudiants inscrits de la première à la cinquième année après le baccalauréat. Nous nous tournons vers l'estimation de modèles de sélection sur inobservables et sur observables pour tenir compte de l'endogénéité de l'activité rémunérée. Nous trouvons que les étudiants ayant un emploi rémunéré consacrent moins de temps à la fois à assister aux cours et en travail personnel. L'impact négatif sur les temps d'études apparaît beaucoup plus élevé pour ceux qui ont une activité rémunérée au moins à mi-temps.

[Intergenerational Effects of Improving Women's Property Rights: Evidence from India](#)

Shreyasee Das ; Nayana Bose

This paper analyzes the intergenerational effects following the positive changes in women's inheritance rights. The amendment to the Hindu Succession Act, the law governing inheritance for Hindus, empowered unmarried daughters at the time of the reform to have equal rights to inherit ancestral property as their brothers. We employ a difference-in-differences strategy and exploit the state level variation in a woman's exposure to the reform. Using the Indian Human Development Survey data for rural India, we find that the property rights reform significantly increased women's education. We find a significant decrease in her sons' education, the effect is magnified in households where fathers are less educated than mothers. We further explore the role of birth order and the gender composition of children to assess the intergenerational impact of this more gender equal inheritance law. Regardless of the child's gender, our results show a significant decrease in educational attainment for younger children.

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[Opening remarks on higher education: financing, costs, and returns: remarks at the Conference on Higher Education Financing and Costs and Returns of Higher Education, Federal Reserve Bank of New York, New York City](#)

Dudley, William (Federal Reserve Bank of New York)

Remarks at the Conference on Higher Education Financing and Costs and Returns of Higher Education, Federal Reserve Bank of New York, New York City.

Keywords: return on investment; income inequality; economic mobility; college preparedness; higher education financing; student borrowers

[Malaria and Education: Evidence from Mali](#)

Josselin Thuilliez (CES - Centre d'économie de la Sorbonne - UP1 - Université Panthéon-Sorbonne - CNRS - Centre National de la Recherche Scientifique) ; Hippolyte D'Albis (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) ; Hamidou Niangaly (MRTC - Malaria Research and Training Center - Faculté de Médecine de Bamako) ; Ogobara Doumbo (DEAP - Département d'épidémiologie des affections parasitaires - Université de Bamako - Malaria Research and Training Center (MRTC) - Facultés de Médecine, de Pharmacie et d'Odonto-Stomatologie - CNRS - Centre National de la Recherche Scientifique)

This article examines the influence of malaria on human capital accumulation in the village of Diankabou in Mali. To account for malaria endogeneity and its interaction with unobservable risk factors, we exploit natural variations in malaria immunity across individuals of several sympatric ethnic groups—the Fulani and the non-Fulani—who differ in their susceptibility to malaria. The Fulani are known to be less susceptible to malaria infections, despite living with a similar malaria transmission intensity to those seen among other ethnic groups. We also use natural variation of malaria intensity in the area (during and after the malaria transmission season) and utilise this seasonal change as a treatment. We found that malaria has an impact on cognitive and educational outcomes in this village.

[Do Boys Benefit from Male Teachers in Elementary School? Evidence from Administrative Panel Data](#)

Puhani, Patrick A.

With girls having overtaken boys in many education indicators, the “feminization” of elementary school teaching is causing debates about disadvantages for male students. Using administrative panel data on the universe of students, teachers and schools for a German state, I exploit within

school and within teacher variation to determine teacher characteristics' effects on students' tracking outcomes. Germany tracks students at age 10 into more or less academic school types. I find hardly any effects of teacher's gender, age, pay level, qualifications, or working hours on boys' or girls' school track recommendations or school choice. Even when following students into middle school, no effects of elementary-school teacher gender on school type change or grade repetition can be detected.

[The impact of health on labour supply near retirement](#)

Richard Blundell (Institute for Fiscal Studies and IFS and UCL) ; Jack Britton (Institute for Fiscal Studies) ; Monica Costa Dias (Institute for Fiscal Studies and Institute for Fiscal Studies) ; Eric French (Institute for Fiscal Studies and IFS and UCL)

Estimates of the effect of health on employment differ significantly from study to study due to differences in method, data, institutional background and health measure. We assess the importance of these differences using a unified framework to interpret and contrast estimates of the impact of health on employment based on various measures of health and estimation procedures. This is done for the US and England. We find that subjective and objective health measures, as well as subjective measures instrumented by objective measures produce similar estimates if a sufficiently large number of objective measures is used. Reducing the number of objective measures used compromises their ability to capture work capacity and biases estimates downwards. Failure to account for initial conditions leads to an overstatement of the effect of health on employment. We also find that a carefully constructed single index of subjective health yields estimates that are very similar to those obtained with multiple measures. Overall, declines in health can explain between 3% and 15% of the decline in employment between ages 50 and 70. These effects are larger among high-school dropouts and tend to drop with education; they are also larger in the US than in England. Finally, cognition has little added explanatory power once we also control for health, suggesting that cognition is not a key driver of employment at these ages.

[Raising and mobilising skills to boost productivity and inclusiveness in Belgium](#)

Vincent Vandenberghe ; Lilas Demmou ; Manav Frohde

A highly educated and skilled workforce has been an important driver of productivity performance and prosperity in Belgium. This paper examines skills policies that could help improve productivity and inclusiveness. An increased focus on lifelong learning, improved and more flexible working conditions for older workers, and a more efficient allocation of students and skills would benefit productivity growth. Improving inclusiveness requires increasing access and participation in tertiary education, especially for students with disadvantaged backgrounds. Digitalisation holds the promise of large gains in labour productivity, but is disrupting the nature of employment relationships. It calls for measures that encourage information and communication technology (ICT) upskilling and for adapting tax and benefit systems to the rise of on-demand jobs linked to the use of e-platforms.

Keywords: Belgium, digitalisation, equity in education, human capital, integration policies, labour market participation of seniors, lifelong learning, on-demand jobs, tertiary education

[The impacts of value, disconfirmation and satisfaction on loyalty: Evidence from international higher education setting](#)

Hiep-Hung Pham ; Sue Ling Lai ; Quan-Hoang Vuong

Relationships with international students can be beneficial to higher education in terms of financial and human resources. For this reason, establishing and maintaining such relationships are usually pre-eminent concerns. In this study, we extended the application of the disconfirmation expectation model by incorporating components from subjective task value to predict the loyalty of international students toward their host countries. On a sample of 410 Vietnamese students enrolled in establishments of higher education in over 15 countries across the globe, we employed structural equation model to construct the conceptual model. Our empirical findings revealed that while the roles of satisfaction and disconfirmation are still important as direct and indirect antecedents of international student loyalty, its most powerful predictors are the three components of subjective task value: attainment, utility and intrinsic. These insights result in a number of implications for actors on the higher education scene, such as heads of institutions and policy makers.

[Education effects on days hospitalized and days out of work by gender: Evidence from Turkey](#)

Tansel, Aysit ; Keskin, Halil Ibrahim

The strong relationship between various health indicators and education is widely documented. However, the studies that investigate the nature of causality between these variables became available only recently and provide evidence mostly from developed countries. We add to this literature by studying the causal effect of education on days hospitalized and days out of work for health reasons. We consider two educational reforms. One is the educational expansion of the early 1960s and the other is the 1997 increase in compulsory level of schooling from five to eight years. However, due to the possibility of weak instruments we do not further pursue this avenue. We focus on individuals in two cohorts namely, 1945-1965 which is an older cohort and 1980-1980 which is a younger cohort. We estimate Tobit models as well as Double Hurdle models. The results suggest that an increase in years of education causes to reduce the number of days hospitalized for both men and women unambiguously and the number of days out of work only for men while an increase in education increases the number of days out of work for a randomly selected women.

[Publication performance vs. influence: On the questionable value of quality weighted publication rankings](#)

Haucap, Justus ; Thomas, Tobias ; Wohlrabe, Klaus

In broad parts of the scientific community the position in publication performance rankings, based on journal quality ratings is seen as highly reputational for the scientist. This contribution provides evidence that, at least in economics, such publication performance measures can not always be reconciled with measures for academic influence such as citation-based measures. We analyze data from the Scopus database as well as from the prestigious German-based Handelsblatt ranking for 100 renowned economists (lifetime achievement). Scholarly influence is proxied by various bibliometric indicators such as the number of citations, the h-index, the citations of the most cited paper as well as the hardly honorable Pi-Beta-score ("Publications Ignored, By Even The Author(s)"). We argue that publication performance measures based on journal ratings, such as the Handelsblatt rankings, are not good proxies for an economist's impact within the scientific community. From this perspective the value of publication performance rankings based on journal quality ratings is questionable.

[Matching Strategies of Heterogeneous Agents under Incomplete Information in a University Clearinghouse](#)

Britta Hoyer (Paderborn University) ; Nadja Stroh-Maraun (Paderborn University)

In actual school choice applications the theoretical underpinnings of the Boston School Choice Mechanism (BM) (complete information and rationality of the agents) are often not given. We analyze the actual behavior of agents in such a matching mechanism, using data from the matching mechanism currently used in a clearinghouse at a faculty of Business Administration and Economics at a German university, where a variant of the BM is used, and supplement this data with data generated in a survey among students who participated in the clearinghouse. We find that under the current mechanism over 70% of students act strategically. Controlling for students' limited information, we find that they do act rationally in their decision to act strategically. While students thus seem to react to the incentives to act strategically under the BM, they do not seem to be able to use this to their own advantage. However, those students acting in line with their beliefs manage a significantly better personal outcome than those who do not. We also run simulations by using a variant of the deferred acceptance algorithm, adapted to our situation, to show that the use of a different algorithm may be to the students' advantage.

[Education Reform in General Equilibrium: Evidence from California's Class Size Reduction](#)

Mike Gilraine ; Hugh Macartney ; Rob McMillan

This paper sheds new light on general equilibrium responses to major education reforms, focusing on a sorting mechanism likely to operate whenever a reform improves public school quality significantly. It does so in the context of California's statewide class size reduction program of the late-1990s, and makes two main contributions. First, using a transparent differencing strategy that exploits the grade-specific roll-out of the reform, we show evidence of general equilibrium sorting effects: Improvements in public school quality caused marked reductions in local private school shares, consequent changes in public school demographics, and significant increases in local house prices – the latter indicative of the reform's full impact. Second, using a generalization of the differencing approach, we provide credible estimates of the direct and indirect impacts of the reform on a common scale. These reveal a large pure class size effect of 0.11 (in terms of mathematics scores), and an even larger indirect effect of 0.16 via induced changes in school demographics. Further, we show that both effects persist positively, giving rise to an overall policy impact estimated to be 0.4 higher after four years of treatment (relative to none). The analysis draws attention, more broadly, to conditions under which the indirect sorting effects of major reforms are likely to be first order.

[It's Time to Learn: Understanding the Differences in Returns to Instruction Time](#)

Andrés Barrios F. ; Giulia Bovini

As hours per day are inherently a limited resource, increasing daily instruction time reduces the amount of time pupils can dedicate to other activities outside school. We study how the effect of longer school days on achievement varies across students and schools. We exploit a large-scale reform of school schedules that substantially increased daily instruction time in Chilean primary schools. We show that the average effect of one additional year of exposure to the longer school day on reading and on mathematics test scores at the end of grade 4 masks substantial heterogeneity. Students from disadvantaged backgrounds benefit more from longer schedules, indicating that returns to time spent at school are larger the scarcer the learning opportunities available at home. Added instruction time yields higher gains in charter than in public schools, suggesting that more autonomy on administrative and pedagogical decisions may increase the effectiveness of other school inputs.

[Educación Escolar para la Inclusión y la Transformación Social en el Caribe Colombiano](#)

Leonardo Bonilla-Mejía ; Eduard F. Martínez-González

La región Caribe tiene un rezago importante en términos de cobertura y calidad de la educación escolar. Este documento tiene por objetivo proponer una serie de políticas que permitan dar un gran impulso al sistema de educación pública de la región y cerrar la brecha para el año 2030. Se proponen cuatro grandes ejes de intervención: educación preescolar, jornada única, formación de docentes y capacidad institucional. Se estima que para llevar a cabo los programas de esta propuesta se requiere de 6.274 millones de dólares en 12 años, de los cuales 2.114 corresponden a inversiones y 4.160 a los costos recurrentes adicionales del sistema educativo. *****ABSTRACT: The Caribbean Region of Colombia is particularly behind in terms of school coverage and quality. This paper proposes a set of policies that provide a big push to the public education system and allow closing the gap by 2030. Policies are organized into four categories: Preschool education, full-day schooling, teacher training and institutional capacity. The total cost of the intervention is estimated at 6,274 million dollars over 12 years, of which 2,114 correspond to investments and 4,160 to the additional recurrent expenditures of the education system.

[Violence, Psychological Stress and Educational Performance during the ‘War on Drugs’ in Mexico](#)

Maren M. Michaelsen ; Paola Salardi

We provide evidence that violence in Mexico related to the ‘war on drugs’ from 2006-2011 had a significant negative impact on educational performance that is primarily attributable to acute psychological stress among students in the immediate aftermath of local violence. Using geographically and temporally disaggregated data we demonstrate that the largest impacts of violence on educational performance result from homicides committed within the vicinity of schools during the week immediately prior to national standardized tests. This short-term impact increases with geographic proximity and levels of violence, and dramatically exceeds the effects of longer-term violence spread over a full school year.

[What do you mean by ‘good’? The search for exceptional primary schools in South Africa’s no-fee school system](#)

Gabrielle Wills (Research on Socio-Economic Policy, Department of Economics, Stellenbosch University)

This paper describes a rigorous data collection process to find and verify the quality of what could potentially be high-functioning or high-performing schools accessible to the poor in three of South Africa’s nine provinces. A potential sample of outlier schools is selected using system-wide Universal Annual National Assessment data corroborated against school recommendations collected from a variety of system actors expected to be informed about school quality. Unfortunately, literacy testing in 31 purposively selected schools yields no example of high-performing, no-fee schools. However, we identify outlier or resilient students even in under-performing schools. Furthermore, within the no-fee school system there exists a continuum of functionality. Schools exist that while far from reaching good (or even adequate) median levels of English literacy, exhibit relatively higher literacy levels than other sample schools after controlling for student background differences. The presence of these relatively better performing sample schools (and performance variation more generally in the no-fee system) suggests that there is a middle-ground, a rightward movement away from dysfunction that can be reached. However, it is not clear that all system actors are able to detect

variations in school quality. Our sample of respondents recommending 'good' schools are only able to identify slightly better performing no-fee schools. For certain groups, specifically education district officials, enrolment growth appears to be a better indicator of their perceptions of 'good' than measures of student performance.

[Intergenerational Effects of Education on Risky Health Behaviours and Long-Term Health](#)

Mathias Huebener

This paper estimates the causal effects of parental education on their children's risky health behaviours and health status. I study the intergenerational effects of a compulsory schooling reform in Germany after World War II. Implemented across federal states at different points in time, the reform increased the minimum number of school years from eight to nine. Instrumental variable estimates and difference-in-differences estimates reveal that increases in maternal schooling reduce children's probability to smoke and to be overweight in adolescence. The effects persist into adulthood, reducing chronic conditions that often result from unhealthy lifestyles. No such effects can be identified for paternal education. Increased investments in children's education and improvements in their peer environment early in life are important for explaining the effects. Changes in family income, family stability, fertility and parental health-related behaviours are less relevant empirically. The intergenerational effects of education on health and health-related behaviours exceed the direct effects. Studies neglecting the intergenerational perspective substantially understate the full causal effects.

[The Effect of Court-Ordered Hiring Guidelines on Teacher Composition and Student Achievement](#)

Cynthia (CC) DuBois ; Diane Whitmore Schanzenbach

This paper examines the effect of a court-ordered hiring guidelines intended to increase the share of black teachers employed in a school district in Louisiana. We find that the court-ordered hiring policy significantly increased the share of teachers who are black in the district relative to the rest of the state, and to a matched synthetic control sample. The policy also increased the share of new teachers hired who are black, and decreased the student-teacher representation gap, defined as the difference in enrollment share black among students and teachers in a district. There were increases in the share of black teachers observed in both predominately white and predominately black schools in the district. The policy had no measurable impacts—either positive or negative—on district-level measures of student achievement.

[Financing Education Abroad: A Developing Country Perspective](#)

Gega Todua

Developing countries intensively promote education abroad through financial aid policies. While some financially support students with scholarships, other countries prefer to provide loans. This paper provides a novel data-set containing characteristics of world-wide government-funded scholarship and loan programs supporting education abroad. The data allows us to identify unique stylized facts on these financing policies for middle and low income countries. We find that scholarship programs more frequently select students based on merit criteria, target graduate and postgraduate study level, and require recipients to return after studies than loan programs do. We build a two-country student migration model with government intervention to qualitatively account for the observed patterns. In our model, government intervention is justified for two reasons. First, students from a developing country are financially constrained and cannot afford education abroad.

Second, the government values the productivity of "returnees" higher than the market does. We argue that when students are uncertain about their future productivity and may fail at their studies, scholarship programs can insure them against potential default. Consequently, if students differ in their expected ability, under certain conditions a government with a tight budget will prioritize ex-ante high-ability students and support them with scholarships with the return requirement, and support ex-ante low-ability students with loans without the return requirement.

[Fertility effects of college education: Evidence from the German educational expansion](#)

Kamhöfer, Daniel A. ; Westphal, Matthias

We estimate the effects of college education on female fertility - a so far understudied margin of education, which we instrument by arguably exogenous variation induced through college expansions. While college education reduces the probability of becoming a mother, college-educated mothers have slightly more children than mothers without a college education. Unfolding the effects by the timing of birth reveals a postponement that goes beyond the time in college - indicating a negative earlycareer effect on fertility. Coupled with higher labor-supply and wage returns for nonmothers as compared to mothers the timing effects moreover suggest that career and family are not fully compatible.

[Expected Fertility and Educational Investment: Evidence from the One-Child-Policy in China](#)

Raiber, Eva

How does future expected fertility affect current educational investment? Theory suggests that expected fertility can impact both returns to education and the resources available for parental consumption. Using policy data about varying eligibility criteria for second child permits during the One-Child-Policy in China, I investigate the effect of eligibility status on fertility and education. In the 1990s, second child permits increased the likelihood of having a second child by 11 percentage points. Being allowed to have a second child increased schooling by 0.7 years on average, an effect that is likely concentrated in the subset of individuals for whom the permit constraint is binding.

[Causal Effects of Family Income on Child Outcomes and Educational Spending: Evidence from a Child Allowance Policy Reform in Japan](#)

Michio Naoi (Faculty of Economics, Keio University) ; Hideo Akabayashi (Faculty of Economics, Keio University) ; Ryosuke Nakamura (Faculty of Economics, Fukuoka University) ; Kayo Nozaki (Faculty of Humanities and Social Sciences) ; Shinpei Sano (Faculty of Law, Politics and Economics, Chiba University) ; Wataru Senoh (Faculty of Law, Politics and Economics, Chiba University) ; Chizuru Shikishima (Faculty of Liberal Arts, Teikyo University)

We examine the causal effects of family income on child outcomes and households' educational spending using panel data of children matched to their parents. Our identification strategy relies on the largely exogenous, discontinuous changes in the Child Allowance Policy in Japan that occurred between 2010 and 2012. We examine whether an exogenous variation in family income due to policy changes in the payment schedule has any causal effects on children's cognitive outcomes and households' educational spending. Our ordinary least squares (OLS) and first-differenced (FD) results show that, in most cases, family income is positively correlated with children's cognitive outcomes and family's educational investment. Our FD instrumental variable (FD-IV) results, using exogenous changes in child allowance payments as an instrument, show that family income does not have any causal impacts on child outcomes in the short run. This suggests that the positive income effects on

cognitive outcomes in OLS and FD models are not causal effects. In comparison, we find some evidence of positive income effects on households' educational spending. To examine the heterogeneous effects, we estimate FD-IV regressions for various population subgroups: those divided by parental education, income levels, children's age, and gender. We find that family income does not have statistically significant impacts on children's cognitive ability, whereas it has significant positive impacts on educational spending for high-income families and girls.

[Shopping for Schools: Mapping Choice Architecture in the Education Marketplace](#)

Steven Glazerman

School shopping websites are a critical source of information for school choice. This paper analyzes 14 prominent sites, documenting key design elements that make up the "choice architecture" within which choice policies play out.

[Unawareness and Selective Disclosure: The Effect of School Quality Information on Property Prices](#)

John Haisken-DeNew ; Syed Hasan ; Nikhil Jha ; Mathias Sinning

The Australian Government launched the My School website in 2010 to provide standardised information about the quality of schools to the Australian public. This paper combines data from this website with home sales data for the state of Victoria to estimate the effect of the publication of school quality information on property prices. We use a difference-in-difference approach to estimate the causal effect of the release of information about high-quality and low-quality schools relative to medium-quality schools in the neighborhood and find that the release of information about high-quality schools increases property prices by 3.6 percent, whereas the release of information about low-quality schools has no significant effect. The findings indicate that many buyers are unaware of the relevance of school quality information and that real estate agents pursue a strategy of disclosing information about high-quality schools to increase the sales price. Results from a survey of Victorian real estate agents provide evidence in favor of this strategy.

[Macroeconomic consequences of the demographic and educational transition in Poland](#)

Aleksandra Kolasa (Faculty of Economic Sciences, University of Warsaw)

Soon after the start of the transition to market economy in the early 1990s, Poland has experienced both a dramatic decline in the fertility rate and an increase in the share of students among young high-school graduates. These two processes significantly changed the age structure of the population and average income characteristics of households. Using a general equilibrium model with heterogeneous households and uninsured income shocks I try to assess the impact of these demographic and educational changes on the Polish economic performance and inequalities. I find that in the long term the positive effects of educational transition on output per capita more than offset the negative impact of lower fertility, but the outcome strongly depends on the adjustments in the structure of labor demand. I also show that the educational transition increases income and consumption inequalities, while the demographic transition decreases inequality in assets.

[Drivers of industrialisation: intersectoral evidence from the Low Countries in the nineteenth century](#)

Philips, Robin C. M. ; Földvári, Péter ; Van Leeuwen, Bas

In this paper, we trace the causes of regional industrial development in the nineteenth century Low Countries by disentangling the complex relationship between industrialisation, technological progress and human capital formation. We use sectoral differences in the application of technology

and human capital as the central elements to explain the rise in employment in the manufacturing sector during the nineteenth century, and our findings suggest a re-interpretation of the deskilling debate. To account for differences among manufacturing sectors, we use population and industrial census data, subdivided according to their present-day manufacturing sector equivalents of the International Standard Industrial Classification (ISIC). Instrumental variable regression analysis revealed that employment in the manufacturing sector was influenced by so-called upper-tail knowledge and not by average educational levels, providing empirical proof of a so-called deskilling industrialisation process. However, we find notable differences between manufacturing sectors. The textiles and clothing sectors show few agglomeration effects and limited use of steam-powered engines, and average education levels cannot adequately explain regional industrialisation. In contrast, the location of the fast-growing and innovative machinery-manufacturing sector was more influenced by technology and the availability of human capital, particularly upper-tail knowledge captured by secondary school attendance rates.

[The Academic and Behavioral Consequences of Discipline Policy Reform: Evidence from Philadelphia](#)

Matthew P. Steinberg ; Johanna Lacoë

The School District of Philadelphia (SDP) made dramatic changes to its code of conduct in 2012–2013, prohibiting the use of out-of-school suspensions for low-level conduct offenses such as profanity and failure to follow classroom rules and reduced the length of suspensions for more serious infractions.

[Improving productivity and job quality of low-skilled workers in the United Kingdom](#)

Sanne Zwart ; Mark Baker

More than a quarter of adults in the United Kingdom have low basic skills, which has a negative impact on career prospects, job quality and productivity growth. Furthermore, unlike most other countries, young adults do not have stronger basic skills than the generation approaching retirement. The lack of skills development starts at young ages and continues in secondary education; despite a modest reduction in recent years, the educational attainment gap between disadvantaged and non-disadvantaged students remains high. The low participation in lifelong learning of low-skilled individuals puts them at risk of falling behind in meeting the changing skill demands of the dynamic labour market. Ongoing reforms to the vocational education and training (VET) system and apprenticeship system should have a positive impact on low-skilled productivity, enabling students to gain the necessary basic skills and for workers to find quality jobs. Improving the targeting of active labour market policies, and ensuring that the ongoing increases in the national living wage are delivered in a sustainable way will also play an important role in improving job quality and reducing the high rate of youth neither employed or in education or training. Policy responses to the rise of non-standard work will also be essential in improving the job quality of the low-skilled.

[Evaluation of the Teacher Incentive Fund: Final Report on Implementation and Impacts of Pay-for-Performance Across Four Years](#)

Hanley Chiang ; Cecilia Speroni ; Mariesa Herrmann ; Kristin Hallgren ; Paul Burkander ; Alison Wellington

In 2006, Congress established the Teacher Incentive Fund (TIF), which provides grants to support performance-based compensation systems for teachers and principals in high-need schools. Under a contract with the U.S. Department of Education’s Institute of Education Sciences, Mathematica

recently completed a study featuring an in-depth analysis of TIF's implementation and the impacts of performance bonuses on educator effectiveness and student achievement.

[HIV/AIDS Knowledge and Sexual Behavior of Female Young Adults in the Philippines](#)

Abrigo, Michael R.M.

The impact of sex education on various behavioral outcomes has been well studied in the literature. However, these studies fail to account for the simultaneity between knowledge demand and sexual behavior, leading to inconsistent effect estimates using simple comparison of means from randomized control interventions. A theoretical model of sexual behavior and sexually transmitted infection (STI) information demand is proposed to motivate the discussion. We show that the effect of STI knowledge on sexual behavior depends on how information affects the expected cost from sexual activity. We provide empirical evidence using Philippine data that increasing HIV/AIDS knowledge delays sexual initiation, limits sexual activity, and increases condom use among some subpopulation of female young adults.

[Education Effects on Days Hospitalized and Days out of Work by Gender: Evidence from Turkey](#)

Aysit Tansel (Department of Economics, Middle East Technical University, IZA (Germany) and ERF (Egypt)) ; Halil Ibrahim Keskin (Department of Econometrics, Cukurova University)

The strong relationship between various health indicators and education is widely documented. However, the studies that investigate the nature of causality between these variables became available only recently and provide evidence mostly from developed countries. We add to this literature by studying the causal effect of education on days hospitalized and days out of work for health reasons. We consider two educational reforms. One is the educational expansion of the early 1960s and the other is the 1997 increase in compulsory level of schooling from five to eight years. However, due to the possibility of weak instruments we do not further pursue this avenue. We focus on individuals in two cohorts namely, 1945-1965 which is an older cohort and 1980-1980 which is a younger cohort. We estimate Tobit models as well as Double Hurdle models. The results suggest that an increase in years of education causes to reduce the number of days hospitalized for both men and women unambiguously and the number of days out of work only for men while an increase in education increases the number of days out of work for a randomly selected women.

[Denver WIOA Out-of-School Youth Services: Using Evidence-Informed Practices to Advance Youth Self-Sufficiency and Well-Being](#)

Annalisa Mastri ; Marykate Zukiewicz

Mathematica examined services offered through a partnership between the Office of Economic Development and Denver Public Schools to provide career and educational support to out-of-school youth. We also assessed the extent to which services incorporated features of evidence-informed interventions.

[The long\(er\)-term impacts of Chile Solidario on human capital and labour income](#)

Guido Neidhöfer ; Miguel Niño-Zarazúa

This paper examines Chile Solidario, a social protection programme that provides poor households in Chile with preferential access to a conditional cash transfer programme designed to facilitate investments in children's health and education. We assess the programme's longer-term impact on educational attainment and labour income at ages 25–28. Overall, Chile Solidario has a positive and

long-lasting effect, albeit with significant impact heterogeneity. The effects on educational attainment are similar for women and men, and for indigenous and non-indigenous people, but the effects on labour income are driven by men and non-indigenous people. The impact on labour income is not significantly different from zero for women with children, but is positive and significant for women without children. The effects on both education and labour income are concentrated in urban areas. Our results indicate that the impact of Chile Solidario depends on societal and structural factors underpinning labour markets in Chile.

[Wealth Inequalities in Perceptions of School Quality in Pakistan](#)

Marine De Talance (LEDa - DIAL - Laboratoire d'Economie de Dauphine - Economie de la mondialisation et du développement - Université Paris-Dauphine)

[Remarks: Tribal Community Perspectives on Higher Education / Neel Kashkari, President ... Minneapolis, MN ... September 27, 2017](#)

Kashkari, Neel (Federal Reserve Bank of Minneapolis)

[The Social Origins of Inventors](#)

Philippe Aghion ; Ufuk Akcigit ; Ari Hyytinen ; Otto Toivanen

In this paper we merge three datasets - individual income data, patenting data, and IQ data - to analyze the determinants of an individual's probability of inventing. We find that: (i) parental income matters even after controlling for other background variables and for IQ, yet the estimated impact of parental income is greatly diminished once parental education and the individual's IQ are controlled for; (ii) IQ has both a direct effect on the probability of inventing an indirect impact through education. The effect of IQ is larger for inventors than for medical doctors or lawyers. The impact of IQ is robust to controlling for unobserved family characteristics by focusing on potential inventors with brothers close in age. We also provide evidence on the importance of social family interactions, by looking at biological versus non-biological parents. Finally, we find a positive and significant interaction effect between IQ and father income, which suggests a misallocation of talents to innovation.

[The Concept of Culture in Educational Management](#)

Samuel Bâlc (Bucharest Baptist Theological Institute)

There can be no effective education if it fails to present to those involved in the education process a clear vision of God and life, starting from the aspirations and needs of those in a particular cultural context and depending on them to organize the learning process. Such education, without a prospect based on the teaching of Sacred Scripture and without adaptation to the cultural context, would be a vain attempt and promotion of empty values. Those involved in Christian education must be prepared to confront contemporary pluralism, to take into account the cultural context and to affirm without reservation the Absolute Truth, which is the Word of God. In order to do this, we need welltrained people, able to understand the current context and willing to engage actively in the formation of tomorrow's generation. To take an attitude of indifference to what is happening in these times means to abandon the mandate that was entrusted by Christ to all who are called Christians.

[Child Work and Schooling in Rural North India What Does Time Use Data Say About Tradeoffs and Drivers of Human Capital Investment?](#)

Sudha Narayanan (Associate Professor, Indira Gandhi Institute of Development Research (IGIDR),) ; Sowmya Dhanaraj (Lecturer, Madras School of Economics)

This study examines time use data for 1244 children in the age-group 6- 12 years in 274 villages in eight states in rural north India to understand the tradeoffs between time spent in school, time spent at work, time spent on home study and leisure. Using a Seemingly Unrelated Regression (SURE) Model, we find that only a few variables influence allocation of time to different activities across the board. Overall, there seems to be no tradeoff between time spent at school and at work, whereas leisure time and home study appear to be compromised for the sake of work.

2. Sommaires de revues en éducation

Revues francophones :

[Economie & prévision, 2017/2 \(n° 211-212\)](#)

Évaluation des politiques publiques

- Conférence AFSE-DG Trésor 2015 : évaluation des politiques publiques Introduction générale
Claire Loupias
- Évaluation des Politiques Publiques : expérimentation randomisée et méthodes quasi-expérimentales
Claire Loupias, Laura Dupont-Courtade, Nicolas Treich, et al.
- Évaluation des effets de la formation sur le devenir professionnel et le ressenti des salariés en insertion
Oana Calavrezo, Véronique Rémy
- La réforme des retraites de 2010 : quel impact sur l'activité des séniors ?
Yves Dubois, Malik Koubi
- Que nous apprennent les données de branches sur les premiers effets du CICE ? Évaluation pour la période 2014-2015t2
Bruno Ducoudré, Éric Heyer, Mathieu Plane, et al.
- Une simulation sur un modèle d'appariement : l'impact de l'article 4 de l'ANI de 2013 sur la segmentation du marché du travail
Clémence Berson, Nicolas Ferrari
- Is the German Experience Applicable to France?
Nathalie Chusseau, Joël Hellier

- Designing Housing Benefits: An Application with French Data
Antoine Bozio, Malka Guillot, Marion Monnet, et al.
- Does the Provision of Information on their Skills Affect Students' Enrollment Choices?
Nina Hestermann, Nicolas Pistolesi

[Cahiers pédagogiques, n° 541, décembre 2017](#)

Thème : Les tâches complexes à la loupe

Éditorial

- Toujours nouvelle, l'éducation ?
Laurence Cohen
- Enseigner la Shoah : de multiples projets et pratiques pédagogiques
Jean-Michel Zakhartchouk
- « Réparer ensemble le tissu déchiré du monde »
Entretien avec Abdenour Bidar

L'école ailleurs

- Star School, une école alternative en Corée du Sud
Olivier Francomme

L'actualité de la recherche

- Étiqueter les méthodes ou parler des pratiques réelles ?
Olivier Rey

La chronique de Nipédu

- Des MOOC pour former à l'apprentissage autodirigé ?
Régis Forgione, Fabien Hobart et Jean-Philippe Maitre

Billet du mois

- Tout et son contraire
Jean-Michel Zakhartchouk

Dossier : Les tâches complexes à la loupe

- Avant-propos
Christophe Blanc et Florence Castincaud

Complexe ? Pas si simple...

- La construction du problème
Michel Fabre

- Simple ou complexe, oui mais pour qui ?
Marceline Laparra, Claire Margolinas
- Une leçon qui vaut bien un fromage
Florence Castincaud
- À quelle tâche répond l'élève ?
Christophe Blanc
- Coopération contre passivité
Cédric Serres
- Embarquer en littérature grâce à la problématique
Françoise Cahen
- Les dérives de la scénarisation
Stéphane Pihen
- Encadré : En user sans abuser
Marine Chaize
- Et si on commençait par la fin ?
Jean-François Boyer

Petite tâche deviendra grande Antoine Da Fonseca

- C'est quoi le problème ?
Florence Castincaud
- Des petits cailloux sur les chemins de la catégorisation
Corinne Brisbart
- Comment passer le relais sans perdre de temps ?
Sabrina Bendoukhane
- Faire des sciences, mais en anglais
Fatima Moujdi-Menauge, Axe Bianchi
- Délivrés, libérés par les tablettes
Émilie Kochert
- Et si on rendait l'exposé interactif ?
Maria-Alice Médioni
- Former à la complexité des situations éducatives
Andreea Capitanescu Benetti, Cynthia d'Addona
- Une formation en abyme
Sylvie Grau

Organiser, aider, évaluer

- Experts en herbe(s)
Pierre-Yves Le Roux, Olivier Galy, Brigitte Do
- En trois temps, trois mouvements
Delphine Longchamp
- Groupes et différenciation : exemple
Cyril Lascassies
- Sur le chemin de l'autonomie
Anne-Marie Sanchez
- Les dilemmes de l'aide
Benjamin Banasik
- Former des élèves stratèges
Marie-Camille Coudert et Olivier Sauret
- Aux risques du grand projet
Catherine Gendron
- La métacognition s'enseigne aussi
Jacques Crinon

Relecture

- Au cœur des dilemmes de l'apprentissage
Lucie Mottier Lopez

Les articles en ligne :

- La place des tâches complexes dans la classe inversée
Marie Soulié
- S'appuyer sur l'oral
Shahin Ait-Aissa
- Enfants conférenciers, une communauté d'apprenants
Christophe Blanc, Agnès Bourbonnais, Géraldine Marchand, Martine Troisfontaine, Marianne Aurenche
- Une gymnastique de précision
Loïc Coudray
- Apprendre à penser ce qu'on fait
Sylvie Grau

[Éducation et socialisation, n°46, 2017](#)

Thème : Laïcité et morale à l'école

- Déplacements et tensions dans les politiques éducatives de 1985 à 2015 : l'exemple des injonctions à propos de l'enseignement moral et civique
Charlène Ménard
- Quelle éducation morale et civique à l'école ? Pourquoi et comment la mettre en œuvre ?
Gérard Pithon
- Laïcité à l'école : évolution du concept dans une approche historique et juridique
Céline Chauvigné
- Deux questions à propos de l'implication mutuelle de l'esprit critique et de la laïcité dans l'appréhension républicaine de l'éducation morale et civique
Roger Monjo
- Sens et usages contemporains de la laïcité
Michel Fabre
- Promotion de la laïcité à l'école et entreprise de moralisation : une équivalence ?
Vincent Lorius
- Clarification des positions sur la laïcité et objectivation des idéologies, un double enjeu dans l'École et pour l'École
Xavier Riondet et Bérengère Kolly
- Les usages de la laïcité : une comparaison École-Hôpital
Geneviève Zoïa et Laurent Visier
- Problématiser les enjeux professionnels de la laïcité à partir d'expériences difficiles vécues par des enseignants dans des classes de quartiers populaires
Bruno Fondeville
- Laïcité et faits religieux : conduire des débats avec les élèves, quels dispositifs ?
Nathalie Panissal et Hubert Strouk
- Les enseignants débutants : vécu et transformations Panorama des connaissances sur l'entrée dans le métier
Corinne Ambroise, Marie-Christine Toczec et Sophie Brunot
- La professionnalisation des enseignants du secondaire en France. Entre injonctions institutionnelles et approche sociologique
Aziz Jellab
- Quels regards les enseignants de lycée professionnel portent-ils sur la poursuite d'études en première année de licence de leurs élèves ?

Charlotte Pourcelot

- Quelles compétences acquièrent les bénévoles dans les associations et pour quels usages ?
Albina Khasanzyanova

[Formation et profession, Volume 25 \(3\), 2017](#)

- La formation pédagogique des nouveaux professeurs d'université : ses effets à court terme
MÉNARD, Louise; BÉDARD, Denis; LEDUC, Diane; GRAVELLE, France
- Les motifs évoqués par les enseignants débutants pour expliquer leur envie de quitter le métier et les implications pour soutenir leur persévérance
DESMEULES, Amélie; HAMEL, Christine
- Effet perçu d'une communauté d'apprentissage sur la motivation des enseignants du secondaire dans leur développement professionnel
RASMY, Aziz; KARSENTI, Thierry
- Évolution des connaissances de futurs orthopédagogues en formation initiale sur l'évaluation et l'intervention en lien avec les difficultés d'apprentissage en lecture
LESSARD, Andrée; TREMBLAY, Karine-N.
- Formation des enseignants : apprentissages professionnels d'enseignants novices au travers de régulations en situation de classe
FAURE, Laurent; GARDIÈS, Cécile; MARCEL, Jean-François
- L'importance du soutien des adultes et du rendement en mathématiques : perceptions des élèves issus de cours de mathématiques enrichies au secondaire, lors de leurs choix de filières de formation préuniversitaire
BERGERON, Julie; ROY, Normand; CHOUINARD, Roch; LESSARD, Valérie; SMITH, Jonathan

[Recherches en éducation, n° 31, Janvier 2018](#)

Aux sources de la confiance dans la relation éducative

- Confiance en soi et métamorphose éducative
DIDIER MOREAU
- La salle de classe et le discours de l'enseignant
WANDERLEY C. OLIVEIRA
- Confier et dire la vérité : pour réussir une communauté politique de production du lien éthique dans la relation pédagogique
SILVIO GALLO & ALEXANDRE FILORDI DE CARVALHO
- Le maître incertain : remarques sur la figure poppérienne de l'enseignant

ALAIN FIRODE

- Confiance, anthropophagie et pédagogie
FILIPE CEPPAS
- Confiance, langage, résistance
HUBERT VINCENT
- Débriefing l'activité des élèves : une étude conversationnelle et didactique du débriefing de type corrigé des activités expérimentales lors de l'enseignement de la chimie en seconde
RITA KHANFOUR-ARMALÉ & JEAN FRANÇOIS LE MARÉCHAL
- Développement durable, postures et responsabilité sociale des chercheurs en éducation
ANGELA BARTHES & JEAN-MARC LANG
- L'inclusion scolaire des élèves en situation de handicap au Burundi : ressources et obstacles du point de vue des acteurs du système éducatif
JOSIAS NDIKUMASABO, AGATHE EVIN & JACQUES SAURY
- École et Citoyenneté au Gabon : le grand hiatus entre orientations officielles et contenus enseignés dans les salles de classe. Analyse des curricula de l'éducation à la citoyenneté en troisième, quatrième et cinquième années du primaire
GILBERT NGUEMA ENDAMNE

[Repères, n°55/2017](#)

Thème : Interroger l'efficacité des pratiques d'enseignement de la lecture-écriture au cours préparatoire

- Interroger l'efficacité des pratiques d'enseignement de la lecture-écriture au cours préparatoire
Jacques Crinon et Ana Dias-Chiaruttini
- L'influence des pratiques des enseignants de CP sur les récits écrits
Laurence Pasa, Jacques Crinon, Natacha Espinosa, Valérie Fontanieu et Serge Ragano
- Les tâches d'écriture au CP : des pistes pour la formation ?
Martine Dreyfus, Yves Soulé, Catherine Dupuy et Hélène Castany-Owhadi
- Les formes d'articulations et d'interactions entre la production écrite et la compréhension
Ana Dias-Chiaruttini et Nathalie Salagnac
- Comprendre des histoires en cours préparatoire : l'exemple du « rappel de récit accompagné »
Marie-France Bishop, Véronique Boiron, Annette Schmehl-Postaï et Carine Royer

- Enseigner la compréhension en CP
Lucie Breugghe
- Mais qu'est-ce qui se passe dans le coin lecture ? Exploration de pratiques enseignantes contribuant à la formation d'élèves lecteurs-scripteurs au cours préparatoire
Catherine Frier et Anne Vadcar
- Les effets du temps passé à encoder sur les performances des élèves
Jérôme Riou
- Le rôle du maître dans l'étude de la langue au CP : description et analyse de pratiques différenciées
Marie-Laure Elalouf, Corinne Gomila, Véronique Bourhis, Claudie Péret, Cécile Avezard-Roger et Patrice Gourdet
- De la complexité du repérage des conduites d'explicitation dans les pratiques enseignantes de la lecture-écriture au CP
- Anne Leclair-Halté, Marie-José Gremmo, Maria Kreza et Natacha Espinosa
- Quelles sont les pratiques d'enseignement de la lecture-écriture au cours préparatoire favorables aux élèves les plus faibles ? Note de synthèse
Caroline Viriot-Goedel

[Sociétés contemporaines, 2017/4 \(N° 108\)](#)

- Quand les classes supérieures s'arrangent avec le droit : Introduction
Lorenzo Barrault-Stella, Alexis Spire
- Les contournements discrets de l'impôt
Camille Herlin-Giret
- Des dominants à la barre
Alexis Spire
- Un entre-soi de possédant-e-s
Céline Bessière, Sibylle Gollac
- Ruptures de riches
Émilie Biland, Muriel Mille
- De fausses adresses pour contourner la carte scolaire
Lorenzo Barrault-Stella

[Sociologie du travail, Vol. 59 - n° 4 \(octobre-décembre 2017\)](#)

- La nouvelle gestion publique de l'école au Québec : vers une gestion de la pédagogie
Christian Maroy

[Sociologies pratiques, n° 35, 2017/2](#)

Thème : La formation continue, entre droit personnel et injonction sociale

- Apprendre à travailler à tout âge, pour qui et pour quoi ?
Emmanuel de Lescure
- De la formation continue à la sécurité professionnelle : une longue marche
Entretien avec Jean-Louis Dayan, Réalisé par Emmanuel de Lescure, et Nadège Vezinat
- L'élaboration des règles dans le domaine de la FPC, un mode de construction multi-acteurs
Entretien avec Michèle Tallard, Réalisé par Emmanuel de Lescure, et Nadège Vezinat
- La formation des salariés : une réalité « nécessaire » à interroger
Entretien avec Emmanuel Quenson, Réalisé par Emmanuel de Lescure, et Nadège Vezinat
- La politique de certification tout au long de la vie : vers la labellisation des actifs ?
Fabienne Maillard
- Socialiser les risques de recrutement : la Préparation opérationnelle à l'emploi
Josua Gräbener
- Se former, est-ce s'insérer ?
Manuella Roupnel-Fuentes
- Apprentissages informels et « dynamique de travail »
Christine Fournier, Marion Lambert, Isabelle Marion-Vernoux
- La formation continue à la Société générale de 1950 à 2000 : un outil de promotion pour tous ?
Nicolas Divert

[Spirale, 60, octobre 2017](#)

Les métiers de l'enseignement au péril des incertitudes

- Les métiers de l'enseignement au péril des incertitudes
Bruno Garnier
- « C'est quoi, pour vous, être enseignant ? » : émergence et pluralité de l'incertitude dans les discours vernaculaires
Diane Rufin et Jean-Paul Payet

- L'incivilité à l'école primaire : zone d'incertitude pour les enseignants ?
Sylviane Blanc-Maximin, Jacques Audran et Gilles Fernandez
- Évolution du métier d'enseignant à l'ère du numérique : des sources d'incertitudes et des moyens de les réduire : le cas des collègues "tout numérique" de Seine Saint Denis
Dany Hamon et Sylvain Genevois
- Des incertitudes socio-épistémiques aux incertitudes professionnelles : les enseignants face à la question socialement vive de la transition agro-écologique
Lucas Nédelec, Laurence Simonneaux et Grégoire Molinatti

L'impact de dispositifs pédagogiques innovants sur le rapport des enseignants aux élèves

- La prescription source d'incertitudes : Le cas de la prescription des dispositifs d'individualisation dans l'enseignement agricole
Christian Germier
- Incertitudes de l'éducation inclusive : obstacles ou moteurs de la formation des enseignants ?
Magdalena Kohout-Diaz

Les conditions de socialisation professionnelle des entrants dans le métier enseignant

- Devenir enseignant-e du premier degré à Créteil : l'accès à un emploi par socialisations incitatives
Céline Delcroix
- Des incertitudes aux certitudes : Entrées et installations de nouveaux enseignants dans un territoire rural pauvre
Muriel Marnet
- Le poids de la vocation et du contexte dans l'activité d'enseignement des universitaires : l'exemple de trois universités du Grand-Est
Stéphane Guillon, Vanessa Boléguin et Jérémy Picot

Les identités professionnelles au péril de nouvelles attentes sociales dont l'institution scolaire est l'objet

- À l'heure des incertitudes : qui résiste à la démocratisation de l'accès à la formation supérieure ?
Farinaz Fassa et Simon Dubois
- Travailler à plusieurs : des injonctions aux incertitudes enseignantes : Exemple du dispositif « Plus de maîtres que de classes »

Quentin Magogeat

- Les directeurs d'école primaire en France : comment l'incertain régit le quotidien
Hervé Duhauffour
- Crise dans l'espace scolaire : les incertitudes d'une communauté de pratiques
Frédérique Prot

[Travail et emploi, 2017/2 \(n° 150\)](#)

Genre et travail indépendant

- [Genre et travail indépendant]
Sarah Abdelnour, Sophie Bernard, Julien Gros, et al.
- [Des artisans d'art aux artisanes d'art]
Anne Jourdain
- [Le prix du « retour » chez les agriculteurs « néo-ruraux »]
Madlyne Samak
- [Les Mompreneurs]
Julie Landour
- [Femmes salariées et non salariées : quelles différences de temps de travail ?]
Amandine Barrois, François-Xavier Devetter

Revue anglophone :

[Acta Sociologica- Volume: 61, Number: 1 \(February 2018\)](#)

- Young adults' risk of long-term benefit receipt and parents' socioeconomic background
Brigitte Schels
- Economic consequences of occupational deregulation: Natural experiment in the German crafts
Andreas Damelang, Andreas Haupt, and Martin Abraham
- Horizontal stratification in access to Danish university programmes
Martin D Munk and Jens-Peter Thomsen

[Applied Measurement in Education, Volume 31, Issue 1, January-March 2018](#)

- An Exploratory Analysis of Differential Item Functioning and Its Possible Sources in a Higher Education Admissions Context
Maria Elena Oliveri, Rene Lawless, Frederic Robin & Brent Bridgeman

- Response Time Differences Between Computers and Tablets
Xiaojing Kong, Laurie Laughlin Davis, Yuanyuan McBride & Kristin Morrison
- The Comparability of Scores from Different Digital Devices: A Literature Review and Synthesis with Recommendations for Practice
Nathan Dadey, Susan Lyons & Charles DePascale
- Item Parameter Drift in a Time-Varying Predictor
HyeSun Lee
- Regression Effects in Angoff Ratings: Examples from Credentialing Exams
Adam E. Wyse
- Focusing on Interactions Between Content and Cognition: A New Perspective on Gender Differences in Mathematical Sub-Competencies
Ann Cathrice George & Alexander Robitzsch

[British Journal of Educational Technology, Volume 49, Issue 1, January 2018](#)

- Mobile games and science learning: A comparative study of 4 and 5 years old playing the game Angry Birds
Christothea Herodotou
- Integrating eye trackers with handwriting tablets to discover difficulties of solving geometry problems
John J. H. Lin and Sunny S. J. Lin
- Teaching and learning logic programming in virtual worlds using interactive microworld representations
Spyros Vosinakis, George Anastassakis and Panayiotis Koutsabasis
- Young children's everyday concepts of the internet: A platform for cyber-safety education in the early years
Susan Edwards, Andrea Nolan, Michael Henderson, Ana Mantilla, Lydia Plowman and Helen Skouteris
- Which students benefit most from a flipped classroom approach to language learning?
Hsueh-Hua Chuang, Chih-Yuan Weng and Ching-Huei Chen
- The effectiveness of digital game-based vocabulary learning: A framework-based view of meta-analysis
Meng-Hua Chen, Wen-Ta Tseng and Tsung-Yuan Hsiao

- Instructor and adult learner perceptions of the use of Internet-enabled devices in residential outdoor education programs
Doris U. Bolliger and Craig E. Shepherd
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Rebecca Yvonne Bayeck, Adelina Hristova, Kathryn W. Jablokow and Fernanda Bonafini
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Bart Huisman, Wilfried Admiraal, Olga Pilli, Maarten van de Ven and Nadira Saab
- An inquiry into the efficiency of WhatsApp for self- and peer-assessments of oral language proficiency
Mahmoud Samaie, Ali Mansouri Nejad and Mahmoud Qaracholloo
- Tutoring online tutors: Using digital badges to encourage the development of online tutoring skills
Stefan Hrastinski, Martha Cleveland-Innes and Stefan Stenbom
- Pre-service teachers' intention to adopt mobile learning: A motivational model
Ozlem Baydas and Rabia M. Yilmaz
- Empirical evaluation of different classroom spaces on students' perceptions of the use and effectiveness of 1-to-1 technology
Terry Byers, Elizabeth Hartnell-Young and Wesley Imms
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Elizabeth FitzGerald, Natalia Kucirkova, Ann Jones, Simon Cross, Rebecca Ferguson, Christothea Herodotou, Garron Hillaire and Eileen Scanlon
- Are academics ready for smart learning?
Riyukta Raghunath, Connie Anker and Anne Nortcliffe

[British Journal of Sociology of Education, Volume 39, Issue 1, January 2018](#)

- Teacher responsibility: shifting care from student to (professional) self?
Stephen Chatelier & Sophie Rudolph
- 'Teaching' the path towards university: understanding student access through storied-futures and meritocratic grand narratives
Neil Anthony Buddel

- Caught in the triangle of mobility: social, residential and pupil mobility
Bálint Ábel Bereményi & Silvia Carrasco
- Little room for capacitation: rethinking Bourdieu on pedagogy as symbolic violence
Megan Watkins
- ‘Control must be maintained’: exploring teachers’ pedagogical practice outside the classroom
Melissa Glackin
- Teaching the nation: history and nationalism in Polish school history education
Krzysztof Jaskułowski, Piotr Majewski & Adrianna Surmiak
- The curriculum as a site of counter politics: theorising the ‘domain of the sayable’
Laura Teague
- Critical realism and school effectiveness research in Colombia: the difference it should make
Juan David Parra
- Access and retention in French higher education: student drop-out as a form of regulation
Romuald Bodin & Sophie Orange
- School bullying and fitting into the peer landscape: a grounded theory field study
Robert Thornberg

[Cambridge Journal of Education, Volume 48, Issue 1, February 2018](#)

- Teachers’ perceptions of school climate as an indicator of their beliefs of effective teaching
Tuuli Oder & Eve Eisenschmidt
- Examining school leadership effects on student achievement: the role of contextual challenges and constraints
Cheng Yong Tan
- The hidden human rights curriculum of surveillance cameras in schools: due process, privacy and trust
Lotem Perry-Hazan & Michael Birnhack
- The teacher as a ‘colony’: a case study of agentive responses to ‘colonising’ education policy in Vietnam
Eisuke Saito, Matthew Atencio, Thi Diem Hang Khong, Naomi Takasawa, Masatsugu Murase, Atsushi Tsukui & Manabu Sato
- Views of Omani post-basic education students about religious and cultural tolerance
Ahmed Hamad Al-Rabaani

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Ha Le, Jeroen Janssen & Theo Wubbels
- Aspirations and equality in higher education: gender in a South African university
Melanie Walker

[Community College Journal of Research and Practice, Volume 42, Issue 3, March 2018](#)

- Decoding the Digital Campus Climate for Prospective LGBTQ+ Community Colleges Students
Jason L. Taylor, Kari J. Dockendorff & Kyle Inselman
- Measuring and Examining General Self-Efficacy Among Community College Students: A Structural Equation Modeling Approach
Yu (April) Chen & Soko S. Starobin
- Adjunct Employment Preference: Who Wants to Be Full-Time Faculty?
Molly C. Ott & Lindsey K. Dippold
- Community College Program Planning: A Method to Measure and Meet Community Need
Kelly Perez-Vergara, Rachel Lathrop & Martin Orłowski
- Articulating and Utilizing Communication Student Learning Outcomes in Community Colleges
Megan Tucker, Kerry Byrnes-Loinette & David Bodary

[Computers & Education, Volume 118, March 2018](#)

- Needle in a haystack: Identifying learner posts that require urgent response in MOOC discussion forums
Omaira Almatrafi, Aditya Johri, Huzefa Rangwala
- The role of textbook learning resources in e-learning: A taxonomic study
Kwok Hung Lau, Tri Lam, Booi Hon Kam, Mathews Nkhoma, Joan Richardson, Susan Thomas
- To gamify or not to gamify? An experimental field study of the influence of badges on motivation, activity, and performance in an online learning course
Elias Kyewski, Nicole C. Krämer
- A review of the types of mobile activities in mobile inquiry-based learning
Ángel Suárez, Marcus Specht, Fleur Prinsen, Marco Kalz, Stefaan Ternier
- Modeling a learning organization using a molecular network framework
Matej Janežič, Vlado Dimovski, Milan Hodošček

- The role of value on teachers' internalization of external barriers and externalization of personal beliefs for classroom technology
Vanessa W. Vongkulluksn, Kui Xie, Margaret A. Bowman
- The influence of internationalised versus local content on online intercultural collaboration in groups: A randomised control trial study in a statistics course
Jenna Mittelmeier, Bart Rienties, Dirk Tempelaar, Garron Hillaire, Denise Whitelock
- A mixed research-based model for pre-service science teachers' digital literacy: Responses to "which beliefs" and "how and why they interact" questions
Erhan Güneş, Eralp Bahçivan
- Students' ICT self-efficacy and computer and information literacy: Determinants and relationships
Ove Edvard Hatlevik, Inger Thronsen, Massimo Loi, Greta B. Gudmundsdottir
- Effects of success v failure cases on learner-learner interaction
Andrew A. Tawfik, Philippe J. Giabbanelli, Maureen Hogan, Fortunata Msilu, Anila Gill, Cindy S. York
- Guidelines for designing and using collaborative-competitive serious games
Diego Buchinger, Marcelo da Silva Hounsell
- Applying "First Principles of Instruction" as a design theory of the flipped classroom: Findings from a collective study of four secondary school subjects
Chung Kwan Lo, Chi Wai Lie, Khe Foon Hew
- Social tagging strategy for enhancing e-learning experience
Aleksandra Klačnja-Milićević, Boban Vesin, Mirjana Ivanović

[Education and Urban Society, Volume: 50, Number: 2, February 2018](#)

- School as Community, Community as School: Examining Principal Leadership for Urban School Reform and Community Development
Terrance L. Green
- Seeing Deficit Thinking Assumptions Maintain the Neoliberal Education Agenda: Exploring Three Conceptual Frameworks of Deficit Thinking in Inner-City Schools
Manu Sharma
- When Boundaries Around the "Secret" are Tested: A School Community Response to the Policing of Undocumented Immigrants
Emily R. Crawford

- Enemies or Friends? Newcomer Immigrant Students' Developing Conceptions of Diversity in High School
Eleni Oikonomidou

[Education Economics, Volume 26, Issue 2, April 2018](#)

- Rising school attendance in rural India: an evaluation of the effects of major educational reforms
Nabanita Datta Gupta, Amaresh Dubey & Marianne Simonsen
- Do school budgets matter? The effect of budget referenda on student dropout rates
Kyung-Gon Lee & Solomon W. Polachek
- Children left behind: self-confidence of pupils in competitive environments
Miroslava Federičová, Filip Pertold & Michael L. Smith
- Analysing the preferences of prospective students for higher education institution attributes
Sharon Walsh, Darragh Flannery & John Cullinan
- Do streaks matter in multiple-choice tests?
Hubert János Kiss & Adrienn Selei
- Ethnic favoritism in primary education in Kenya: effects of coethnicity with the president
Jia Li

[Educational Administration Quarterly- Volume: 54, Number: 1 \(February 2018\)](#)

- Teacher Evaluation, Pay for Performance, and Learning Around Instruction: Between Dissonant Incentives and Resonant Procedures
Rick Mintrop, Miguel Ordenes, Erin Coghlan, Laura Pryor, and Cristobal Madero
- Portraits of Principal Practice: Time Allocation and School Principal Work
James Sebastian, Eric M. Camburn, and James P. Spillane
- The Role of Departmental Leadership for Professional Learning Communities
Bénédicte Vanblaere and Geert Devos
- Recruiting "Talent": School Choice and Teacher Hiring in New Orleans
Huriya Jabbar
- Toward Understanding Trust: A Response to Adams and Miskell
Lisa S. Romero and Douglas E. Mitchell

[Educational and Psychological Measurement- Volume: 78, Number: 1 \(February 2018\)](#)

- A Bifactor Approach to Model Multifaceted Constructs in Statistical Mediation Analysis
Oscar Gonzalez and David P. MacKinnon
- Large Sample Confidence Intervals for Item Response Theory Reliability Coefficients
Björn Andersson and Tao Xin
- Is the Factor Observed in Investigations on the Item-Position Effect Actually the Difficulty Factor?
Karl Schweizer and Stefan Troche
- Modifying Spearman's Attenuation Equation to Yield Partial Corrections for Measurement Error—With Application to Sample Size Calculations
W. Alan Nicewander
- The Impact of Validity Screening on Associations Between Self-Reports of Bullying Victimization and Student Outcomes
Yuane Jia, Timothy R. Konold, Dewey Cornell, and Francis Huang
- A Study of Reverse-Worded Matched Item Pairs Using the Generalized Partial Credit and Nominal Response Models
Ki Lynn Matlock, Ronna C. Turner, and W. Dent Gitchel
- Tree-Based Global Model Tests for Polytomous Rasch Models
Basil Komboz, Carolin Strobl, and Achim Zeileis
- Examining Construct Congruence for Psychometric Tests: A Note on an Extension to Binary Items and Nesting Effects
Tenko Raykov, George A. Marcoulides, Dimiter M. Dimitrov, and Tatyana Li

[Educational Review, Volume 70, Issue 1, January 2018](#)

- Dynamic assessment: a case of unfulfilled potential?
Julian G. Elliott, Wilma C. M. Resing & Jens F. Beckmann
- Dynamic assessment in educational settings: is potential ever realised?
Phil Stringer
- Extending the theory and practice of education for cosmopolitan citizenship
Audrey Osler & Hugh Starkey
- "Pork pies and vindaloos": learning for cosmopolitan citizenship
Darren Miguel Sharpe
- Sport, physical education and educational worth
Richard Bailey

- “Is social inclusion through PE, Sport and PA still a rhetoric?” Evaluating the relationship between physical education, sport and social inclusion
Symeon Dagkas
- Rightist gains and critical scholarship
Michael W. Apple
- How “the right” continues to “do wrong” by our young people: contemporary reflections on Michael Apple’s analysis of the “rightist turn” in education
Glenda McGregor
- Activity, action and self-consciousness
David Bakhurst
- Two, three, many strands of activity theory!
Alex Levant
- Barriers to parental involvement in education: an update
Garry Hornby & Ian Blackwell
- A reformulated model of barriers to parental involvement in education: comment on Hornby and Lafaele (2011)
Weihua Fan, Nan Li & Jaime Robert Sandoval

[Educational Theory, Volume 67, Issue 3, June 2017](#)

- The Use and Abuses of Emulation as a Pedagogical Practice
Mark E. Jonas and Drew W. Chambers

SYMPOSIUM: RECHILDING IN EDUCATIONAL THEORY AND PRACTICE. GUEST EDITOR: DARRYL M. DEMARZIO

- Rechilding in Educational Theory and Practice: A Patristic Genealogy
Darryl M. DeMarzio
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David Kennedy
- Re-enchantment of School Bureaucracy: The Historical Relationship Between Rationality and Romanticism
David Diehl

- Unserious but Serious Pilgrimages: What Educational Philosophy Can Learn about Fiction and Reality from Children's Artful Play
Viktor Johansson

[Higher Education Quarterly, Volume 72, Issue 1, January 2018](#)

- After globalisation: A reconceptualisation of transnational Higher Education governance in Singapore and Hong Kong
William Yat Wai Lo
- PhD by publication as an argument for innovation and technology transfer: With emphasis on Africa
Simplice A. Asongu and Jacinta C. Nwachukwu
- Language games: University responses to ranking metrics
Troy A. Heffernan and Amanda Heffernan
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Simon Marginson
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Søren S. E. Bengtzen

[Innovations in Education and Teaching International, Volume 54, Issue 6, December 2017](#)

Special Quality in Postgraduate Research Conference (QPR 2016)

- Penumbra: Doctoral support as drama: From the 'lightside' to the 'darkside'. From front of house to trapdoors and recesses
Gina Wisker, Gillian Robinson & Søren S. E. Bengtzen
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Eli Bitzer & Fulgence Matimbo
- Career professionals entering doctoral study: Advantages and challenges
Margaret Kiley
- Ages and career stages: Considerations in providing support for mid-late career stage doctoral students

Margaret J. Robertson

- International doctoral students' becoming: A dialogic perspective
Linlin Xu & Barbara Grant
- Doctoral writing advisors navigating the supervision terrain
Meeta Chatterjee Padmanabhan & L. Celeste Rossetto
- A research writing tool: Designing an online resource for supervisors and students
Dorothy Economou & Bronwyn James
- Mapping the landscape of awards for research supervision: A comparison of Australia and the UK
Stan Taylor & Alistair McCulloch
- Strange new world: Being a professional and the professional doctorate in the twenty-first century
Ben Wadham & Nicola Parkin

[International Journal for Academic Development, Volume 23, Issue 1, March 2018](#)

Special issue: Academic development in support of mentored undergraduate research and inquiry.

- Academic development in support of mentored undergraduate research and inquiry
Jessie L. Moore & Peter Felten
- An international conversation about mentored undergraduate research and inquiry and academic development
Susan Larson, Lee Partridge, Helen Walkington, Brad Wuetherick & Jessie L. Moore
- Mentor perspectives on the place of undergraduate research mentoring in academic identity and career development: an analysis of award winning mentors
Eric E. Hall, Helen Walkington, Jenny Olin Shanahan, Elizabeth Ackley & Kearsley A. Stewart
- Good undergraduate dissertation supervision: perspectives of supervisors and dissertation coordinators
Lynne D. Roberts & Kristen Seaman
- Entry points when undergraduate research mentors reflect on their role: a qualitative case study
Patric Wallin & Tom Adawi
- The role of academic developers in embedding high-impact undergraduate research and inquiry in mainstream higher education: twenty years' reflection
Mick Healey & Alan Jenkins

[International Journal of Inclusive Education, Volume 22, Issue 2, February 2018](#)

- Inclusion at risk? Push- and pull-out phenomena in inclusive school systems: the Italian and Norwegian experiences
Kari Nes, Heidrun Demo & Dario Ianes
- Barriers and facilitators of physical education participation for students with disabilities: an exploratory study
Justin Haegele, Xihe Zhu & Summer Davis
- A peer-mentoring scheme for immigrant students in English secondary schools: a support mechanism for promoting inclusion?
Kyriaki Messiou & Marta Cristina Azaola
- Pathway to success: using students' insights and perspectives to improve retention and success for university students from low socioeconomic (LSE) backgrounds
Christina Sadowski, Margaret Stewart & Mika Pedititis
- Contrasting disclosure practices and experiences of school support for Australian adolescents with cancer, cystic fibrosis and anorexia nervosa: parent perspectives
Evelyn Cecile Bowtell, Rosalie Aroni, Julie Green & Susan M. Sawyer
- The ability-track glass ceiling of Israeli schooling: lessons from a comparative analysis of Israeli and Australian PISA 2012 data
Michal Razer, David Mittelberg & Snait Ayalon

[International Journal of Leadership in Education, Volume 21, Issue 2, March 2018](#)

- Student trust in teachers and student perceptions of safety: positive predictors of student identification with school
Roxanne M. Mitchell, Lisa Kensler & Megan Tschannen-Moran
- What motivates students? A study on the effects of teacher leadership and students' self-efficacy
Anna Öqvist & Malin Malmström
- Exploring the association between transformational leadership and teacher's self-efficacy in Greek education system: a multilevel SEM model
Aikaterini Gkolia, Athanasios Koustelios & Dimitrios Belias
- Different levels of leadership for learning: investigating differences between teachers individually and collectively using multilevel factor analysis of the 2011-2012 Schools and Staffing Survey
Jared Boyce & Alex J. Bowers

- The effects of principals' perceived instructional and distributed leadership practices on their perceptions of school climate
Mehmet Sukru Bellibas & Yan Liu
- Critical factors explaining the leadership performance of high-performing principals
Disraeli M. Hutton

[International Journal of Research & Method in Education, Volume 41, Issue 1, February 2018](#)

- Research methods in context
Melanie Nind & Liz Todd
- Think aloud: using cognitive interviewing to validate the PISA assessment of student self-efficacy in mathematics | Open Access
David Pepper, Jeremy Hodgen, Katri Lamesoo, Pille Kõiv & Jos Tolboom
- Exploring classroom interaction with dynamic social network analysis
Christian Bokhove
- Validation of networks derived from snowball sampling of municipal science education actors
Ane von der Fehr, Jan Sølberg & Jesper Bruun
- Researching students across spaces and places: capturing digital data 'on the go'
Garry Falloon
- Researcher intersubjectivity: a methodology for jointly building an interactive electronic early childhood quality involvement/rating scale
Marilyn Fleer, Helen Hedges, Freya Fleer-Stout & Le Thi Bich Hanh
- Respecting and fulfilling the right of post-primary pupils to consent to participate in trials and evaluative research: a discussion paper
Lisa K. Maguire, Bronagh Byrne & Susan Kehoe
- 'Understanding things from within'. A Husserlian phenomenological approach to doing educational research and inquiring about learning
Edwin Creely

[International Sociology, Volume: 33, Number: 1 \(January 2018\)](#)

- The scientization of the world polity: International organizations and the production of scientific knowledge, 1950–2015
Mike Zapp
- Gender and education policy in India: Twists, turns and trims of transnational policy transfers
Keerty Nakray

- Low-income mothers in an Israeli welfare-to-work program: Symbolic violence and its limitations
Anat Herbst-Debby and Orly Benjamin

[Journal of Career Development- Volume: 45, Number: 1 \(February 2018\)](#)

- Career Goal Importance as a Moderator in the Relationship Between Career Feedback and Career-Related Stress
Shi Hu, Michelle Hood, and Peter A. Creed
- Assessing Adults' Career Exploration: Development and Validation of the Vocational and Maternal Identity Exploration Scales
Michal Gross-Spector and Rachel Gali Cinamon
- Parent and Adolescent Perceptions of Adolescent Career Development Tasks and Vocational Identity
Mary E. Rogers, Peter A. Creed, and Anna Praskova
- Work–Family Culture in Low-Income Environments: Can We Generalize?
Kimberly A. French and Mark D. Agars
- Examining the Role of Ethnic Identity and Meaning in Life on Career Decision-Making Self-Efficacy
Jioni A. Lewis, Trisha L. Raque-Bogdan, Sharon Lee, and Mrinalini A. Rao
- Parenting Styles, Identity Development, and Adjustment in Career Transitions: The Mediating Role of Psychological Needs
Pedro Miguel Gomes Cordeiro, Maria Paula Paixão, Willy Lens, Marlies Lacante, and Koen Luyckx

[Journal of Curriculum Studies, Volume 50, Issue 1, February 2018](#)

- The same but different: the German Lehrplan and curriculum
Rebekka Horlacher
- A school-based fusion of East and West: a case study of modern curriculum innovations in a Chinese kindergarten
Weipeng Yang & Hui Li
- Standardised curriculum and hermeneutics: the case of Australian vocational educators
Steven Hodge
- Curriculum integration in the senior secondary school: a case study in a national assessment context

Graham McPhail

- Schooled in our own minds: mind-wandering and mindfulness in the makings of the curriculum
Oren Ergas
- Researchers' positions and construction of curricula of education for sustainable development in France
Angela Barthes & Jean-Marc Lange
- Exploring the relational efforts making up a curriculum concept—an Actor-network theory analysis of the curriculum concept of children's interests
Emilie Moberg
- Curriculum reform in Irish secondary schools – a focus on algebra
Mark Prendergast & Paraic Treacy

[Journal of Education Policy, Volume 33, Issue 2, March 2018](#)

- Pedagogy of the anxious: rethinking critical pedagogy in the context of neoliberal autonomy and responsabilization
Noah De Lissovoy
- New forms of government school provision – an international comparison
Alex Elwick
- The new youth sector assemblage: reforming youth provision through a finance capital imaginary
Ian McGimpsey
- A comparative case-study of school-LEA-NGO interactions across different socio-economic strata in Israel
Miri Yemini, Ariel Cegla & Netta Sagie
- Early career teachers in Australia: a critical policy historiography
Nicole Mockler
- The geography of school choice in a city with growing inequality: the case of Vancouver
Ee-Seul Yoon, Christopher Lubienski & Jin Lee
- Closing the attainment gap – a realistic proposition or an elusive pipe-dream?
Joan Gaynor Mowat

[Journal of Educational and Behavioral Statistics- Volume: 43, Number: 1 \(February 2018\)](#)

- Rebar: Reinforcing a Matching Estimator With Predictions From High-Dimensional Covariates
Adam C. Sales, Ben B. Hansen, and Brian Rowan
- Weighting-Based Sensitivity Analysis in Causal Mediation Studies
Guanglei Hong, Xu Qin, and Fan Yang
- Tracking Skill Acquisition With Cognitive Diagnosis Models: A Higher-Order, Hidden Markov Model With Covariates
Shiyu Wang, Yan Yang, Steven Andrew Culpepper, and Jeffrey A. Douglas
- On the Estimation of Standard Errors in Cognitive Diagnosis Models
Michel Philipp, Carolin Strobl, Jimmy de la Torre, and Achim Zeileis
- Item Response Data Analysis Using Stata Item Response Theory Package
Ji Seung Yang and Xiaying Zheng

[Journal of Higher Education Policy and Management, Volume 40, Issue 1, February 2018](#)

- A career in professional services: accident, serendipity or something more?
Julie-Anne Regan & Carroll Graham
- Exploring the relationship between institutional and professional autonomy: a comparative study between Portugal and Finland
Teresa Carvalho & Sara Diogo
- ‘Making the grade’: a grounded theory explaining the student experience of Asian and Middle-Eastern postgraduates in a British university
Patrick McMahan
- The influence of organisational identification on employee attitudes and behaviours in multinational higher education institutions
Stephen Wilkins, Muhammad Mohsin Butt & Carrie Amani Annabi
- The program risks of work-integrated learning: a study of Australian university lawyers
Craig Cameron, Brett Freudenberg, Jeff Giddings & Christopher Klopper
- Exploring employee perceptions of Six Sigma as a change management program in higher education
Monica Davis & Matthew Fifolt

[Journal of Psychoeducational Assessment, Volume 36, Number 1, February 2018](#)

Special Issue: Simulation Studies as a Means of Informing Psychoeducational Testing and Assessment

- Introduction to a Special Issue on Simulation Studies as a Means of Informing Psychoeducational Testing and Assessment
Nicholas F. Benson

- Simulating Data for Clinical Research: A Tutorial
Alexander Beaujean
- Simulation of LD Identification Accuracy Using a Pattern of Processing Strengths and Weaknesses Method With Multiple Measures
Jeremy Miciak, W. Pat Taylor, Karla K. Stuebing, and Jack M. Fletcher
- Fine-Tuning Cross-Battery Assessment Procedures: After Follow-Up Testing, Use All Valid Scores, Cohesive or Not
W. Joel Schneider and Zachary Roman
- Curriculum-Based Measurement of Reading: An Evaluation of Frequentist and Bayesian Methods to Model Progress Monitoring Data
Theodore J. Christ and Christopher David Desjardins
- Decision-Making Accuracy of CBM Progress-Monitoring Data
John M. Hintze, Craig S. Wells, Amanda M. Marcotte, and Benjamin G. Solomon
- On Using Simulations to Inform Decision Making During Instrument Development
Grant B. Morgan, Courtney A. Moore, and Harlee S. Floyd

[Journal of Studies in International Education- Volume: 22, Number: 1 \(February 2018\)](#)

- Transnational Higher Education Partnerships and the Role of Operational Faculty Members: Developing an Alternative Theoretical Approach for Empirical Research
Claudia M. Bordogna
- International Students' Perceptions of Their Needs When Going Abroad: Services on Demand
Adriana Perez-Encinas and Jesus Rodriguez-Pomeda
- Universities' Expectations for Study-Abroad Programs Fostering Internationalization: Educational Policies
Hiroko Take and Ai Shoraku
- Four Rationales of HE Internationalization: Perspectives of U.K. Universities on Attracting Students From Former Soviet Countries
Maia Chankseliani
- The Others: Equitable Access, International Students, and the Community College
Tiffany Viggiano, Ariadna I. López Damián, Evelyn Morales Vázquez, and John S. Levin

[Kyklos, Volume 71, Issue 1 Pages 1 - 183, February 2018](#)

- The Monetary-Equivalent Effect of Voluntary Work on Mental Wellbeing in Europe
Leonardo Becchetti, Pierluigi Conzo and Mirko Di Febbraro
- Education as a Long-Term Investment: The Decisive Role of Age in the Education-Growth Relationship
Gabriele Marconi

[Oxford Bulletin of Economics and Statistics, Volume 80, Issue 1, February 2018](#)

- Virtually No Effect? Different Uses of Classroom Computers and their Effect on Student Achievement
Oliver Falck, Constantin Mang and Ludger Woessmann

[Race Ethnicity and Education, Volume 21, Issue 2, March 2018](#)

- QuantCrit: rectifying quantitative methods through critical race theory
Nichole M. Garcia, Nancy López & Verónica N. Vélez
- QuantCrit: education, policy, 'Big Data' and principles for a critical race theory of statistics
David Gillborn, Paul Warmington & Sean Demack
- Making the invisible visible: advancing quantitative methods in higher education using critical race theory and intersectionality
Nancy López, Christopher Erwin, Melissa Binder & Mario Javier Chavez
- More than 'papelitos:' a QuantCrit counterstory to critique Latina/o degree value and occupational prestige
Lindsay Pérez Huber, Verónica N. Vélez & Daniel Solórzano
- The threat of unexamined secondary data: a critical race transformative convergent mixed methods
Nichole M. Garcia & Oscar J. Mayorga
- Critical race quantitative intersections: a testimonio analysis
Alejandro Covarrubias, Pedro E. Nava, Argelia Lara, Rebeca Burciaga, Verónica N. Vélez & Daniel G. Solorzano

[Review of Educational Research- Volume: 88, Number: 1 \(February 2018\)](#)

- Social Skill Interventions for Youth and Adults With Autism Spectrum Disorder: A Systematic Review
Fengfeng Ke, Kelly Whalon, and Joonmo Yun
- How Do We Model Learning at Scale? A Systematic Review of Research on MOOCs

Srećko Joksimović, Oleksandra Poquet, Vitomir Kovanović, Nia Dowell, Caitlin Mills, Dragan Gašević, Shane Dawson, Arthur C. Graesser, and Christopher Brooks

- A Review of the Literature on Principal Turnover
Virginia Snodgrass Rangel
- The Classroom as a Developmental Context for Cognitive Development: A Meta-Analysis on the Importance of Teacher–Student Interactions for Children’s Executive Functions
Loren Vandenbroucke, Jantine Spilt, Karine Verschueren, Claire Piccinin, and Dieter Baeyens

[Review of Policy Research, Volume 35, Issue 1, January 2018](#)

- Over a Decade of Scholarship on the Politics and Policy of Science and Technology
Graeme Auld
- The Role of Scientific Excellence in the Changing Meaning of Maize in Mexico
Libertad Castro Colina and Éric Montpetit
- Research Funding and Performance of Academic Researchers in South Korea
Soogwan Doh, Duckhee Jang, Gil-Mo Kang and Dong-Seong Han
- Institutions and Morality Policy in Western Democracies
Donley T. Studlar and Alessandro Cagossi
- Competing Policy Windows in Biotechnology: The FDA, the 21st Century Cures Act, and Laboratory-Developed Tests
Nathan Myers, Catherine E. Steding and Peter Mikolaj
- Power Sector Reforms and Technical Performance: Good News from an Instrumental Variable Analysis
Johannes Urpelainen, Joonseok Yang and Di Liu
- Congressional Attention and Opportunity Structures: The Select Energy Independence and Global Warming Committee
Jonathan Lewallen
- Identifying the Causes of Issue Attention and Policy Change: Evidence from U.S. Offshore Oil and Natural Gas Drilling Policy, 2008
Tyler Hughes

[The Scandinavian Journal of Economics, Volume 120, Issue 1, January 2018](#)

- Occupational Segregation and the (Mis)allocation of Talent
David Pothier

- Do Parental Networks Pay Off? Linking Children's Labor-Market Outcomes to Their Parents' Friends
Erik Plug, Bas van der Klaauw and Lennart Ziegler
- Relative Age, Class Assignment, and Academic Performance: Evidence from Brazilian Primary Schools
Martin Foureaux Koppensteiner

[Socio-Economic Planning Sciences, Volume 61, , March 2018](#)

- Recent developments on the use of DEA in the public sector
Heinz Ahn, Mohsen Afsharian, Ali Emrouznejad, Rajiv Banker
- A survey and analysis of the first 40 years of scholarly literature in DEA: 1978–2016
Ali Emrouznejad, Guo-liang Yang
- Economic interpretations of DEA
Finn R. Førsund
- Performance evaluation of R&D active firms
Pegah Khoshnevis, Peter Teirlinck
- Short and long-run cost efficiency in Indian public bus companies using Data Envelopment Analysis
Anand Venkatesh, Shivam Kushwaha
- Industry cost efficiency in data envelopment analysis
Giovanni Cesaroni
- Intra- and inter-group composite indicators using the BoD model
Roxani Karagiannis, Giannis Karagiannis
- The influence of school size, principal characteristics and school management practices on educational performance: An efficiency analysis of Italian students attending middle schools
Chiara Masci, Kristof De Witte, Tommaso Agasisti
- A hybrid DEA-MOLP model for public school assessment and closure decision in the City of Philadelphia
Madjid Tavana, Ali Ebrahimnejad, Francisco J. Santos-Arteaga, Seyed Mehdi Mansourzadeh, Reza Kazemi Matin
- A DEA-centric decision support system for evaluating Ciclovía-Recreativa programs in the Americas
Sepideh Abolghasem, Juliana Gómez-Sarmiento, Andrés L. Medaglia, Olga L. Sarmiento, Andrés D. González, Adriana Díaz del Castillo, Juan F. Rozo-Casas, Enrique Jacoby
- Global public spending efficiency in Tuscan municipalities
Giovanna D'Inverno, Laura Carosi, Letizia Ravagli

[Sociology of Education, Volume 91, Number 1, January 2018](#)

- Income Segregation between School Districts and Inequality in Students' Achievement
Ann Owens
- Conformers, Adaptors, Imitators, and Rejecters: How No-excuses Teachers' Cultural Toolkits Shape Their Responses to Control
Joanne W. Golann
- Surviving at the Street Level: How Counselors' Implementation of School Choice Policy Shapes Students' High School Destinations
Carolyn Sattin-Bajaj, Jennifer L. Jennings, Sean P. Corcoran, Elizabeth Christine Baker-Smith, and Chantal Hailey
- Two Functions of Peer Influence on Upper-secondary Education Application Behavior
Erik Rosenqvist

[Teachers and Teaching, Volume 24, Issue 1, January 2018](#)

- Theory and practice in Finnish teacher education: a rhetorical analysis of changing values from the 1960s to the present day
Janne Sääntti, Mikko Puustinen & Jari Salminen
- From trust to control – the Swedish first teacher reform
Peter Erlandson & Mikael. R. Karlsson
- Teachers' use of knowledge sources in 'result meetings': thin data and thick data use.
Sølvi Mausethagen, Tine Prøitz & Guri Skedsmo
- Leaving lessons: learning from the exit decisions of experienced teachers
Jeremy Glazer
- Understanding teachers' professional learning goals from their current professional concerns
| Open Access
Monika L. Louws, Jacobiene A. Meirink, Klaas van Veen & Jan H. van Driel
- How do primary education trainee teachers perceive educational psychology?
Ibis M. Alvarez, Crista Weise, Berta Vall, Montserrat González & Andy Morodo

[Teaching and Teacher Education, Volume 70, February 2018](#)

- Teacher educators' competences in fostering student teachers' proficiency in teaching and learning with technology: An overview of relevant research literature
Dana Uerz, Monique Volman, Marijke Kral

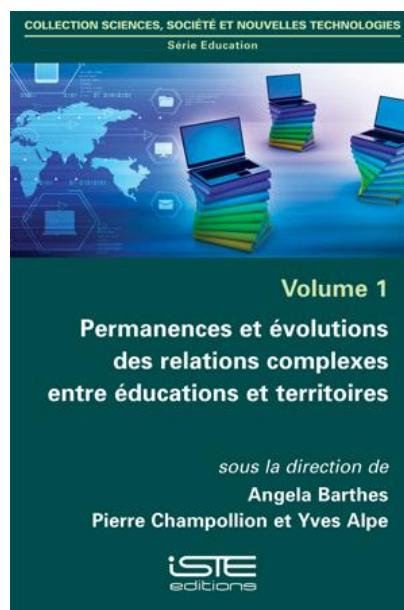
- Improving teacher training in Ethiopia: Shifting the content and approach of pre-service teacher education
Adrienne E. Barnes, Stephanie Simmons Zuilkowski, Dawit Mekonnen, Flavia Ramos-Mattoussi
- A psychometric evaluation of the english version of the dimensions of attitudes toward science instrument with a U.S. population of elementary educators
Jillian L. Wendt, Amanda Rockinson-Szapkiw
- Chinese kindergarten teachers' use of instructional support strategies during whole-group language lessons
Bi Ying Hu, Juan Ren, Jennifer LoCasale-Crouch, Sherron Killingsworth Roberts, Yi Yang, Keang-leng Peggy Vong
- Greek-Cypriot elementary teachers' epistemological beliefs about mathematics
Constantinos Xenofontos
- High school teachers' attitudes and reported behaviors towards controversial issues
Shahar Gindi, Rakefet Ron Erlich
- Exploration of teacher life stories: Taiwanese history teachers' curricular gatekeeping of controversial public issues
Yu-Han Hung
- Why should learners of English read? Norwegian English teachers' notions of EFL reading
Anja Synnøve Bakken, Ragnhild Elisabeth Lund
- "Turned off" or "ready to fly" – Ability grouping as an act of symbolic violence in primary school
Deirdre McGillicuddy, Dympna Devine
- How teachers perceive factors that influence creativity development: Applying a Social Cognitive Theory perspective
Lisa DaVia Rubenstein, Lisa M. Ridgley, Gregory L. Callan, Sareh Karami, John Ehlinger
- Teachers' self-concepts and emotions: Conceptualization and relations
Annette Lohbeck, Gerda Hagenauer, Anne C. Frenzel
- Critical features of professional development programs: Comparing content focus and impact of two large-scale programs
Jannika Lindvall, Ola Helenius, Marie Wiberg
- Co-existence of race-evasiveness and race-visibility identifications: Complexifying one white male teachers' racial knowledge
Jenna Min Shim

- Views on attrition and retention among beginning English as a foreign language (EFL) teachers in Israel and implications for teacher education
Rivi Carmel, Merav Badash
- Belonging, school support and communication: Essential aspects of school success for students with cerebral palsy in mainstream
Helen Bourke-Taylor, Claire Cotter, Lindy Johnson, Aislinn Lalor
- The challenge of balancing content and language: Perceptions of Dutch bilingual education history teachers
Huub Oattes, Ron Oostdam, Rick de Graaff, Arie Wilschut
- “For millions of people, this is real trauma”: A pedagogy of political trauma in the wake of the 2016 U.S. Presidential election
Beth Sondel, Hannah Carson Baggett, Alyssa Hadley Dunn
- ‘Policy embodiment’: Alternative certification and Teach For America teachers in traditional public schools
Matthew A.M. Thomas
- Broaching the subject: Developing law-based principles for teacher free speech in the classroom
Bruce Maxwell, Kevin McDonough, David I. Waddington
- Factors that influence pre-service teachers' persistence
Elizabeth Kim, Roisin P. Corcoran
- Appropriating protocols for the regulation of teacher professional conversations
Aliza Segal, Adam Lefstein, Dana Vedder-Weiss
- Intercultural language teaching as a catalyst for teacher inquiry
Constanza Tolosa, Christine Biebricher, Martin East, Jocelyn Howard
- Pre-service language teachers' development of appropriate pedagogies: A transition from insightful critiques to educational insights
Hugo Santiago Sanchez, Kuchah Kuchah, Livia Rodrigues, Emerson de Pietri
- Dialogic processes that enable student teachers' learning about pupil learning in mentoring conversations in a Lesson Study field practice
Raymond Bjuland, Nina Helgevold
- Tact and the pedagogical triangle: The authenticity of teachers in relation
Norm Friesen, Richard Osguthorpe

[Teaching Education, Volume 29, Issue 1, March 2018](#)

- Narrating neoliberalism: alternative education teachers' conceptions of their changing roles
Noah Asher Golden
- Bridging homes and classrooms: advancing students' capabilities
Sugiono Sugiono, Andrew Skourdoumbis & Trevor Gale
- The impact of the social environment on the student teacher's agency
Charlotte Meierdirk
- 'Trying to decide ... what sort of teacher I wanted to be': mentoring as a dialogic practice
Debra Talbot, Jane Denny & Sarah Henderson
- Learning to redesign teacher education: a conceptual framework to support program change
Dorothea Anagnostopoulos, Thomas Levine, Rene Roselle & Allison Lombardi
- Pre-service teachers' construction of professional identity through peer collaboration during professional experience: a case study in Australia
Hoa Thi Mai Nguyen & Tony Loughland
- Counter conducts as affective practices in the classroom: the task of pedagogies of affirmative estrangement
Michalinos Zembylas

3. Livres intéressants



BARTHES Angela, CHAMPOLLION Pierre, ALPE Yves (dir.) **Permanences et évolutions des relations complexes entre éducations et territoires**. ISTE Éditions, décembre 2017. 346 p. (Sciences, société et nouvelles technologies) - 59 €

Interrogeant le couple éducation et territoire selon trois grands axes (évolutions historiques, interactions contemporaines, théorisations originales), cet ouvrage expose l'importance de la contextualisation territoriale de l'école : celle-ci n'apparaît donc plus en cette matière comme le point aveugle d'une recherche en sciences de l'éducation qui, jusqu'ici, s'occupait surtout des contextualisations sociales et institutionnelles.

Ses quatorze chapitres analysent les nombreuses interactions développées entre éducatif (forme scolaire, pédagogie, didactique, orientation, etc.) et territorial (prescrit, vécu, rêvé, intériorisé). En effet, si le territoire peut impacter l'éducation en tant que contexte, il peut également jouer un rôle d'acteur éducatif jusqu'à se muer en « territoire apprenant ». Des questions d'importance sont dans ce cadre examinées au fil de l'ouvrage : inégalités territoriales d'éducation et d'orientation, politiques publiques territorialisées, et spécificités et points communs des écoles rurales et urbaines.

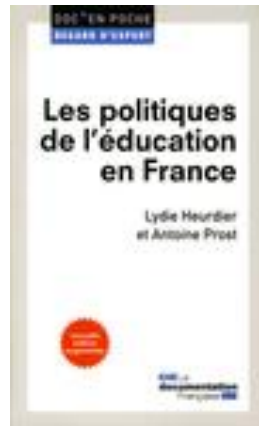


Aurélien Casta. **Un salaire étudiant : Financement et démocratisation des études**. Paris : La dispute. 155 p. (Travail et salariat)- ISBN : 978-2-84303-288-2

La hausse des frais d'inscription dans l'enseignement supérieur et le développement des prêts étudiants sont à l'ordre du jour des politiques néolibérales.

En France, Emmanuel Macron a déclaré être « ouvert » à une augmentation des frais d'inscription payés par les étudiants étrangers. Il s'agirait de prolonger la promotion, déjà ancienne, des pratiques marchandes dans l'enseignement supérieur. Contre cette logique, une proposition radicale existe depuis plus d'un demi-siècle, celle de la gratuité des études indissociable du versement d'un salaire aux étudiants, avancée par la Charte de Grenoble de l'UNEF, en 1946, et le plan Langevin-Wallon, en 1947. Pour comprendre et prolonger cette revendication, ce livre invite à reconnaître pleinement le fait que les étudiants sont producteurs de valeur pendant leurs études. Il propose le versement d'un salaire à tout adulte de plus de dix-huit ans qui souhaiterait démarrer ou reprendre une formation généraliste ou professionnelle.

Aurélien Casta est sociologue à l'Institut de recherche sur l'éducation à l'université de Bourgogne, et membre de l'Institut européen du salariat.



Lydie Heurdiel, Antoine Prost. **Les politiques de l'éducation en France**. Paris : La Documentation française, novembre 2017. 177 p. (Doc'en poche) - 11.90 €

Pilier de la République, l'école est l'objet de toutes les attentions de la part des pouvoirs publics. De Jules Ferry à Jean-Michel Banquer, de multiples lois et réformes se sont succédé pour faire évoluer les politiques éducatives en fonction des transformations sociales, des objectifs de démocratisation et des nouvelles approches pédagogiques.

À travers plus de cent textes commentés, cet ouvrage de la collection Doc' en Poche, retrace l'histoire de l'enseignement en France. Il s'adresse aussi bien aux étudiants, aux enseignants, qu'à toute personne désireuse de mieux comprendre les évolutions dont notre système éducatif est aujourd'hui le fruit.