



Veille de l'IREDU n°26

15 mai 2013

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1. Ressources sur le Web

Repéré sur : Alternatives-economiques.fr

Pierre Concialdi. [Emplois et retraites : les inégalités se creusent](#). *Alternatives Economiques* n° 323, avril 2013

Repéré sur : Amue.fr

Hervé Boulhol. [Améliorer la situation économique des jeunes en France](#). Paris : OCDE. Documents de travail du département des affaires économiques, n° 1041, avril 2013

Dans sa publication consacrée à la situation économique des jeunes en France, l'OCDE aborde la question de l'autonomie des universités dans un chapitre relatif à l'enseignement supérieur. Selon les auteurs, malgré la loi LRU, le système universitaire reste un des plus contraints en Europe. Le développement de l'autonomie pourrait offrir aux universités une plus grande liberté dans la fixation des droits d'inscription, la sélection des étudiants et la gestion des ressources humaines. Une évolution des compétences managériales ainsi que la professionnalisation de la gestion financière des universités, y sont recommandées.

Commission européenne. [La lutte contre le décrochage scolaire progresse et le nombre de diplômés de l'enseignement supérieur augmente, mais les hommes sont de plus en plus à la traîne](#). 11 avril 2013

La Commission européenne indique qu'en 2012, la proportion de personnes âgées de 30 à 34 ans titulaires d'un diplôme de l'enseignement supérieur dépassait l'objectif d'Europe 2020, soit 40 %, dans douze États membres, dont la France. La proportion de femmes diplômées dépasse de 27 % celle des hommes. La Lettonie, l'Estonie, la Slovénie et la Bulgarie sont les pays dans lesquels les différences entre les femmes et les hommes sont les plus marquées.

Ministère de l'enseignement supérieur et de la recherche. [ePortfolio : enjeux et recommandations : Livre blanc « La démarche ePortfolio dans l'enseignement supérieur français », Cahier n°1](#), Mars 2013

Ministère de l'enseignement supérieur et de la recherche. [Cahier des charges fonctionnel d'un dispositif technique support à la mise en œuvre d'une démarche ePortfolio : Livre blanc « La démarche ePortfolio dans l'enseignement supérieur français », Cahier n°2](#), Mars 2013

Ministère de l'enseignement supérieur et de la recherche. [ePortfolio : enjeux et recommandations : Livre blanc « La démarche ePortfolio dans l'enseignement supérieur français », Cahier n°3](#), Mars 2013

Claire Bonnard, Jean-François Giret, Marielle Lambert-Le Mener. [Les étudiants anticipent-ils correctement la valeur de leur diplôme sur le marché du travail ?](#) Les documents de travail de l'IREDU, N°2013/1, avril 2013



L'Institut de Recherche sur l'Éducation (IREDU) de l'université de Bourgogne publie une analyse sur la façon dont les étudiants de première année anticipent leurs futurs salaires. Une comparaison de ces salaires à ceux observés sur le marché du travail est également faite. Les résultats montrent une surestimation globale des salaires anticipés d'environ 9% en début de carrière. Ils soulignent également l'importance de l'environnement familial lors du choix des études supérieures. En effet, les salaires anticipés sont plus élevés lorsque les parents s'intéressent à l'orientation de leurs enfants, lorsqu'ils sont d'accord avec leur projet scolaire et lorsque la profession du père est liée avec le projet scolaire des parents.

Cabinet Deloitte, JobTeaser.com. [L'entreprise idéale de demain, entre idéalisme et pragmatisme](#), avril 2013

Le cabinet Deloitte publie la 3e édition de son étude sur l'entreprise idéale de demain, telle que les jeunes d'aujourd'hui l'imaginent. Elle souligne l'attrait des étudiants pour les sociétés de taille moyenne (41% des étudiants dont 58% de femmes) et celles qui proposent un environnement international (plébiscité par 81% des étudiants). Le pur télétravail est peu plébiscité, seuls 4% des répondants l'envisagent. Cependant 96% aimeraient bénéficier d'une flexibilité entreprise/domicile. La polyvalence des missions est également mise en avant par 9 étudiants sur 10.

Ministère de l'enseignement supérieur et de la recherche. [L'état de l'Enseignement supérieur et de la Recherche](#), n° 6, février 2013

Cette 6e édition de L'état de l'Enseignement supérieur et de la Recherche présente un état des lieux chiffré du système français d'enseignement supérieur et de recherche au travers des 45 thèmes abordés.

Dominique GILLOT et Ambroise DUPONT. [L'autonomie des universités depuis la loi LRU : le big-bang à l'heure du bilan](#). Rapport d'information n° 446 (2012-2013), fait au nom de la commission pour le contrôle de l'application des lois, déposé le 26 mars 2013

Mme Dominique Gillot et M. Philippe Adnot ont remis le 24 avril dernier à la commission sénatoriale de la culture, éducation et communication, un rapport sur le bilan consolidé des sources de financement des universités. Le rapport revient notamment sur des sources de financement peu exploitées comme le mécénat, la prise de participations ou la création de filiales et les recettes de formation continue. Il fait suite à un premier rapport délivré le 3 mars, sur le bilan de la LRU et du passage aux RCE.

European Commission. [She figures 2012 : Gender in Research and Innovation : Statistics and Indicators](#)

Selon un rapport de la commission européenne intitulé « She Figures », les femmes représentent 6 % des dirigeants d'établissements d'enseignement supérieur en France et 15,5 % dans l'Union européenne en 2010. Des chiffres qui placent la France dernière du classement. La première place revient à la Norvège avec 31,8 % des établissements d'enseignement supérieur dirigés par des femmes, suivie par la Suède (26,9 %), la Finlande (25 %), l'Italie (23,4 %) et la Lituanie (22,2 %).

Repéré sur : assemblee-nationale.fr

Christophe BORGEL. [Avis fait au nom de la commission des affaires économiques sur le projet de loi relatif à l'enseignement supérieur et à la recherche](#) (n° 835)

Repéré sur : cafepedagogique.net

Francois Jarraud. [Le CAP, réanimer un diplôme centenaire ?](#) L'expresso du 16 avril 2013

Francois Jarraud. [Formation professionnelle : Une réforme urgente pour la France selon l'OCDE](#)
L'expresso du 16 avril 2013

Francois Jarraud. [M. Develay : Plus de maîtres que de classes : Se méfier des détails.](#) L'expresso du 16 avril 2013

Francois Jarraud. [Pour ATD Quart Monde, "Tous peuvent réussir".](#) L'expresso du 17 avril 2013

Francois Jarraud. [Les manuels scolaires au défi des discriminations.](#) L'expresso du 22 avril 2013

Francois Jarraud. [Centrafrique : Des enfants privés d'école.](#) L'expresso du 25 avril 2013

Francois Jarraud. [Etudes : Combien tu gagnes ?](#) L'expresso du 30 avril 2013

François Jarraud. [Insécurité et mauvais traitements pénalisent la scolarisation des filles au Sénégal.](#)
L'expresso du 2 mai 2013

François Jarraud. [Echec scolaire : La grande peur des familles.](#) L'expresso du 3 mai 2013

François Jarraud. [C. Blaya : "Il n'existe pas un seul type de décrocheur".](#) L'expresso du 3 mai 2013

François Jarraud. [Piketty : Oui à la pluridisciplinarité en économie.](#) L'expresso du 3 mai 2013

François Jarraud. [BTS : L'enseignement supérieur des autres ?](#) L'expresso du 6 mai 2013

François Jarraud. [Le CAE veut plus de libéralisme pour favoriser l'emploi des jeunes peu qualifiés.](#)
L'expresso du 6 mai 2013

François Jarraud. [SES : Les indicateurs du développement mondial 2013.](#) L'expresso du 6 mai 2013

François Jarraud. [Angleterre : Les Académies ont permis de baisser les salaires des enseignants.](#)
L'expresso du 13 mai 2013

François Jarraud. [Philippe Blanchet : L'école a toujours été un lieu de violence.](#) L'expresso du 13 mai 2013

Repéré sur : Ccse.gouv.qc.ca

Comité consultatif sur l'accessibilité financière aux études. [Modifications au Règlement sur l'aide financière aux études : annulation de bonifications liées à la hausse prévue des droits de scolarité à l'enseignement universitaire](#). Avis au ministre de l'Enseignement supérieur, de la Recherche, de la Science et de la Technologie du Québec, Mai 2013

Le Comité consultatif sur l'accessibilité financière aux études rend public aujourd'hui un avis transmis au ministre de l'Enseignement supérieur, de la Recherche, de la Science et de la Technologie portant sur un projet de règlement qui prévoit l'annulation de bonifications à l'aide financière aux études. Ces bonifications étaient liées à une hausse prévue des droits de scolarité à l'enseignement universitaire à compter de 2012-2013. Elles concernent le Programme de prêts et bourses et le Programme de prêts pour les études à temps partiel.

Repéré sur : Ecs.org

April 17, 2013

New From ECS

Civic Learning Is Not Flat Learning

This [issue](#) of The Progress of Education Reform, authored by Paul Baumann and Molly Ryan of the National Center for Learning and Citizenship (NCLC), provides a close look at the new civics -- how it differs from previous practices, what it includes, how it is supported by research, and its implications for policy.

Compulsory/Attendance School Age Limits and Requirements

In two newly released StateNotes, ECS Researcher Marga Mikulecky breaks down what the individual states have determined as [school attendance age limits](#) and [compulsory school age requirements](#).

Dual Enrollment

While dual enrollment serves as a means to raise academic preparation for a wide range of students, these programs may especially benefit those lower in socioeconomic distribution, according to this [study](#). (New from the ECS Research Studies Database)

Increasing the Number of Low-Income Students Who Are College Ready

Authors of [The Impact of GEAR UP on College Readiness for Students in Low Income Schools](#) find that the program was successful in improving college readiness outcomes. (New from the ECS Research Studies Database)

What States Are Doing

Tests for Admission to Teacher Preparation

Starting in September, prospective teachers will take a [test](#) for admission into undergraduate education programs at **Missouri** colleges and universities. The test will include sections on English

language arts, writing, mathematics, science, and social science. They also will take a test that measures their aptitude for teaching. A year later, exit exams will be introduced for future teachers, counselors, librarians, principals, and superintendents in the areas of certification they are seeking. Finally these candidates for certification must have an overall GPA of at least 2.75 and a 3.0 GPA in professional education classes and in content classes they intend to teach.

Kansas Education Commissioner Signs an Agreement with Counterpart in France

The [agreement](#) between Diane DeBacker and Marie Reynier, signed via video conferencing, establishes a cooperative program that will include collaboration between schools, student exchanges, teacher exchanges and professional development. **Kansas** has had a similar agreement with Spain since 2001 and one with China since 2006.

Education/Career Alignment in Indiana

Indiana Gov. Mike Pence signed two bills into law that will advance career education statewide, aligning workforce needs with high school education. [One](#) creates regional work councils that will connect businesses and educators for student apprenticeships, internships, and enhanced vocational education in high schools. The [other](#) launches a career council to bring together all job creation and education efforts.

Good Reads

Identify States' Best Practices

Digital Learning Now! created the [Digital Learning Report Card](#) to evaluate each state's progress in advancing reforms aligned to 10 Elements of High-Quality Digital Learning. The intent is to provide an annual summary of state laws and policies to better understand what states are doing to create policies that embrace new education models, promote the use of technology to meet the needs of all children, and break down barriers that constrain student-centric innovation. For a look at how your state is doing, call up Digital Learning Report Card 2012.

What Works in Mentoring

Child Trends looked at 19 mentoring [programs](#) for children and youth, including Big Brothers and Big Sisters, to see which worked by a variety of measures: mental health, social-emotional health, education, self-sufficiency, substance abuse, relationships, reproductive health, and behavior problems. These are arranged in a handy grid with "not found to work," "mixed findings," and "found to work." Researchers found programs that helped with education, social skills, and relationships were more effective than those directed at problems such as bullying or reducing teen pregnancy. Thirteen programs had at least one positive impact; three were found to be ineffective.

Classroom Physical Activity Bursts

With decreasing budgets for physical education and worrisome rates of childhood obesity, in-class activity breaks are gaining in popularity. This [brief](#) summarizes the research on activity break programs, some of which feature 10-minute bouts through the day; others tie physical activity to class learning. One is grade-specific and tied to the core curriculum. By checking pedometers,

researchers found the kids did move more; also, some programs resulted in improvement in on-task behavior, less need for ADHD and asthma medications, and fewer visits to the school nurse.

Addressing the Needs of English-Language Learners

When the U.S. Department of Education began to grant waivers to states chafing under the demands of the 2002 Elementary and Secondary Education Act (ESEA), the department asked for certain principles to be met in exchange for flexibility. This "pocket" [guide](#) from the American Institutes of Research focuses on English-language learners (ELLs). The authors reviewed plans of 34 states and offer possible recommendations for implementation. To meet the goal of achieving college- and career-ready expectations for all students, for example, they suggest building ELLs' capacity for academic language in content-area classrooms and giving them multiple ways to acquire grade-level content and skills.

Common Finals?

Very little postsecondary student learning can be measured in ways that allow comparisons to students at other colleges or to fellow students in different sections of a class taught by different instructors. This Brown Center on Education Policy [report](#) makes four recommendations aimed at moving forward efforts to assess and improve the quality of postsecondary instruction, and ultimately to increase the number of students who earn high-quality credentials.

April 24, 2013

New From ECS

Increased Text Complexity for Primary Grades Questioned

A [study](#) recently added to our Research Studies Database looks at curriculum implications of the Common Core. The Common Core State Standards for the English Language Arts (CCSS) provide explicit guidelines that accelerate text expectations for students across grades 2-12. This is often described as a text complexity staircase. The authors of this study raise cautions about the staircase so that potential, unintended consequences do not occur for students in the primary grades. In fact, they find that it is middle and high school levels of text that have decreased over the past 50 years -- not the texts of the primary grades. (New to the ECS Research Database)

What Laws Have States Passed This Legislative Season?

Don't miss the opportunity to [browse](#) (by issue) what's happening across the legislatures so far in 2013!

What States Are Doing

New Mexico's Early Dropout Warning System

Using information already compiled by the **New Mexico** Public Education Department, reports on students at risk for dropping out will be generated for schools statewide so early support can be provided. "We shouldn't wait until high school to have the discussion with our students about graduation," said Governor Susana Martinez, who made the [announcement](#). The warning system weighs 3rd-grade reading proficiency, middle school truancy and course failures, 9th-grade truancy, a 9th- grade GPA below 1.5, and failure of any core courses during the 9th-grade year. It will be the

foundation for the "Next Step" plan, which now is in place and serves as a road map to graduation developing year-by-year class requirements based on a student's post-secondary plans. The early warning system begins in August.

Do Postsecondary Grads Get Jobs?

A new [law](#) enacted in **South Dakota** requires the Department of Labor to work with the Board of Regents in determining job placement outcomes for graduates of institutions under control of the Board of Regents.

Good Reads

Legislators' Guide to Educator Effectiveness Policy

Of those factors influencing student achievement within a school, teacher effectiveness is the most significant. As the pace of education reform quickens, this [guide](#) for legislators offers a road map as they continue to support and improve educator effectiveness in the areas of: teacher and principal preparation; licensing, recruitment and retention; induction and mentoring; professional development; and educator evaluation. Each section features an overview of policy, lists questions legislators might ask about their own state's policy, offers policy options states are considering, then lists additional resources. Created by the National Conference of State Legislatures, the guide encourages legislators to approach teacher and principal policy within the same context, to consider policies within the larger career continuum rather than piece by piece, and to ask how a change in one area might affect another.

All Politics Are Local

Though the public view of federal government is at a low, citizens continue to hold state and local governments in higher esteem, according to a [brief](#) from the Pew Research Center for the People & the Press. Just 28% rate the federal government favorably, down five points from a year ago and the lowest percentage ever in a Pew Research Center survey. By contrast, state governors get a positive rating: 55% view their governors favorably compared to 30% who give their governors an unfavorable rating. State economic ratings show modest improvement.

Using Data to Improve Workforce Training

Course for course, workplace outcomes of career training can rival or even outstrip outcomes from select universities, yet only 31% of community college students earn a degree. The problem, authors of a recent [report](#) assert, is that prospective students have little information to make wise career training decisions. They offer a plan to fix that which would raise students' completion rates, raise their earning capacity, and act as a statewide economic generator. Proposing a competition among states, they say states can use longitudinal data systems they already have to provide better training choices for students taking into account their academic preparation, facility with using data, workplace skills, and interests. User-friendly report cards would be generated with information on best-paying jobs for trainees based on personal characteristics. (Brookings, 36 pages)

Authorizing Charter Schools

Upbeat, the annual [survey](#) of charter school authorizers, says the profession is moving in the right direction as more authorizers adopt practices that will lead to better schools and as states improve

accountability standards. Produced by the National Association of Charter School Authorizers (NACSA), the survey of 157 active authorizers indicates more authorizers are implementing NACSA's essential practices, and Independent Chartering Boards are more likely to have essential practices in place. After a two-year decline, the percentage of charters closed at renewal time shot up again in 2012 with a 12.9% closure rate. Room for improvement: as failing schools are closed, authorizers should work to replace them with excellent schools, according to NACSA.

Leap Year

A teacher's first year shouldn't be a "warm-up lap," but a time to provide feedback, encourage emerging strengths, and make assessments about whether teaching will be a career or considering a different profession is in order. A [paper](#) from TNTP emphasizes the first year's importance and describes its first-year teacher evaluation system, Assessment of Classroom Effectiveness (ACE). Using classroom observations, student surveys, student academic growth data, and principal ratings ACE begins to "make teacher certification decisions based on classroom performance and growth, instead of paper qualifications and coursework," according to the authors. This paper includes recommendations for policymakers. (TNTP, 24 pages)

Parents: What Roles Do They Seek?

Researchers [surveyed](#) parents of children in Kansas City Public Schools, which lost accreditation in 2012, to discover the degree to which parents are prepared to take on more active school roles. Parents were divided into three groups: potential transformers who said they would be comfortable serving on committees to decide school policies but who had yet to act, school helpers who already volunteered at their children's schools but in more traditional ways, and help seekers who were most dissatisfied with schools yet were present in the schools. Recommendations follow. (Public Agenda, 60 pages)

May 1, 2013

New From ECS

Service Learning and the Common Core

New case studies from the National Center for Learning and Citizenship (NCLC) at ECS examine whether and how four diverse sites utilize high-quality service-learning as a teaching strategy for implementation of the Common Core State Standards. The [report](#) also includes recommendations for the types of supports teachers and administrators need to effectively implement the Common Core using service-learning, which is a proven strategy for deeper learning. **Equal in STEM Interest, Unequal in Completion**

Strengthening the STEM educational pipeline has been a key priority for policymakers. This research [study](#) found that interest in math and science is the primary indicator of whether students enter a STEM major. Once students entered such programs, however, academic preparation, socioeconomic status, and institutional choice (e.g., two-year versus four-year institutions) play a more significant role in whether students complete a degree or certificate. (New to the ECS Research Studies Database)

Evidence-Based Decisions?

With increasing demand for services related to the Common Core, Race to the Top, and i3, this [study](#) should give state and district leaders pause. Its major finding: schools tend to contract with providers used by other schools in their districts in the past, *regardless of past performance* [emphasis added]. (New to the ECS Research Studies Database)

What States Are Doing

Credit for Proficiency

Many states have adopted policies allowing students to earn graduation credit by demonstrating proficiency in lieu of seat time, but **Utah H.B. 393** takes things to a whole new level. The legislation directs the state board to develop a course-level funding formula for distributing dollars to districts and charter schools that establish a competency-based education approach (which could apply to courses well before high school). The state board's formula would need to distribute funds based partially on initial course enrollment as well as on a student's successful course completion by demonstrating subject mastery. The bill allows participating schools to adjust class sizes to maximize the value of course instructors and mentors.

Delaware's Teaching Force Analyzed

A two-year effort to better understand a wealth of education data from **Delaware** has yielded results that will inform state policy on educator recruitment, placement, development, evaluation, and retention. Among the [findings](#) by Harvard researchers: teacher impact on student mathematics achievement can vary widely, up to a year of learning for students with a teacher in the 90th percentile compared to teachers in the 10th percentile. Also, newest teachers are likely to be assigned to the least-prepared students, and a large share of new teachers leave teaching in Delaware within four years.

New Accountability System in Texas

Four components—student achievement, student progress, closing performance gaps, and postsecondary readiness—comprise **Texas'** new accountability system for school districts, campuses, and charters. Commissioner of Education Michael L. Williams made the [announcement](#) and said, "The new system makes use of multiple indicators to provide parents and taxpayers a more detailed view of the successes, as well as areas of necessary improvement, for each district, charter and campus." They will receive one of three ratings: Met Standard, Met Alternative Standard (for alternative education campuses or districts), or Improvement Required. The first ratings under this system will be issued August 8, 2013.

Good Reads

Higher Education Payback

Talk about a game changer. The Texas Higher Education Coordinating Board with College Measures gathered and disseminated [research](#) on first-year salaries of graduates of its two- and four-year institutions who are working in Texas with a diploma or certificate. Among their findings: students with two-year technical degrees have first-year salaries of more than \$50,000—\$11,000 more than graduates of bachelor degree programs and \$30,000 more than students with two-year academic

degrees. Community college graduates' first-year earnings vary widely depending on the institution—\$10,000 for an academic associate's degree from one institution, \$30,000 from another, and from \$20,000 to \$65,000 for technical associate's degrees, depending on the institution. Meeting immediate workforce need, technical certificate holders' first-year earnings can exceed those who hold academic and technical associate's degrees. (College Measures)

Statewide Recovery Districts

Relatively new, statewide recovery school districts represent another effort to turn around underperforming schools. This [paper](#) looks at Tennessee's Achievement School District (ASD). Created with Race to the Top funds won in 2010, ASD runs some schools directly and uses charters for others. The goal is to take schools at the bottom 5% and turn them to top 25% in five years. (Thomas B. Fordham Institute)

Business for Early Childhood

America's business leaders are familiar with extensive evidence-based research on what works in early childhood and they are investing in it. By doing so, they also know they are investing in the future workforce and the U.S. economy. In this [study](#), four types of business organizations were surveyed: state chambers of commerce, the largest city chambers, all state business roundtables, and a sampling of smaller, local chambers. Momentum appears to be growing and existing executive voices may become the framework for a bigger early childhood movement. (ReadyNation)

State U Online

While for-profit higher education systems quickly embraced online coursework, public two- and four-year institutions were slower to see online instruction as a way to grow enrollment and revenue, contribute to economic development, and fulfill original missions. Five steps can launch a successful online state system, according to this [paper](#): create a clearinghouse of state institutions so all students can enter through one portal to see what's available, purchase shared contracts, share provision of student services, share credit and credentialing, and share credentials beyond state borders. (New America Foundation and Education Sector)

Classifying Teachers

Tackling the hot-button issue of teacher evaluation, the authors of this [brief](#) point out the inevitability of mistakes because teacher performance isn't totally observable and measures are imperfect. Still, they believe better measurement of teacher performance is possible. While teacher classification error rates based on student test scores may be high, that error rate might be lower than classifications based on traditional methods. They call for "caution and for a better understanding of new systems in action." (Carnegie Knowledge Network)

Improving K-3 Reading Comprehension

WestEd has developed four free professional development [modules](#) for the U.S. Department of Education which contain everything necessary to conduct four two-hour professional development sessions on implementing Doing What Works (DWW) K-3 Reading Comprehension Practices. Module 1 is an overview of DWW and K-3 reading comprehension, Module 2 is on teaching reading comprehension to beginning readers, Module 3 is a focus on text structure to support comprehension, and Module 4 is on engaging students with text. WestEd recommends the modules

for professional development and technical assistance providers, principals and reading specialists, teacher leaders and coaches, and classroom teachers. (WestEd)

May 8, 2013

New From ECS

What Is Happening this Legislative Season?

The 2013 legislative sessions have been on fire! [Check](#) out what's happened so far this year.

What States Are Doing

Counselor-Coaches Address Readiness

Enacted last month, **Arkansas H.B. 2039** creates a College and Career Coaches Program to improve counseling in high-needs middle and high schools. Trained adults will offer critical counseling supports; for example, high school students will be exposed to career options and experiential learning with academic planning. The program will be evaluated on increases in graduation rates, completion of the rigorous Smart Core Curriculum, financial aid applications, and college-going rates.

Mountain State Aligns High School, Higher Ed, Community/Technical Colleges

West Virginia S.B. 359, also passed this spring, is intended to improve college and career readiness in the Mountain State. Among its numerous provisions, the bill directs the State Board of Education, the Higher Education Policy Commission, and the Council for Community and Technical College Education to collaborate on adopting uniform college- and career-readiness standards in English language arts and math. The measure likewise requires all teacher preparation programs to train teachers in grades 8-12 on the college- and career-readiness standards, and directs the state board to hold all high schools and districts accountable for increasing the percentage of students who demonstrate college-readiness.

Governor's Teacher Cabinet

Virginia Governor Bob McDonnell issued an executive [order](#) establishing a Governor's Teacher Cabinet to advise him on short-term action and long-term strategy to improve teaching. According to an [announcement](#) issued May 1, the Cabinet will include up to 20 non-legislative educators and two legislators with backgrounds in education. The Teacher Cabinet will recommend strategies for greater parent and community engagement; the improvement of K-12 education, higher education, and workforce collaboration; and ways to close the achievement gap and assist disadvantaged students.

Good Reads

Rethink One Teacher One Classroom

Here's [how](#) to use blended learning to drive improvements in digital instruction, transform teaching into a highly paid career, and improve student learning on a large scale, according to the authors. If, as they assert, the top 25% of teachers can produce a year and a half of learning annually, they can, with blended learning, reach more students. That in turn can close achievement gaps and help

average students "leap ahead." It's a promise, not a guarantee, they say. Excellent teachers must be better deployed, "playing instructional and team leadership roles that maximize technology's impact with their own." A school can pick up "better blend" immediately, but to achieve excellence on a grander scale, state policies must be changed in the areas of funding, people, accountability for learning, technology and student data, and timing and scalability. (Public Impact)

Per Pupil Spending Varies Widely by State

For regular school districts, the national median current expenditure was \$9,989 in FY 2010, an increase of 1% over FY 2009, according to a recent federal [study](#). States with the highest median per-pupil spending were Alaska (\$24,244), District of Columbia (\$18,667), New York (\$17,583), Wyoming (\$16,213), and New Jersey (\$15,468). Looking at the 100 largest public school districts, the range was from \$5,528 in Alpine School District, Utah, to \$19,184 in New York City. Total revenues reported in FY 2010 by school districts were \$599.9 billion, 12.5% from the federal government, 43.1% from state governments, and 44.3% from local governments. (National Center for Education Statistics)

What Works: New York City's Small Schools of Choice

Students in New York City's 123 Small Schools of Choice (SSCs) are 10% more likely to graduate from high school on time, a key finding from a recent [evaluation](#). Originally created to replace underperforming public schools, the SSCs have about 100 students in each grade 9-12. Students are admitted on the basis of choice and seat availability. (Promising Practices Network)

Principals under the Gun

Typically, principals spend 30% of their time on administrative activities, 20% on operations, and less than 10% on instructional-related activities such as classroom observation and professional development for teachers and staff. It's reality versus the ideal situation, suggests a recent [brief](#) which analyzed a decade of school leadership research. To be more effective, principals might delegate responsibility for running a school, perhaps to an assistant principal if the principal is instruction-oriented, or to teacher-led teams for curriculum and instruction if he or she is focused on operations. Twenty-seven states have principal evaluation standards that are aligned with research. In Massachusetts, principals will be judged on instructional leadership, management and operations, family and community involvement, and professional culture. One challenge will be how district leaders who work outside schools will capture and document school leadership. (The Rennie Center)

Variations in Compulsory Education by European Country

[Check](#) out which European countries require the highest amount of "taught time" and how many hours students spend on specific core subjects. Readers may find the "Country specific notes" section interesting -- Belgium-French Community and Belgium-Flemish Community, for example -- or that in Ireland, attendance isn't required until the age of 6, though most 5-year-olds and many 4-year-olds attend. Facts and figures are updated annually. (Eurydice)

Underperformers Improve Economics Scores

National [results](#) are out for 12th-grade economics students who were tested in market, national, and international economies. Compared to 2006, the first-year students were tested in the subject, Hispanic students scored higher, and a larger percentage performed at or above basic. Students with parents who didn't finish high school scored higher as did lower performing students. The average

score for 12th-graders didn't change significantly. (National Assessment of Educational Progress, NAEP)

Webinar

Equity in Teacher Education

A Brown Bag [seminar](#) *Re-Opening a Silenced Dialogue: Placing Equity, Quality, and Educational Opportunity at the Center of Teacher Education*, will be conducted by Stanford University education professor Arnetha Ball at noon May 20 in Stanford's 101 CERAS Learning Hall. Unable to make it in person? The Stanford Center for Opportunity Policy in Education is now webcasting their Brown Bag seminars. Open the seminar link to go there and also to check if the required Silverlight is installed.

Repéré sur : Education.gouv.fr

Bruno LENAIN, Isabelle TREVILLY, Jean-Charles MALBERNARD. [Perception croisée enfants/parents face à l'usage d'Internet](#). Rapport d'études de l'IFOP pour RSA, n° 36825, Janvier 2013

Une étude de l'Ifop propose une perception croisée, parfois divergente, entre enfants et parents concernant l'usage de l'Internet chez les 11-17 ans. Le sondage porte sur 5 grands axes : contexte de l'utilisation d'Internet par les enfants, niveau de sécurité perçu sur Internet, comportements sur Internet, perception et attitudes sur les réseaux sociaux, situations vécues par l'enfant et ses droits sur Internet.

Catherine Valette. [Concours de recrutement de professeurs des écoles dans l'enseignement public, session 2011](#). Note d'information, n° 13.03, avril 2013

Aux concours externes, la baisse globale du nombre de candidats présents, engagée depuis 2004, s'accélère en 2011. Cette session se situe dans le contexte de l'entrée en vigueur de la réforme de la "mastérisation" qui relève de deux ans le niveau de diplôme requis : elle restreint d'autant les viviers potentiels de candidats. Le concours demeure sélectif avec 6 candidats présents pour un poste offert.

Ces tendances communes de diminution du nombre de postes et de candidats présents font que le taux de réussite varie assez peu. En revanche, il est très contrasté selon les académies puisqu'il oscille entre 8,5 % et 39,1 %.

Aux concours externes, plus de neuf lauréats sur dix sont titulaires d'un master 2 ou engagés dans la finalisation du diplôme. La population des nouveaux professeurs des écoles reste très féminisée. La moyenne d'âge des lauréats augmente de près d'un an, dans un contexte d'élévation du niveau du diplôme requis.

Caroline Lannone. [Diplôme national du brevet](#). Note d'information, n° 13.04, avril 2013

En 2012, 661 100 candidats au diplôme national du brevet (DNB) l'obtiennent, soit 23 500 lauréats supplémentaires par rapport à l'année précédente et un taux de réussite de 84,7 %. La proportion de lauréats au DNB dans une génération atteint 83,1 %, soit une hausse de plus de 3 points en un an. Comme en 2011, neuf élèves sur dix maîtrisent le socle commun des compétences.

Sarah Abdouni. [Les diplômés de l'enseignement professionnel](#). Note d'information, n° 13.05, avril 2013

À la session 2012, 557 600 diplômés de l'enseignement professionnel de niveaux IV (BP, BT, BMA, baccalauréat professionnel et mentions complémentaires) et V (CAP, BEP et mentions complémentaires) ont été délivrés en France, dont 90 % par le ministère de l'éducation nationale. Plus de 60 % des diplômés sont de niveau V. Tous diplômés confondus, la réussite est stable par rapport à la session 2011.

Anne-Cécile Argaud et Marie-Laurence Jaspar. [Prévisions nationales d'effectifs d'élèves des premier et second degrés](#). Note d'information, n° 13.06, avril 2013

Pour les deux années à venir, les effectifs d'élèves scolarisés dans le premier degré augmenteront de 34 200 en 2013, puis de 32 000 en 2014. Dans le second degré hors post-baccalauréat, ils augmenteront de 35 500 élèves en 2013, puis de 9 100 en 2014. Cette croissance est essentiellement due à la taille des générations à scolariser, mais également aux effets des politiques éducatives.

Repéré sur : Esen.education.fr

Nicolas Leru et Laurent Perrain. [Chercheuses-chercheurs : des stéréotypes de genre dès les formations](#). Note d'information Enseignement sup Recherche, n° 13.03

En 2010, la France compte 315 500 chercheurs ou ingénieurs de recherche : 82 000 sont des femmes, 233 500 des hommes. Le nombre de chercheurs femmes progresse depuis 2007, mais moins fortement que celui des hommes. Les chercheuses sont plus nombreuses dans les administrations que dans les entreprises. Ce n'est pas le cas des chercheurs hommes.

Cabinet Strat-Up et Société Klee Group. [Enquête EVALuENT : évaluation des usages des espaces numériques de travail](#). Avril 2013

Le rapport EVALuENT 2012 présente les résultats de l'enquête en ligne menée en avril 2012 auprès des usagers des 30 académies sur l'utilisation des espaces numériques de travail (ENT). Elle souligne le rôle majeur de l'ENT comme univers de référence et point d'accès unifié pour les activités numériques de la communauté éducative.

Sébastien Grobon. [Le social dans la fratrie, entre ressemblance familiale et différenciation des individus](#). Dossier d'étude de la caisse nationale d'allocations familiales, n°161, mars 2013

En prenant en compte les processus de ressemblance et de différenciation qui structurent la fratrie, l'étude sociologique de l'influence familiale sur les parcours scolaires et professionnels adopte une nouvelle perspective.

Pierre Cahuc, Stéphane Carcillo, Klaus F. Zimmermann. [L'emploi des jeunes peu qualifiés en France](#). Les notes du conseil d'analyse économique, n° 4, Avril 2013

Aujourd'hui en France, près de 17 % des jeunes de 15 à 29 ans ne sont ni en emploi, ni en éducation ni en formation. Pourtant, l'expérience étrangère démontre, qu'il n'y a aucune fatalité : pour améliorer la situation des jeunes, il faut cibler les moyens sur ceux qui sont en difficulté et combattre de manière massive les vraies barrières. Pour leur donner une deuxième chance, il faut prendre à

bras-le-corps : les insuffisances de l'enseignement professionnel, trop difficile d'accès pour les jeunes non qualifiés, et la faiblesse de l'accompagnement vers l'emploi des jeunes les moins qualifiés.

Eurydice, Commission européenne. [Les chiffres clés sur les enseignants et les chefs d'établissements en Europe](#). Bruxelles : Eurydice, 2013.

"Cette étude analyse les métiers d'enseignant et de chef d'établissement grâce à une série de chiffres clés et de préconisations. Elle examine les programmes de formation et les niveaux de salaire des jeunes professeurs. Elle étudie également les évolutions de carrière, les conditions de travail, ainsi que le temps moyen de présence en établissement et devant les élèves."

Jean-Louis DURPAIRE, Didier JOUAULT, Annie LHÉRÉTÉ, Michel PÉREZ (Inspection générale de l'éducation nationale). [Analyse de l'opération "Un collégien, un ordinateur portable" dans le département des Landes](#), Décembre 2012

Cette analyse montre que l'opération "Un collégien, un ordinateur portable" donne des résultats en termes de densité d'usages qui ne sont atteints en aucun autre département en France.

Repéré sur : Girsef.ucl.ac.be

Ludovic Renouprez, Geneviève Weber, Marguerite Martin & Françoise de Viron. [L'absentéisme en formation pour adulte est-il influencé par le dispositif de cours ? Le cas d'un master universitaire](#). Cahier de Recherche du GIRSEF, n° 91

Les recherches sur l'absentéisme des étudiants dans l'enseignement supérieur non obligatoire se basent essentiellement sur des interviews ou des questionnaires à postériori. Nous avons cherché à objectiver la perception qu'avaient des enseignants du Master en Sciences de l'Éducation de l'Université catholique de Louvain (Belgique) d'une augmentation sensible de l'absentéisme ces dernières années. Le phénomène est d'autant plus questionnant que notre type d'enseignement s'adresse à des adultes en situation professionnelle, supposés motivés.

Pour cette recherche, nous avons développé un cadre d'analyse original emprunté des analyses organisationnelles de l'absentéisme au travail et nous avons mis en œuvre un relevé des présences par auto-déclaration pendant le cours, garantissant l'anonymat.

Pour les deux années de Master, en 2010-2011, nous obtenons un taux effectif global de 22 % d'absents, tandis que les taux effectifs d'absentéisme par cours varient de 5 % à 32 %. Cette recherche confirme également l'influence de certaines variables organisationnelles externes sur le taux d'absentéisme comme la taille des groupes, l'année d'étude ou le type de cours. Les variables organisationnelles internes aux cours comme les méthodes pédagogiques ou le mode d'évaluation ne semblent pas, dans cette étude, déterminants.

Bernard Delvaux, Pierre Desmarez, Vincent Dupriez, Sandrine Lothaire et Matthieu Veinstein. [Les enseignants débutants en Belgique francophone : trajectoires, conditions d'emploi et positions sur le marché du travail](#). Les Cahiers de recherche du Girsef, n°92, avril 2013

En Belgique francophone, la question des enseignants débutants est à l'agenda depuis de nombreuses années mais la connaissance statistique de leurs trajectoires date et demeure sommaire. Ce Cahier contribue à enrichir ces connaissances. Il se fonde sur des données de la

Fédération Wallonie-Bruxelles et de la sécurité sociale. Il s'intéresse tout autant aux trajectoires durant les premières années qu'aux probabilités de sortie précoce de la profession. Au-delà de la description de ces phénomènes, l'étude propose une analyse fouillée des facteurs qui les expliquent. Il en ressort notamment que les trajectoires des enseignants débutants sont très variées et qu'elles se modulent notamment en fonction des éléments contextuels (niveaux et types d'enseignement, zones géographiques ou réseaux), des profils individuels (type de diplôme, âge et genre) ainsi que des modes d'entrée dans la profession. L'analyse des données conduit les auteurs à proposer un déplacement de la manière dont est actuellement problématisée la question des débuts de carrière. A leurs yeux, s'il ne faut pas négliger le problème de l'accompagnement et du soutien en début de carrière, il importe de traiter aussi le problème de la (trop) grande différence de position sur le marché du travail entre les enseignants débutants et les enseignants « établis ».

Repéré sur : halshs.archives-ouvertes.fr

Hiroatsu Nohara, Caroline Lanciano-Morandat. [Societal production and careers of PhDs in chemistry and biochemistry in France and Japan](#). European journal of higher education 3, 1 (2013) 11-29

Until quite recently, in all of the industrialised countries, PhD students were educated to form the elite and the managerial class of universities and public research bodies. Their careers depended primarily on the academic labour market. Since the late 1980s, the "production of PhDs" has become a much-discussed economic and social issue, and the thinking, reforms and tensions surrounding this category of graduates have gathered momentum. Vocational fields and the contents of the PhDs' training have evolved everywhere. However, the higher education and research institutions of the various countries have "marked out" this category of graduates in various ways and prepare PhDs differently to fit into certain segments of the labour market. The purpose of this paper, based on a (quantitative and qualitative) study of the ways in which PhDs are produced and integrated into the labour market, is to identify and compare Japanese and French policies and practices and the way they have evolved in recent years. In doing so, we seek to determine the societal foundation underpinning the labour market for PhD holders and the trajectory each of the countries is now following and to ascertain in which markets these graduates will be able to find employment.

Charles Calamel. [Vers une didactique de l'enseignement des musiques actuelles ?](#)

L'article présente les résultats d'une étude réalisée auprès de deux groupes de travail d'enseignants et d'élèves en Musiques Actuelles (MA). Elle porte sur la théorisation d'un réseau conceptuel d'éléments conduisant à la modélisation d'une didactique des MA pour les écoles de musique. Ces résultats permettent aux professeurs artistiques de concevoir certains accompagnements, en prenant en compte les apprentissages induits par les pratiques musicales et sociales vécues dans l'exercice des MA.

Claire Bonnard, Jean-François Giret, Marielle Lambert-Le Mener. [Les étudiants anticipent-ils correctement la valeur de leur diplôme sur le marché du travail ?](#)

Ce travail analyse la manière dont les étudiants de première année d'université anticipent leurs salaires futurs, puis compare ces salaires à ceux qu'ils peuvent réellement observer sur le marché du travail. Nos résultats montrent globalement une surestimation des salaires anticipés d'environ 9 pour



cent en début de carrière, ce qui est cohérent avec des travaux réalisés dans d'autres pays. En revanche, les salaires anticipés après dix ans de carrières sont supérieurs de 28 pour cent aux salaires observés des diplômés à ancienneté comparable. Les résultats soulignent également l'importance de l'environnement familial lors du choix des études supérieures. Les salaires anticipés vont être plus élevés lorsque les parents vont s'intéresser à l'orientation de leurs enfants, lorsqu'ils seront d'accord avec leur projet scolaire et lorsque la profession du père est liée avec le projet scolaire des parents. Enfin, nous soulignons l'importance de l'effet des variables cognitives qui sont en, général, beaucoup plus significatives que les variables liées au passé scolaire.

Denis Meuret. [Plus équitable, l'école retrouverait la voie de la réussite](#). Esprit (2012) 65-81

Les enquêtes Pisa montrent que l'équité de l'école française s'est beaucoup dégradée au cours des années 2000. La rétablir relève de l'engagement politique et social, mais aussi du souci d'efficacité. Pour y parvenir, il ne faut pas craindre d'adopter certaines mesures d'évaluation par les résultats, souvent diabolisées, mais qui permettraient pourtant de mieux prendre en compte les besoins des élèves les plus faibles.

Christine Guégnard. [Halo et frontières des professions intermédiaires](#). In Les professions intermédiaires : des métiers d'interface au cœur de l'entreprise, Cadet J.-P. ; Guitton C. (Ed.) (2013) 306-315

Dans un monde économique incertain, le travail contemporain est en transformation, les changements technologiques se multiplient dans quasiment tous les domaines d'activité, les organisations deviennent de plus en plus flexibles ... Dans un tel contexte, comment les professions intermédiaires se positionnent-elles au sein des entreprises? Se trouvent-elles au cœur de ces évolutions? Le présent texte souligne les contours flous des professions intermédiaires sous le double aspect des perceptions des personnes et des contraintes patronales de gestion des ressources humaines. L'analyse des enquêtes en entreprises révèle comment les employeurs les placent au sein d'un processus de management, d'un système de relations et de pouvoir hiérarchique, et dévoile la diversité et la complexité de ces professions à la frontière d'autres catégories professionnelles. C'est une invitation originale à un voyage dans la galaxie des professions intermédiaires, à partir du point de vue des salariés et des responsables d'entreprise.

Jean-Paul Cadet, Christine Guégnard. [De la vente au conseil : l'irrésistible évolution du commercial du secteur automobile](#). In Les professions intermédiaires : des métiers d'interface au cœur de l'entreprise, Cadet J.-P. ; Guitton C. (Ed.) (2013) 205-212

Dans les contextes mouvementés du secteur de l'automobile, de la concurrence exacerbée, de l'émergence du e-commerce, du développement de stratégies marketing par les constructeurs visant à attirer le maximum de clients, que deviennent les vendeurs? Quelles sont aujourd'hui leur place et leurs pratiques professionnelles? Et comment ces évolutions sont-elles soutenues par les employeurs en termes de politiques et de pratiques gestionnaires ? Pour apporter des éléments de réponses à ces questions, ce texte s'appuie sur une vingtaine d'entretiens de salariés et de leurs responsables hiérarchiques (supérieurs directs, dirigeants) menés dans deux entreprises de nature et de taille très différentes. La première a concerné une filiale d'un constructeur comptant plusieurs sites sur un territoire et 275 salariés, dont 50 vendeurs managés par un directeur commercial, quatre chefs des ventes et leur adjoint. La seconde enquête s'est déroulée au sein d'une petite concession automobile



faisant partie intégrante d'un réseau d'un constructeur concurrent regroupant 55 salariés, dont 14 vendeurs encadrés par un seul chef des ventes.

Léopoldine Bauchet. [Le respect des normes sociales informelles à l'école comme facteur de la réussite scolaire à l'école primaire](#). Sciences Humaines Combinées (2013) 8 p.



Les compétences sociales ont fait leur apparition dans le socle commun de connaissances et de compétences scolaires en 2005. Ces compétences, qui ont trait aux différents comportements que les élèves peuvent adopter en fonction des situations de la vie courante, ont dans une certaine mesure une importance dans la micro-société scolaire. Nous postulons ici que ces compétences sont utilisées pour répondre aux exigences des normes sociales informelles scolaires. Ces différentes réponses influencent directement la réussite scolaire. Cette argumentation s'appuie sur une recherche exploratoire menée en 2011.

Sébastien Paul. [Travail et vie précaire : typologie des difficultés d'insertion des jeunes sans qualification](#). Thèse en sciences de l'éducation, soutenue le 18 décembre 2012, sous la dir. d'Emmanuel Triby (Université de Strasbourg)

Notre thèse propose de saisir les difficultés d'insertion des jeunes sans qualification à partir de leur rapport à la norme. Elle prend appui à la fois sur notre expérience professionnelle et sur une enquête de terrain réalisée au centre de formation L'Atelier à Strasbourg. En se fondant sur les acquis de la démarche ergologique, nous abordons le travail et l'insertion sous l'angle de l'activité. De cette prise en compte de l'activité découle une première explication des difficultés d'insertion des jeunes sans qualification. Les échecs qu'ils rencontrent lorsqu'ils se confrontent à des situations de travail s'expliquent par leur incapacité à s'affirmer en personne dans les cadres normatifs du travail, leur incapacité à "renormaliser". Pour d'autres jeunes, les difficultés reposent sur le fait qu'ils s'investissent dans le travail sur la seule base d'une affirmation de ce qui leur importe sans prendre en compte et identifier les normes qui structurent la situation. Ces deux types de rapport au travail permettent de proposer une typologie des difficultés d'insertion et invitent à interroger les enjeux de la prise en charge de ces difficultés par les professionnels de l'insertion.

Antar Mohammed Ahmed Abdel Aal. [A suggested proposal to develop a knowledge-based economy in Egyptian universities in light of some international experience](#). *International Journal of Innovation and Applied Studies* 2, 4 (2013) 597-612

The Problem of this study can be formulated in need management Egyptian universities to develop the knowledge economy, Thus the main objective of this study is to provide decision-makers in the Egyptian universities envision a proposal which would contribute to the development of knowledge-based economy. To achieve this objective descriptive approach was used. This study has many resulted in the light of these results put a number of recommendations: 1. Transform the university into a center of expertise for knowledge assets and intellectual capital and through the activities of humanitarian configuration knowledge, create new knowledge, transfer of knowledge, sharing knowledge, storage, retrieval and distribution of knowledge. 2. Develop a strategy to move the university to a knowledge organization seeking to learn and create a culture of innovation and creativity 3. Need to adopt a knowledge-based economy as an input to develop and improve the performance of higher education institutions, as this will bring to those institutions many benefits. 4. Develop a system to encourage and motivate linked to the practices and activities of the knowledge economy. To encourage individuals to share what assets they have exchange of knowledge and skills

with others, and to contribute effectively to the knowledge economy activities of different types and forms.

Rabeb Mbarek, Ferid Zaddem. [The examination of factors affecting e-learning effectiveness](#). International Journal of Innovation and Applied Studies 2, 4 (2013) 423-435

Technology information has increased dramatically in the last years and has contributed to the growth in technology delivered instruction as an important learning and education method. In this perspective, many academic researches considered the importance of e-learning effectiveness. Although the existing models of e-learning effectiveness has improved our understanding of how online training can support and enhance learning, most of published models do not take into account the importance of the relationship between social presence and interaction. Thus, this study develops preceding investigation by extending a model of e-learning effectiveness which adds social presence to other studied variables including computer self efficacy, perceived usefulness, perceived ease of use, interaction between trainer and trainees, and e-learning effectiveness. Moreover, the model includes the possible relationships between independent factors. In this case, the present research seek to identify the influence of computer self efficacy, ease of use, perceived usefulness, interaction, and social presence on e- learning effectiveness. Furthermore, this study considers the possible influences between individual characteristics, perceptual characteristics and environmental characteristics. Using data from 410 employees, the conceptual model was validated through a Tunisian context. Results indicate the importance of interaction, perceived usefulness, perceived ease of use, and social presence on e-learning achievement. E-learning achievement, in turn, influences e-learning transfer.

Olufemi Victor Adeoluwa, Olukayode Solomon Aboderin, Oladele Dennis Omodara. [An Appraisal of Educational Technology Usage in Secondary Schools in Ondo State \(Nigeria\)](#). International Journal of Innovation and Applied Studies 2, 3 (2013) 265-271

This study examined and appraised the use of Educational Technology in secondary schools in Ondo State South West, Nigeria. The study investigated the level of availability of Educational Technology facilities in schools, attitude of teachers toward educational technology, the perceived benefits of using Educational Technology, the problems facing the use of Educational Technology in secondary schools and Application of Educational Technology in schools by teachers. The descriptive survey design was used for the study. The population consisted of all the teachers and principals of the secondary schools in Ondo State. The sample consists of 400 teachers and 40 principals randomly selected from the secondary schools in Ondo State. A self designed questionnaire tagged Educational Technology and Secondary Schools (ETSS) was used to collect the data for the study. Data collected for the study were analyzed using frequency count, percentage scores, mean and charts. The study revealed that Educational Technology facilities were lacking in schools and teachers and students were to a little extent exposed to the use of Educational Technology. Moreover, the study revealed the perceived benefits of using Educational Technology in schools which include making teaching-learning interesting; helping the distance learning program; Educational technology provide for individual differences; Educational technology makes teaching efficient and effective. However, despite these perceived benefits, the study also revealed some of the challenges facing Educational technology in secondary schools as: Epileptic supply of electricity; misconception of right concept of educational technology; Shortage of specialist in educational technology; inadequate facilities to support full application of educational technology and lack of fund. It was therefore recommended

that government should increase the funding of the education sector. There should also be periodic training for teachers on educational technology skills acquisition.

Corinne Mérini, Serge Thomazet, Pascale Ponté. [L'aide aux élèves en difficulté: un espace de collaboration sous tension](#). Travail et Formation en Education, 7 (2010)

Entre la classe et " hors la classe " l'aide aux élèves en difficulté devient un travail partagé par les maîtres et les enseignants spécialisés chargés des aides spécialisées à dominante pédagogique (maîtres E). Cet article examine les effets de ce partage dans le pan des pratiques collaboratives. L'objet d'étude se situe à l'intersection du partenariat (Mérini, 1999) et de l'aide (Gillig, 1998). Ce double ancrage nous amène à faire coopérer les méthodologies et le double regard de la sociologie des organisations et de la psychologie ergonomique. Les résultats obtenus font apparaître des tensions entre le maître E et ses collègues. Nous rendrons compte d'une tension d'" expertise " qui conduit les maîtres E à déplacer leurs pratiques de l'aide directe vers un système collectif. Notre analyse de ces nouveaux espaces professionnels de collaboration affleurants et intermittents sera l'occasion d'exposer une méthodologie adaptée en termes de durée et d'instrumentation de l'observation.

Jean-Claude Régnier, Marie-Françoise Crouzier. [Comprendre les liens professionnels entre le RASED et les équipes éducatives : intérêt des traitements statistiques fondés sur la complémentarité du quantitatif et du qualitatif](#). Conjectura: filosofia e educação, 18, 2 (2013)

This PhD dissertation (CROUZIER 2003) focuses on the analysis of the professional relationships between the French institutional comprehensive remedial scheme known as RASED and educational teams in primary schools. We have jointly identified the data relevant to a thorough understanding of such relationships, opting for a method of data processing combining the advantages of both quantitative and qualitative approaches. We have chiefly relied on a specific brand of textual statistics (LEBART SALEM 1994) in order to explore a corpus made up of interviews with the primary school staffs involved in the scheme. The statistical approach accords with the conception of statistical processing developed by JC Regnier (REGNIER 1998, 2002). The processing itself has been engineered thanks to CISIA's software, known as SPAD (portable data processing system). It has enabled us to decrypt the different types of corpuses through Correspondence Analysis (CA). Both the raw and the coded corpuses have been submitted to different types of processing. The approach, combining quantitative and qualitative elements, opens up on to new powerful interpretative insights and sheds a new light on the intricate network of interaction between the people involved.

Cathy Perret, Julien Berthaud, Laurent Pichon. [Aider les étudiants par un module de mise à niveau des acquis disciplinaires : Un effet sur les performances aux examens des participants sélectionnés ?](#)

Partant d'un questionnement sur les effets d'un dispositif de remise à niveau disciplinaire sur la réussite aux examens des étudiants entrants à l'université dans le cadre du Plan Réussite en Licence à l'université de Bourgogne, cet article montre l'existence d'effets différents selon le bagage scolaire des étudiants et il souligne les impacts d'un tel programme sur la persévérance dans les études. Les résultats sur la participation réinterrogent sur les processus de sélection des étudiants choisis par l'équipe pédagogique pour suivre ce programme.

Perret Cathy, Berthaud Julien, Pichon Laurent. [Proposer des révisions intersessions aux étudiants de 1ère année : quelles relations avec la réussite aux examens ?](#)

Ce document examine un programme de révisions proposé aux étudiants en échec entre les différentes sessions d'examens dans le cadre du plan Réussite en Licence en 1ère année à l'Université de Bourgogne, tant du point de vue de la participation étudiante que de ses liens avec la réussite aux examens. La faible participation des étudiants n'est pas associée à des profils d'étudiants singuliers. L'examen du devenir des étudiants montre que la participation à des révisions intersessions s'accompagne d'une diminution des risques d'abandon lors de la seconde session d'examens, d'une amélioration de la réussite mais seulement en ce qui concerne les examens du second semestre et suggère également l'existence d'effets à moyen terme pour les étudiants redoublants. Par ailleurs, des effets différenciés transparaissent selon les profils des étudiants : les femmes, les bacheliers scientifiques et les étudiants ayant déjà une expérience universitaire tirant davantage profit de ce programme que les autres.

Nadir Altinok, Claude Diebolt, Jean-Luc De Meulemeester. [A new International Database on Education Quality: 1965-2010.](#)

The aim of this paper is to propose a new database allowing a comparative evaluation of the relative performance of schooling systems around the world. We measure this performance through pupils achievement in standardized tests. We merge all existing regional and international student achievement tests by using a specific methodology. Compared to other existing databases, our approach innovates on several ways, especially by including regional student achievement tests and intertemporal comparable indicators. We provide a dataset of indicators of quality of student achievement (IQSA) for 103 countries/areas in primary education and 111 countries/areas in secondary education between 1965 and 2010

Repéré sur : ife.ens-lyon.fr

Rémi Thibert. [Le décrochage scolaire : diversité des approches, diversité des dispositifs.](#) Dossier d'actualité Veille et Analyses, n° 84, mai 2013

Dans la suite du Dossier sur la prévention précoce du décrochage cognitif (n° 80, Feyfant, 2012), nous abordons dans celui-ci les différentes actions de lutte contre le décrochage lorsque celui-ci apparaît, en général aux moments de rupture dans l'enseignement secondaire.

Après un état des lieux à l'international, nous nous attarderons sur les causes directement liées à l'École : absentéisme, ennui, climat scolaire, orientation, etc. La lutte contre le décrochage oscille entre réparation et prévention, cette dernière prenant de plus en plus d'importance car jugée plus efficace et moins onéreuse. De nombreux dispositifs existent, internes à l'école ou externe au système scolaire traditionnel, mais ils ne sont pas suffisamment nombreux pour prendre en compte tous les élèves à risque. L'école ne peut pas être la seule entité à trouver des solutions, il devient nécessaire de repenser la prévention du décrochage et la prise en charge des décrochés de manière beaucoup plus globale, en mettant en place des nouvelles alliances éducatives, inscrites dans un territoire donné, entre les acteurs concernés par cette problématique : école, institution, collectivités locales, parents, tissu économique et associatif, etc., afin d'éviter les effets mille-feuilles et les pertes d'énergie.

OCDE. [L'établissement d'enseignement fréquenté par les élèves a-t-il un impact sur leur performance ?](#) Pisa à la loupe, n°27, avril 2013

"Les systèmes d'éducation performants sont en mesure de garantir la réussite de tous leurs élèves. Dans les pays de l'OCDE, environ 60 % de la variation nationale globale de la performance des élèves s'explique par des variations intra-établissement de la performance des élèves. Environ 40 % de la variation globale de la performance des élèves des pays de l'OCDE est imputable à des variations inter-établissements de la performance des élèves ; toutefois, dans les pays les plus performants, les variations de performance sont en général moins prononcées que la moyenne observée dans les pays de l'OCDE. "

Eurydice. [Funding of Education in Europe 2000-2012: The Impact of the Economic Crisis](#), 03/2013

Ce rapport examine les tendances relatives aux dépenses d'éducation sur la période 2000-2012 ainsi que l'impact de la crise économique et financière sur les budgets de l'éducation en Europe au cours des dernières années (2010-2012). L'analyse couvre les développements en matière de financement de l'éducation du préprimaire à l'enseignement supérieur et donne un aperçu des principales tendances dans le secteur de l'éducation des adultes dans 31 pays européens. Le rapport complet comprend des informations sur le contexte économique, les dépenses publiques, les développements des budgets nationaux d'éducation, le financement des ressources humaines, l'infrastructure éducative, les systèmes d'aides et les aides financières aux étudiants.

Eurydice. [Key Data on Teachers and School Leaders](#), 04/2013

Key Data on Teachers and School Leaders contient 62 indicateurs sur les enseignants et les chefs d'établissements, du préprimaire à l'enseignement secondaire supérieur, dans 32 pays (États membres de l'EU, Croatie, Islande, Liechtenstein, Norvège et Turquie). Six thèmes sont couverts: la formation initiale des enseignants et le soutien aux enseignants débutants; le recrutement, les employeurs et les contrats; le développement professionnel continu et la mobilité; les conditions de travail et les salaires, ainsi que les niveaux d'autonomie et de responsabilité des enseignants et des chefs d'établissement.

Le rapport combine des données statistiques et de l'information qualitative qui provient des données primaires fournies par le réseau Eurydice, des données Eurostat et des conclusions des enquêtes internationales TALIS 2008, PISA 2009 et TIMSS 2011.

European Commission. [Survey of Schools: ICT in Education. Benchmarking Access, Use and Attitudes to Technology in Europe's Schools](#), 04/2013

Cette étude, réalisée pour la Commission européenne par le réseau European Schoolnet et l'université de Liège, est la troisième enquête européenne sur les TIC à l'école, et la première dans le cadre de laquelle les élèves ont été interrogés directement. La précédente étude (eEurope 2005) était axée principalement sur la fourniture d'infrastructures.

Le champ de cette étude a été étendu à la façon dont les TIC sont utilisées et perçues et aux compétences en matière d'utilisation des TIC. Elle s'est déroulée entre janvier 2011 et novembre 2012.

Dans quatre pays (l'Allemagne, l'Islande, les Pays-Bas et le Royaume-Uni), le taux de réponse était trop faible pour pouvoir établir des conclusions fiables. Les conclusions sont donc fondées sur 190 000 réponses provenant des 27 autres pays.

Elles montrent que la fracture numérique n'a pas disparu : elle concerne non seulement l'équipement mis à la disposition des enseignants et des élèves, mais aussi les compétences numériques mobilisés dans l'enseignement et l'apprentissage.

Elles mettent en évidence la nécessité d'oeuvrer à l'adoption de mesures concrètes dans les établissements pour soutenir l'utilisation et l'intégration des TIC en classe et pour investir dans le renforcement des capacités, par la mise en place de nouveaux modèles de formation.

European Commission. [Study on Educational Support for Newly Arrived Migrant Children](#), 04/2013

Une nouvelle étude menée pour le compte de la Commission européenne passe en revue les politiques nationales de soutien à l'intégration des enfants migrants nouvellement arrivés dans 15 pays qui ont accueilli récemment des flux migratoires importants: Autriche, Belgique (communauté néerlandophone), République tchèque, Chypre, Danemark, France, Allemagne, Grèce, Irlande, Italie, Luxembourg, Pays-Bas, Norvège, Suède et Royaume-Uni.

Elle révèle que les risques de ségrégation et d'inscription dans des écoles disposant de ressources moindres sont plus élevés pour les enfants migrants. Leurs résultats scolaires sont, par conséquent, plus faibles et la probabilité qu'ils abandonnent l'école prématurément est élevée.

Les meilleurs modèles sont ceux du Danemark et de la Suède, car ils reposent sur l'offre d'un accompagnement ciblé et accordent un niveau raisonnable d'autonomie aux écoles.

Les auteurs recommandent que les États membres mettent en place de telles mesures d'accompagnement éducatif ciblées pour les enfants migrants, notamment la présence de professeurs spécialisés et la participation systématique des parents et des communautés pour améliorer l'intégration des enfants.

John Bennett (dir.). [Early Childhood Education and Care \(ECEC\) for Children from Disadvantaged Backgrounds: Findings from a European literature review and two case studies](#), 02/2013

Cette synthèse produite pour la Commission européenne compare les services fournis dans les différents pays en matière d'éducation et d'accueil des jeunes enfants. Elle analyse plus spécialement les inégalités en termes d'accès et de qualité pour les enfants issus de milieux défavorisés.

DESCAVES-BURGEVIN Christine. [Enseignante, c'est bien pour une femme ... Directeur, c'est mieux pour un homme ? — La direction d'école dans le premier degré : une « affaire d'hommes » ?](#) Thèse en sciences de l'éducation, soutenue en 2012, sous la dir. de Gilles COMBAZ (Université Lumière-Lyon 2)

« Malgré le fort taux de femmes enregistré dans l'enseignement public obligatoire en général, dans l'enseignement primaire en particulier (81,7 % de femmes en 2011), on observe une remarquable représentation des hommes pour les postes de direction des établissements concernés, malgré le principe supposé de protection contre les discriminations de l'administration publique. Pour le secondaire, des travaux ont permis de cerner certains déterminants sociaux dans l'accès aux postes de direction mettant en évidence des profils de chefs d'établissement nettement sexués. Ces résultats valent-ils pour le niveau primaire, domaine pour lequel la recherche reste à explorer ? La recherche proposée, située dans le champ de la sociologie des rapports sociaux de sexe, part de l'hypothèse selon laquelle, les deux catégories de direction – primaire et secondaire – présentant des différences notables de fonctions et de rapports (à l'autorité en particulier), le déséquilibre Hommes / Femmes observé dans l'accès à ces postes ne peut être interprété de la même façon dans les deux cas. L'analyse des données recueillies à partir de trois enquêtes quantitatives et qualitatives ventilées selon le sexe a fait apparaître trois types de profils permettant de comprendre l'inégalité effective et observée d'accès aux postes de direction des écoles primaires. »

ILENDIA Tryphon. [De l'école coloniale à l'école postcoloniale en République Démocratique du Congo : Permanences, évolution, rupture des enjeux sociaux des savoirs scolaires](#). Thèse en sciences de l'éducation, soutenue en 2011, sous la dir. de Catherine AGULHON (Université Paris-Descartes)

« Personne ne niera que le système éducatif scolaire ou d'enseignement a été légué en République Démocratique du Congo par la colonisation, et en dépit de plusieurs réformes menées par le pouvoir post colonial, beaucoup de permanences sont remarquables. Cependant, les permanences ne signifient pas invariances. Notre travail détermine les permanences et l'évolution du système scolaire congolais. »

BAGÈS Céline. [Les modèles de réussite et leur influence : quand les personnes talentueuses menacent la réussite d'autrui et les travailleurs inspirent](#). Thèse en Psychologie, psychologie clinique, psychologie sociale, soutenue en 2010, sous la dir. de Delphine MARTINOT (Université Blaise Pascal).

« Les modèles nous aident à rêver la personne que nous souhaiterions être et nous encouragent à nous donner les moyens de devenir cette personne (e.g., Lockwood & Kunda, 1997, 1999; Wood, 1989). Bien souvent, la réussite de personnes modèles est présentée comme étant le résultat de leur talent et de leurs capacités exceptionnelles. Etre exposé au talent d'autrui peut-il réellement inspirer les élèves et les étudiants et leur permettre de réussir ? L'enjeu de cette thèse consiste à étudier dans quelle mesure les modèles, et plus particulièrement leur réussite, est susceptible de modérer les performances et les attitudes des individus, enfants comme adultes. Des recherches antérieures ont mis en exergue que la réussite attribuée à un facteur contrôlable comme les efforts pouvait améliorer la performance des individus comparativement à un succès attribué à des facteurs non contrôlables comme le talent ou les capacités innées (e.g., Aronson et al., 2002; Mueller & Dweck, 1998), et même réduire la menace du stéréotype chez les filles (e.g., Darnimrod & Heine, 2006; Aronson & Inzlicht, 2003; Thoman, White, Yamawaki, & Koishi, 2008). Une série de six recherches expérimentales a ainsi permis de mettre en évidence l'impact délétère des modèles de réussite présentés comme étant naturellement doués et talentueux tant sur les performances des élèves, en mathématiques et en français, que sur leurs attitudes envers l'école. A l'inverse, les modèles studieux et travailleurs semblent toujours avoir une influence bénéfique sur les performances et les attitudes. Par ailleurs, exposer les filles à des modèles, féminins ou masculins, dont la réussite est le résultat de leur travail et de leurs efforts permet de réduire les effets négatifs de la menace du stéréotype sur leur performance en mathématiques. Ainsi, la réussite d'autrui, et a fortiori des personnes modèles, expliquée par le travail régulier et les efforts est bien plus bénéfique qu'une réussite expliquée par les dons et le talent. Des implications de ces résultats dans le domaine scolaire seront proposées. »

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« [La mobilité sociale est en panne](#) », entretien avec Camille Peugny, sociologue, maître de conférences à l'université de Paris 8, 11 avril 2013

Véronique Rouyer et Yoan Mieyaa. [La construction des inégalités entre filles et garçons à l'école maternelle](#). 2 avril 2013

[La mobilité sociale en France](#). 11 avril 2013

Repéré sur : Insee.fr

INSEE. [Les revenus et le patrimoine des ménages : édition 2013](#). Paris : INSEE, 2013. (Insee Références)

L'Insee présente avec Les revenus et le patrimoine des ménages les principaux indicateurs et des analyses sur les inégalités monétaires, la pauvreté et le patrimoine des ménages. L'édition 2013 propose une vue d'ensemble qui fait le point sur les évolutions des inégalités de niveau de vie et de la pauvreté monétaire provoquées par la crise de 2008. Deux dossiers étudient l'évolution du niveau de vie des personnes âgées entre 1996 et 2009 et l'endettement des ménages en 2010. Enfin, une trentaine de fiches thématiques complètent ces analyses en fournissant les derniers chiffres essentiels, commentés et illustrés, sur les revenus, le niveau de vie, la pauvreté, le patrimoine et l'endettement.

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DOLE Philippe. [Le contrat de sécurisation professionnelle : premier bilan d'un dispositif individualisé de retour à l'emploi et d'accès à la formation, analyses et préconisations](#). Paris : Inspection générale des affaires sociales, avril 2013. 159 pages

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[Parinduri, Rasyad. The Effects of School Term Length on Education and Earnings: Evidence from a Regression Discontinuity Design](#)

This paper examines the effects of a longer school year in Indonesia on grade repetition, educational attainment, employability, and earnings. I exploit an arbitrary rule that assigned students to a longer school year in Indonesia in 1978-1979, which fits a fuzzy regression discontinuity design. I find the longer school year decreases the probability of grade repetition and increases educational attainment. It also increases the probability of working in formal sectors and wages later in life. Moreover, there is some evidence that some effects of the longer school year are larger for females and for individuals who grew up in rural areas.

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

Raul Ramos (Faculty of Economics, University of Barcelona) ; Juan Carlos Duque (RiSE-group, Department of Economics, EAFIT University) ; Sandra Nieto (Faculty of Economics, University of Barcelona)

Despite the large number of studies that draw on Programme for International Student Assessment (PISA) microdata in their analyses of the determinants of educational outcomes, no more than a few consider the relevance of geographical location. In going some way to rectify this, our paper examines the differences in educational outcomes between students attending schools in rural areas and those enrolled in urban schools. We use microdata from the 2006 and 2009 PISA survey waves

for Colombia. The Colombian case is particularly interesting in this regard due to the structural changes suffered by the country in recent years, both in terms of its political stability and of the educational reform measures introduced. Our descriptive analysis of the data shows that the educational outcomes of rural students are worse than those of urban students. In order to identify the factors underpinning this differential, we use the Oaxaca -Blinder decomposition and then exploit the time variation in the data using the methodology proposed by Juhn-Murphy-Pierce. Our results show that most of the differential is attributable to family characteristics as opposed to those of the school. From a policy perspective, our evidence supports actions addressed at improving conditions in the family rather than measures of positive discrimination of rural schools.

[Just the Facts, Ma'am: Postsecondary Education and Labor Market Outcomes in the U.S.](#)

Holzer, Harry J. (Georgetown University) ; Dunlop, Erin (American Institutes for Research)

In this paper, we provide a comprehensive and up-to-date snapshot of the most important postsecondary education and labor market outcomes in the U.S. using two nationally representative sources of data: The Survey of Income and Program Participation (SIPP) and The National Educational Longitudinal Survey (NELS). We find that postsecondary educational attainment has risen modestly among young Americans over the past two decades, with greater gains in BA attainment in the 1990s and in certificate and AA attainment since 2000 (though attainment rose during the Great Recession at all levels). Both younger and older cohorts of blacks and Hispanics have made relative progress in the attainment of certificates and AAs but still lag behind whites in the entry into and completion of BA programs; completion rates in BA programs also lag substantially for those from low-income families or with weak academic achievement in high school. Young women (especially among whites and blacks) now achieve sub-BA and BA degrees at higher levels than their male counterparts and generally have higher achievement. There are labor market returns for all postsecondary credentials, including certificates and AA degrees, though these vary across field of study. Large gender gaps exist in field of study, with men more concentrated in high-paying fields. Lastly, we find that high school achievement measures can account for much of the racial gaps in BA completion and earnings and some of the gaps by family background, though they account for little of the continuing gender gap favoring young men in earnings.

[Post-Socialist Transition and the Intergenerational Transmission of Education in Kyrgyzstan](#)

Brück, Tilman (SIPRI) ; Esenaliev, Damir (DIW Berlin)

We investigate long-term trends in the intergenerational transmission of education in a low income country undergoing a transition from socialism to a market economy. We draw on evidence from Kyrgyzstan using data from three household surveys collected in 1993, 1998 and 2011. We find that Kyrgyzstan, like Eastern European middle income transition economies, generally maintained high educational mobility, comparable to the levels during Soviet times. However, we find that the younger cohorts, who were exposed to the transition during their school years, experienced a rapid decline in educational mobility. We also document that gender differences in schooling and educational mobility, found among older-aged individuals, disappeared in the younger population.

[The Enhancement of Generic Competencies through the Application of Student Centred Learning: The Students Perspective](#)

Audrey S. Paterson ; William J. Jackson ; Andrew P. Grieve

The traditional view of university teaching is one in which it is the lecturer's job to profess to students and the student's job is to learn. However, as a result of the agenda for widening participation in Higher Education, Universities now have to cater to students from a diverse range of backgrounds and abilities. In terms of employment there is growing pressure within accounting courses to align the outcomes of university education with useful generic skills and competencies that are transferable to employment situations. Organisations are complaining that students employed in entry-level accounting positions lack the required critical thinking and creativity skills to work effectively. The rapid expansion of accessible information and knowledge has also required closer attention to understanding how students learn and manage information. Thus, a recurring dilemma for lecturers within accounting education concerns the development of generic competencies and the transfer of information and whether to present ideas and information in a teacher-centred expository manner i.e. through a lecture. Or, alternatively lecturers could encourage and utilise a student-centred learning and teaching experience which provides opportunities to determine, direct and monitor the course of learning. Teaching and learning research indicates that integrating students into the teaching process is one way to make learning more student-centred, resulting in improvements in quality, productivity, student achievement, self-esteem, student retention and attitudes to course content. In this paper we will outline how, in accounting education, the adoption of a more-student-centred learning approach, has resulted in deeper learning, encourages critical thinking and creativity, has fostered a sense of collaboration and co-operation within faculty, and reflects on the methods utilised in accounting education and identifies opportunities for further development.

[Assessing Inequalities in Thai Education](#)

Jirada Prasartpornsirichoke (Graduate School for International Development and Cooperation, Hiroshima University) ; Yoshi Takahashi (Graduate School for International Development and Cooperation, Hiroshima University)

Using data from Thailand's Household Socioeconomic Survey, this paper measures the inequalities of Thai education in 2011. We utilize the Gini coefficients to estimate Thai educational inequalities from cumulative years of educational attainment which are between zero (no schooling) to twenty-one (doctoral level) years. The education Gini coefficient of the whole country is 0.349. At the provincial level, the Gini coefficients are in a range between 0.272 (Nonthaburi) and 0.521 (Mae hong son). The provinces located near the Bangkok metropolis have greater equality in education, except for Samut Sakhon, while the provinces in the northern part of Thailand have severe inequality in education, especially the border provinces. As for the effect of schooling on educational inequality, we found that at the regional level, average years of schooling was significantly and negatively associated with the educational inequality, except in the northern part of Thailand. The magnitudes of coefficients of average years of schooling in the northern and southern parts are twice that of the central part of Thailand. The policy implication of this paper is that the Thai government should pay attention to two points in adjusting the scope of distribution: reduce the number of people without schooling and extend the educational attainment of people with primary education to secondary education. At the regional level, the policy of education expansion for reducing educational inequality is workable only in central Thailand, the north, and the south. Governments should utilize different policies in each region. In addition, the Thai government should pay more attention to solving the social problems which contribute to the issue of educational inequality.

[Education and Economic Growth: A Meta-Regression Analysis](#)

Benos, Nikos ; Zotou, Stefania

This paper surveys the literature that examines the effect of education on economic growth. Specifically, we apply meta-regression analysis to 56 studies with 979 estimates and show that there is substantial publication selection bias towards a positive impact of education on growth. Once we account for this, we find evidence of a genuine effect of education on economic growth. The variation in reported estimates can be attributed to differences in the measurement of education and study characteristics, most importantly model specification, estimation methodology, type of data and the research outlet where studies were published, e.g. academic journals vs. working papers.

[Education, Cognition, Health Knowledge, and Health Behavior](#)

Naci Mocan (Louisiana State University, Department of Economics, National Bureau of Economic Research (NBER), and Institute for the Study of Labor (IZA)) ; Duha T. Altindag (Auburn University, Department of Economics)

Using data from NLSY97 we analyze the impact of education on health behavior. Controlling for health knowledge does not influence the impact of education on health behavior, supporting the productive efficiency hypothesis. Accounting for cognitive ability does not significantly alter the relationship between education and health behavior. Similarly, the impact of education on health behavior is the same between those with and without a learning disability, suggesting that cognition is not likely to be a significant factor in explaining the impact of education on health behavior.

[Skill-Biased Technical Change and the Cost of Higher Education: An Exploratory Model](#)

Fang Yang (SUNY-Albany) ; John Jones (University at Albany, SUNY)

We document trends in higher education costs and tuition over the past 50 years. To explain these trends, we develop and simulate a general equilibrium model with unbalanced technical change. We assume that higher education suffers from Baumol's (1967) service sector disease, in that the quantity of labor and capital needed to educate a student is constant over time. Calibrating the model, we show that it can explain the rise in college costs between 1959 and 2000. We then use the model to perform a number of numerical experiments. We find, consistent with a number of studies, that changes in the tuition discount rate have little long-run effect on college attainment.

[The Effects of Test-based Retention on Student Outcomes over Time: Regression Discontinuity Evidence from Florida](#)

Schwerdt, Guido (Ifo Institute for Economic Research) ; West, Martin R. (Harvard Graduate School of Education)

A growing number of American states require that students who do not demonstrate basic reading proficiency at the end of third grade be retained and provided with remedial services. We exploit a discontinuity in the probability of third grade retention under Florida's test-based promotion policy to study the causal effect of retention on student outcomes over time. Although conventional OLS estimates suggest negative effects of retention on achievement, regression discontinuity estimates indicate large positive effects on achievement and a reduced probability of retention in subsequent years. The achievement gains from test-based retention fade out over time, however, and are statistically insignificant after six years.

[School Choice and Equity: Current Policies in OECD Countries and a Literature Review](#)

Pauline Musset

This report discusses the most relevant issues concerning school choice schemes, and how they intertwine with equity considerations, through a literature review and analysis of the effects different types of school choice programmes have on equity. In the last 25 years, more than two-thirds of OECD countries have increased school choice opportunities for parents. The empirical evidence reviewed here reveals that providing full parental school choice results in further student segregation between schools, by ability, socio-economic and ethnic background, and in greater inequities across education systems. The report identifies certain characteristics of programmes that can prevent schools from hand-picking their students - crowding out disadvantaged and low performing students. As school choice is here to stay, countries should explore choice designs that balance parents' freedom to choose with equity considerations: this report develops two particular schemes: controlled choice programmes – also called flexible enrolment schemes – and weighted funding formula.

Ce rapport aborde les aspects les plus pertinents concernant les systèmes de choix de l'école, et leurs relations avec les questions d'équité, à travers une revue de la littérature et un examen des effets de différents types de mécanismes de choix. Au cours des 25 dernières années, plus des deux tiers des pays de l'OCDE ont augmenté les possibilités de choix de l'école pour les parents. L'évidence empirique examinée ici révèle que de permettre aux parents de choisir entre toutes les écoles contribuent à séparer les élèves par aptitudes, milieux socio-économiques, et origines ethniques, et donc accroît les iniquités entre les écoles. Le rapport identifie certaines caractéristiques des programmes qui peuvent empêcher les écoles « d'écrémer » les élèves, et donc d'exclure ceux qui sont les plus défavorisés, ou les moins bons. Les pays peuvent développer des mécanismes qui permettent de concilier la liberté pour les parents de choisir l'école de leurs enfants et l'équité. Ce rapport analyse deux dispositifs particuliers: les programmes de choix contrôlé - également appelés les régimes d'inscription flexibles - et le financement pondéré des écoles.

[A Literature Review of School Practices to Overcome School Failure](#)

Brenton Faubert

This working paper was prepared as part of the OECD thematic review Overcoming School Failure: Policies that Work, www.oecd.org/edu/equity. The project provides evidence on the policies that are effective to reduce school failure by improving low attainment and reducing dropout, and proactively supports countries in promoting reform. The project builds on the conceptual framework developed in the OECD's No More Failures: Ten Steps to Equity in Education (2007). Austria, Canada (Manitoba, Ontario, Québec and Yukon), Czech Republic, France, Greece, Ireland, Netherlands, Spain and Sweden took part in this project. This working paper is part of a series of papers prepared for the thematic review Overcoming School Failure: Policies that Work covering the topics of policies to reduce dropout and in-school practices to reduce school failure. These reports have been used as background material for the final comparative report Equity and Quality in Education: Supporting Disadvantaged Schools and Students (OECD, 2012), which gives evidence on the policy levers that can help overcome school failure and reduce inequities in OECD education systems. It focuses on the reasons why investing in overcoming school failure -early and up to upper secondary- pays off, on alternatives to specific system level policies that are currently hindering equity, and on the actions to be taken at school level, in particular in low performing disadvantaged schools.

[Gender-Differential Effects of Conflict on Education: The Case of the 1981-1993 Punjab Insurgency](#)

Prakarsh Singh (Amherst College) ; Olga N. Shemyakina (School of Economics, Georgia Institute of Technology)

This study explores the long-run effect of the 1981-1993 Punjab Insurgency on the educational attainment of adults who were between ages 6-16 years at the time of the insurgency, using the 2005 India Human Development Survey. We find a substantial and statistically significant negative effect of terrorism on educational attainment. To explore the channels through which the conflict affected education, we use a unique historical dataset on the annual expenditure decisions by farmers in the state of Punjab during 1978-1989. We find a significant reduction in expenditure on education by households with a high ratio of girls to boys and those residing in violence affected districts, which suggests that this reduction was one of the demand-side channels through which conflict affected education.

[Does financial education at school work? Evidence from Italy](#)

Angela Romagnoli (Bank of Italy) ; Maurizio Trifilidis (Bank of Italy)

In the 2008-09 school year the Bank of Italy and the Italian Ministry of Education started an experimental program to incorporate financial education into school curricula. This paper describes the experience since then. According to the program, teachers receive training from the Bank on financial topics and then move on to classroom teaching. The effect of classroom teaching on pupils' financial knowledge is measured by tests. The empirical evidence shows that the program proved successful in increasing the financial knowledge of pupils, for longer than one year.

[A meta-analysis of the estimates of returns to schooling in china](#)

Elaine Liu (University of Houston) ; Shu Zhang (University of Houston)

This paper performs a meta-analysis to investigate how changes over time, model specifications, differences in data sets, and variable definitions could contribute to the differences in estimates of returns to education in China. The results show that approximately 10 percent of the variation can be explained by changes in labor market over time, while the other 45 percent can be explained by differences in samples used and empirical methods. Return to education has increased approximately 0.2 percentage points a year since the economic reform, and increases more quickly as the reform progresses; however, this accelerating trend has reached a stop in the last few years when the global recession hit China. We also find that returns to education for rural-to-urban migrant workers are 2.3 percentage points lower than that of urban workers. We conclude that the increasing reward for human capital accumulation over time signals that China is moving toward a well functioning labor market.

[Entrepreneurs' education and different variable pay schemes in Italian firms](#)

Damiani, Mirella ; Ricci, Andrea

In this paper, we investigate the influence of the education of entrepreneurs, which we hypothesize to be a signal of talent, on the adoption of variable pay (VP) schemes in the Italian economy. We estimate to what extent differences in the diffusion of VP between Italian firms reflect differences in the quality of entrepreneurs. Our estimates, which we obtained by taking both endogeneity and unobserved heterogeneity into account, validate hypotheses about the direct positive effects of entrepreneurs' education on the adoption of VP schemes. Furthermore, we ascertain the role of entrepreneurs' education by examining its influence on the choice between different types of VP

bonuses at the individual, group, or establishment levels. Our results suggest that highly educated entrepreneurs are more likely to use individual or collective forms of VP schemes at the establishment level rather than team VP incentives.

[Combination Classes and Educational Achievement.](#)

Jaime L. Thomas

This article examines the relationship between combination class membership in 1st grade and 1st-grade test scores, finding that 1st graders are not harmed by being in a combination class or by their schools offering combination classes. As long as other stakeholders—such as parents, teachers, and students in other grades—are not made worse off, these findings suggest that offering combination classes may be a viable cost-saving option for school administrators.

[Heterogeneity in the Production of Human Capital](#)

Polachek, Solomon (Binghamton University, New York) ; Das, Tirthatanmoy (Temple University)

Thamma-Apiroam, Rewat (Kasetsart University)

We derive a tractable nonlinear earnings function which we estimate separately for each individual in the NLSY79 data. These estimates yield five important parameters for each individual: three ability measures (two representing the ability to learn and one the ability to earn), a rate of skill depreciation, and a time discount rate. In addition, we obtain a population wide estimate of the rental rate of human capital. To illustrate heterogeneity in the production of human capital, we plot the distribution of these parameters along with NLSY79 reported AFQT scores. By utilizing these parameters, we are able to verify a number of heretofore untested theorems based on the life-cycle human capital model. In addition, we are able to show how these human capital production function parameters relate to cognitive ability, personality traits, and family background. Among our results, we find: Black-white differences in ability are smaller than those exhibited in standardized tests. Blacks have higher time discount and skill depreciation rates than whites. Individuals with higher time discount rates and greater rates of skill depreciation have fewer years of school. Individuals with both a high internal locus of control and self-esteem exhibit greater ability, lower skill depreciation, and smaller time discount rates. Individuals inclined towards depression have higher time discount rates. Agreeable, open, conscientious and extrovert individuals have a greater ability to learn but not necessarily a greater ability to earn. Neurotic individuals have a lower ability to learn. Higher parental education is associated with a greater ability to learn, lower skill depreciation, and a smaller time discount rate. Educational stimuli, such as growing up in a household that subscribed to magazines, are associated with higher ability. Conversely, growing up poor is associated with lower ability.

[Does Aid for Education Attract Foreign Investors? An Empirical Analysis for Latin America](#)

Julian Donaubaer ; Dierk Herzer ; Peter Nunnenkamp

We address the question of whether foreign aid helps attract foreign direct investment (FDI). This could be achieved if well targeted aid removed critical impediments to higher FDI inflows. In particular, we test the hypothesis that aid for education is an effective means to increase FDI flows to host countries in Latin America where schooling and education appears to be inadequate from the viewpoint of foreign investors. We employ panel data techniques covering 21 Latin American countries over the period from 1984 to 2008. We find that aid for education has a statistically significant positive effect on FDI. This effect is robust to potential outliers, sample selection, alternative specifications and different estimation methods.

[The Impact of Conflict on Education Attainment and Enrollment in Colombia: lessons from recent IDPs](#)

Ruth Uwaifo Oyelere (School of Economics, Georgia Institute of Technology) ; Kate Wharton (Georgia Institute of Technology)

Forty years of low-intensity internal armed conflict have made Colombia home to over 3 million Internally Displaced Persons (IDPs), the world's largest population. The effect of violence on a child's education is of particular concern because of the critical role that education plays in increasing human capital and productivity. This paper explores the education accumulation and enrollment gaps created by being directly affected by conflict. We proxy for this direct impact by focusing on IDPs. First, we show that measuring the impact of conflict on children using levels of conflict at the municipal level underestimates the education enrollment and accumulation gaps. We subsequently estimate the education accumulation and enrollment gaps for IDPs in comparison to non-migrants and other migrants using various econometric techniques. Our results suggest a significant education accumulation gap for children of IDPs compared to non-migrants that widens to approximately half a year at the secondary level. We find no evidence of enrollment gaps at the primary level when appropriate controls are included, but we do find a lower probability of enrollment at the secondary level. The disparity in effects when we focus on direct exposure to conflict versus a dummy that captures living in a municipality with high conflict suggests the need to be careful when using the latter to estimate the impact of conflict.

[A New International Database on Education Quality: 1965-2010](#)

Nadir Altinok (BETA (University of Lorraine), IREDU (University of Bourgogne, France) ; Claude Diebolt (BETA (Bureau d'Economie Théorique et Appliquée), France) ; Jean-Luc Demeulemeester (DULBEA (University of Bruxelles), Bruxelles)

[Access to Education Over the Working Life in Sweden: Priorities, Institutions and Efficiency](#)

Anders Stenberg

To facilitate individuals to adjust their skills to changes in market demands, Sweden has a relatively generous policy to stimulate formal adult education at the compulsory, upper secondary and tertiary levels. This paper provides an overview of what research has reported to assess if and/or how it may be an efficient use of tax payers' money. Some institutional factors are also briefly presented to discuss what is likely to be required for such a policy to exist in a particular country.

Afin d'aider les individus à adapter leurs compétences à l'évolution des demandes du marché, la Suède a adopté une politique relativement généreuse pour renforcer la participation des adultes à l'enseignement obligatoire, ainsi qu'au deuxième cycle du secondaire et au supérieur. Ce document donne un aperçu des résultats de la recherche dans ce domaine, avec pour objectif d'évaluer dans quelle mesure cette politique constitue une utilisation efficace de l'argent des contribuables, et de quelle façon. Certains aspects institutionnels sont également évoqués en bref afin de déterminer quels seraient les pré-requis si une telle mesure d'action publique devait être menée dans un autre pays.

[Factors Associated with Financial Literacy among High School Students](#)

Michael P. Cameron (University of Waikato) ; Richard Calderwood (University of Waikato) ; Ashleigh Cox (University of Waikato) ; Steven Lim (University of Waikato) ; Michio Yamaoka (Waseda University)

Understanding the financial literacy of young people is an essential prerequisite for developing effective education programmes designed to improve young people's understanding of personal finance. In this paper, we present results from a survey of high school students which included a financial literacy component, a financial risk tolerance assessment, and basic demographic details. Overall, we find that financial literacy is lowest among financially poorer students, those with less English ability, and those with less academic ability. However, relative poverty and lower English ability were not related to the ability to apply financial knowledge. Thus, while financial education targeted to immigrant groups and the poor may improve overall financial literacy, a broader approach remains necessary. A general form of financial literacy education, beginning at the high school level, may be the key to improving financial literacy in the population in the long term.

[Exploring the Complex Interaction Between Governance and Knowledge in Education](#)

Mihály Fazekas ; Tracey Burns

Governments in all OECD countries are facing the challenge of governing increasingly complex education systems. There is a growing need for governance structures that can handle this complexity and which can provide actors with the knowledge they need to make decisions. This working paper asks the question: How do governance and knowledge mutually constitute and impact on each other in complex education systems? It provides an answer through a state of the art literature review and original theoretical argumentation. It breaks new ground by combining different schools of academic and policy thinking which traditionally look at various aspects of the relationship between governance and knowledge separately. Research in public management, political science and public policy, sociology, institutional economics, and organisational management (particularly the knowledge transfer literature) is augmented with work from education and other social sciences, including healthcare, law, and social justice. This working paper argues that just as knowledge is crucial for governance, governance is indispensable for knowledge creation and dissemination. It proposes an analytical framework that combines models of governance with modes of learning and types of knowledge, and provides preliminary empirical examples to support this framework. In the context of diverse social, economic and political environments of OECD countries, the interaction between these two focal points – models of governance and types of knowledge – has become increasingly relevant to researchers, policy makers, and education stakeholders more generally.

[Job market signaling with human capital investment: two quality types](#)

Gea M. Lee (School of Economics, Singapore Management University, 90 Stamford Road, Singapore 178903) ; Seung Han Yoo (Department of Economics, Korea University, Seoul, Republic of Korea 136-701)

This paper extends the signaling model by Spence (1973) to a dynamic framework in which human capital and signaling have a causal relationship: human capital investment is necessary to lower the marginal cost of signaling. We provide two main results on the characterization of equilibria. First, a pooling equilibrium can induce more worker types to make a human capital investment, and second, even with a pooling inducing fewer worker types to make the investment, the pooling's social welfare can be greater.

[Parental Health and Child Schooling](#)

M. Bratti ; M. Mendola

This paper provides new evidence on the impact of parental health shocks on investment in child education using detailed longitudinal data from Bosnia and Herzegovina. Our study controls for individual unobserved heterogeneity by using child fixed effects, and it accounts for potential health misreporting by employing several, more objective, health indicators. Our results show that children of ill mothers, but not of ill fathers, are significantly less likely to be enrolled in education at ages 15-24. Moreover, there is some evidence that mothers' health shocks have more negative consequences on younger children and sons.

[How does the entrepreneurial orientation of scientists affect their scientific performance? Evidence from the Quadrant Model](#)

Naohiro Shichijo (Waseda University) ; Silvia Rita Sedita (University of Padova) ; Yasunori Baba (University of Tokyo)

Using Stokes's (1997) "quadrant model of scientific research", this paper deals with how the entrepreneurial orientation of scientists affects their scientific performance by considering its impact on scientific production (number of publications), scientific prestige (number of forward citations), and breadth of research activities (interdisciplinarity). The results of a quantitative analysis applied to a sample of 1,957 scientific papers published by 66 scientists active in advanced materials research in Japan found that (i) entrepreneurial scientists publish more papers than traditional scientists do, (ii) the papers published by Bohr scientists (traditional scientists with a stronger intention to fundamentality) demonstrate better citation performance than those published by Pasteur scientists (entrepreneurial scientists with a stronger intention to fundamentality) do, on average; (iii) if the focus is confined to high h-impact papers, their prestige (i.e., forward citation counts) is favored by the authorship of Pasteur scientists; and (iv) the portfolio interdisciplinarity of papers authored by Pasteur scientists is higher (more diverse) than that of Bohr scientists.

[Institutional Development of Cross-Border Higher Education: The Case of an Evolving Malaysia-Japan Project](#)

Yoshida, Kazuhiro ; Yuki, Takako ; Sakata, Nozomi

This paper examines institutional governance for a cross-border higher education program, focusing on the effects of introducing a new form of program. The paper analyzes the case of the Higher Education Loan Fund Project between Malaysia and Japan, in which the form of cross-border higher education has evolved from student mobility to program mobility through a twinning arrangement. Although academic staff sent from Japanese universities continued to play important roles and be involved in decision-making, the partner institution in Malaysia began to replace some of them with Malaysian teaching staff, had their initial part of the twinning program accredited as a diploma course, and used this experience to develop a fresh diploma course for engineering. Japanese universities successfully responded to the evolution of the project by adapting the existing curriculum, transferring credits and students, and developing new systems of staff training and quality assurance. By creating a consortium which has gradually become more formalized, the Japanese universities followed common procedures for placement and student support, thus reducing transaction costs. Certain universities have developed new cross-border programs by themselves. A program mobility model of cross-bordering is strengthening the governance and capacity of participating higher education institutions, but the sustainability of the program will depend on the commitment of the institutions and continued financial support by governments.

[Which Factors Determine the Level of Expenditure on Teaching Staff?](#)

OECD

The higher the level of education, the higher the salary cost of teachers per student. In Belgium (Flemish Community), France and Spain, the difference in the annual salary cost between the primary and upper secondary levels of education exceeds USD 1 800 in 2010. Between 2000 and 2010, the salary cost of teachers per student increased in nearly all countries at the primary and lower secondary levels of education and, on average, by one-third and one quarter respectively. Changes over time in the level of salary cost of teachers are mainly driven by teachers' salaries; class size is the second main driver. Similar levels of expenditure among countries can mask a variety of contrasting policy choices.

[Majority Vote on Educational Standards](#)

Robert Schwager (Georg-August University, Göttingen, Germany)

The direct democratic choice of an examination standard, i.e., a performance level required to graduate, is evaluated against a utilitarian welfare function. It is shown that the median preferred standard is inefficiently low if the marginal cost of reaching a higher performance reacts more sensitively to ability for high than for low abilities, and if the right tail of the ability distribution is longer than the left tail. Moreover, a high number of agents who choose not to graduate may imply that the median preferred standard is inefficiently low even if these conditions fail.

[Private Tutoring and the Question of Equitable Opportunities in Turkey](#)

Tansel, Aysit

This paper focuses on the implications of private tutoring in Turkey for questions of equity regarding the provision of public education, based on an analysis of previously published research. The nature of the private tutoring and its relation to the two national selection examinations in Turkey are also discussed.

[The Demise of Walk Zones in Boston: Priorities vs. Precedence in School Choice](#)

Umut M. Dur ; Scott Duke Kominers ; Parag A. Pathak ; Tayfun Sönmez

School choice plans in many cities grant students higher priority for some (but not all) seats at their neighborhood schools. This paper demonstrates how the precedence order, i.e. the order in which different types of seats are filled by applicants, has quantitative effects on distributional objectives comparable to priorities in the deferred acceptance algorithm. While Boston's school choice plan gives priority to neighborhood applicants for half of each school's seats, the intended effect of this policy is lost because of the precedence order. Despite widely held impressions about the importance of neighborhood priority, the outcome of Boston's implementation of a 50-50 school split is nearly identical to a system without neighborhood priority. We formally establish that either increasing the number of neighborhood priority seats or lowering the precedence order positions of neighborhood seats at a school have the same effect: an increase in the number of neighborhood students assigned to the school. We then show that in Boston a reversal of precedence with no change in priorities covers almost three-quarters of the range between 0% and 100% neighborhood priority. Therefore, decisions about precedence are inseparable from decisions about priorities. Transparency about these issues—in particular, how precedence unintentionally undermined neighborhood priority—led to the abandonment of neighborhood priority in Boston in 2013.

[Schooling, violent conflict, and gender in Burundi](#)

Verwimp, Philip ; Van Bavel, Jan

This paper investigates the effect of exposure to violent conflict on human capital accumulation in Burundi. It combines a nationwide household survey with secondary sources on the location and timing of the conflict. Only 20 percent of the birth cohorts studied (1971-1986) completed primary education. Depending on the specification, the probability of completing primary schooling for a boy exposed to violent conflict declines by 7 to 17 percentage points compared to a nonexposed boy, with a decline of 11 percentage points in the preferred specification. In addition, exposure to violent conflict reduces the gender gap in schooling, but only for girls from nonpoor households. Forced displacement is one of the channels through which conflict affects schooling. The results are robust to various specifications and estimation methods.

[Access to treatment and educational inequalities in cancer survival](#)

Jon H. Fiva ; Torbjørn Hægeland ; Marte Rønning ; Astri Syse (Statistics Norway)

The public health care systems in the Nordic countries provide high quality care almost free of charge to all citizens. However, social inequalities in health persist. Previous research has, for example, documented substantial educational inequalities in cancer survival. We investigate to what extent this may be driven by differential access to and utilization of high quality treatment options. Quasi-experimental evidence based on the establishment of regional cancer wards indicates that i) highly educated individuals utilized centralized specialized treatment to a greater extent than less educated patients and ii) the use of such treatment improved these patients' survival.

[The Surprisingly Dire Situation of Children's Education in Rural West Africa: Results from the CREO Study in Guinea-Bissau \(Comprehensive Review of Education Outcomes\)](#)

Peter Boone ; Ila Fazio ; Kameshwari Jandhyala ; Chitra Jayanty ; Gangadhar Jayanty ; Simon Johnson Vimala Ramachandrin ; Filipa Silva ; Zhaoguo Zhan

We conducted a survey covering 20% of villages with 200-1000 population in rural Guinea-Bissau. We interviewed household heads, care-givers of children, and their teachers and schools. We analysed results from 9,947 children, aged 7-17, tested for literacy and numeracy competency. Only 27% of children were able to add two single digits, and just 19% were able to read and comprehend a simple word. Our unannounced school checks found 72% of enrolled children in grades 1-4 attending their schools, but the schools were poorly equipped. Teachers were present at 86% of schools visited. Despite surveying 351 schools, we found no examples of successful schools where children reached reasonable levels of literacy and numeracy for age. Our evidence suggests that interventions that raise school quality in these villages, rather than those which target enrollment, may be most important to generate very sharp improvements in children's educational outcomes.

[Quasi-Experimental Evaluation of a Student Mentoring Program](#)

Sandner, Malte

This paper presents evidence from a natural-experiment which evaluates the effectiveness of a student mentoring program. The mentoring includes several compulsory, scheduled, face-to-face appointments between a mentor and a student in the first study year. All mentors are graduated and employed by the institution. For the evaluation, I use the fact that the mentoring is only offered to students in an economics and management program, whereas it is not offered to students in an industrial engineering program. However, students in both programs take the same classes and write

the same exams in their first study year. I find that the mentoring program significantly decreases the failure rates in the first semester exams.

[Scaling-up What Works: Experimental Evidence on External Validity in Kenyan Education.](#)

Tessa Bold ; Mwangi Kimenyi ; Germano Mwabu ; Alice Ng'ang'a ; Justin Sandefur

The recent wave of randomized trials in development economics has provoked criticisms regarding external validity. We investigate two concerns – heterogeneity across beneficiaries and implementers – in a randomized trial of contract teachers in Kenyan schools. The intervention, previously shown to raise test scores in NGO-led trials in Western Kenya and parts of India, was replicated across all Kenyan provinces by an NGO and the government. Strong effects of short-term contracts produced in controlled experimental settings are lost in weak public institutions: NGO implementation produces a positive effect on test scores across diverse contexts, while government implementation yields zero effect. The data suggests that the stark contrast in success between the government and NGO arm can be traced back to implementation constraints and political economy forces put in motion as the program went to scale.

[Signaling and the Ownership of Academic Patents](#)

Nicolas CARAYOL ; Valerio STERZI

Although in most countries, professors are legally obligated to disclose their inventions to their university's technology transfer office, the latter often does not have the real authority to enforce this rule. We here introduce a model that endogenizes a professor's decision of a form of transfer for her idea. If she does not disclose the idea to the transfer office, she still faces, on her own, both the difficulty of identifying a good match for her technology with a company and the incomplete information of the company on the quality of her idea. She can, however, signal that quality to the company at some cost which is decreasing with quality. We find four types of pure strategy equilibria of this signaling game. Taking these four types of equilibria into account, the model predicts that the company ownership of academic patents are associated with higher patent quality, greater inventor experience in technology transfer, and lower technology transfer office experience. We estimate the model and confirm its predictions on an original sample of 1,260 patent-professor pairs built on UK data. Specific attention is paid to the control of various forms of potential reverse causality of the type of patent applicant on patent quality.

[Do Large Departments Make Academics More Productive? Agglomeration and Peer Effects in Research](#)

Clément Bosquet (AMSE - Aix-Marseille School of Economics - Aix-Marseille Univ. - Centre national de la recherche scientifique (CNRS) - Ecole des Hautes Etudes en Sciences Sociales (EHESS) - Ecole Centrale Marseille (ECM), SERC - Spatial Economic Research Center - London School of Economics and Political Science) ; Pierre-Philippe Combes (AMSE - Aix-Marseille School of Economics - Aix-Marseille Univ. - Centre national de la recherche scientifique (CNRS) - Ecole des Hautes Etudes en Sciences Sociales (EHESS) - Ecole Centrale Marseille (ECM), CEPR - Center for Economic Policy Research)

We study the effect of a large set of department characteristics on individual publication records. We control for many individual time-varying characteristics, individual fixed-effects and reverse causality. Department characteristics have an explanatory power that can be as high as that of individual characteristics. The departments that generate most externalities are those where academics are

homogeneous in terms of publication performance and have diverse research fields, and, to a lesser extent, large departments, with more women, older academics, star academics and foreign co-authors. Department specialisation in a field also favours publication in that field. More students per academic does not penalise publication. At the individual level, women and older academics publish less, while the average publication quality increases with average number of authors per paper, individual field diversity, number of published papers and foreign co-authors.

[Educational Credentialism and Elite Formation in Japan: A Long-term Perspective](#)

Daiji Kawaguchi ; Hiroshi Ono

In spite of the significant restructuring of the university system in the postwar period, national universities continue to occupy the top end of the prestige hierarchy of universities in Japan. In this paper, we examine long-term trends in the educational credentials of Japanese corporate executives. We use high-quality data from the directory of corporate executives to assess whether the mechanisms of elite production has changed over time. We find that the fraction of corporate executives graduating from private universities increased significantly, in accordance with the massive expansion of private universities in the postwar period. At the same time, our cohort-based analysis finds that private university graduates are being recruited into executive positions at a pace that exceeds its natural growth rate. Our findings weaken the view that certain prestigious universities are stable institutions to reproduce the nation's elites. The improved access to university education results in greater educational diversity and heterogeneity among the nation's elites.

[Education, Cognition and Health: Evidence from a Social Experiment](#)

Meghir, Costas (Yale University, IFS and NBER) ; Palme, Mårten (Dept. of Economics, Stockholm University) ; Simeonova, Emilia (Tufts University, Princeton University and NBER)

We examine how an education policy intervention - the introduction of a comprehensive school in Sweden that increased the number of compulsory years of schooling, affected cognitive and non-cognitive skills and long-term health. We use administrative and survey data including background information, child ability and long-term adult outcomes. We show that education reform increased skills among children, but the effects on long-term health are overall negligible. We demonstrate that effects vary across socio-economic backgrounds and initial skill endowments, with significant improvements in cognition and skills for lower Socio-economic status individuals and lower ability people.

[Fifty Ways to Leave a Child Behind: Idiosyncrasies and Discrepancies in States' Implementation of NCLB](#)

Elizabeth Davidson ; Randall Reback ; Jonah E. Rockoff ; Heather L. Schwartz

The No Child Left Behind (NCLB) Act required states to adopt accountability systems measuring student proficiency on state administered exams. Based on student test score performance in 2002, states developed initial proficiency rate targets and future annual benchmarks designed to lead students to 100% proficiency on state exams by 2014. Any year a school fails to meet these targets, either across all students or by various subgroups of students, the school does not make Adequate Yearly Progress. While the federal government's legislation provided a framework for NCLB implementation, it also gave states flexibility in their interpretation of many NCLB components, and school failure rates ranged from less than 1% to more than 80% across states. In this paper, we explore how states' NCLB implementation decisions affected their schools' failure rates. Wide cross-

state variation in failure rates resulted from how state s' decisions (e.g., confidence intervals applied to proficiency rates, numerical thresholds for a student subgroup to be held accountable) interacted with each other and with school characteristics like enrollment size, grade span, and ethnic diversity. Subtle differences in policy implementation led to dramatic differences in measured outcomes.

[The Surprisingly Dire Situation of Children's Education in Rural West Africa: Results from the CREO Study in Guinea-Bissau](#)

Peter Boone ; Ila Fazio ; Kameshwari Jandhyala ; Chitra Jayanty ; Gangadhar Jayanty ; Simon Johnson
Vimala Ramachandrin ; Filipa Silva ; Zhaoguo Zhan

We conducted a survey covering 20% of villages with 200-1000 population in rural Guinea-Bissau. We interviewed household heads, care-givers of children, and their teachers and schools. We analysed results from 9,947 children, aged 7-17, tested for literacy and numeracy competency. Only 27% of children were able to add two single digits, and just 19% were able to read and comprehend a simple word. Our unannounced school checks found 72% of enrolled children in grades 1-4 attending their schools, but the schools were poorly equipped. Teachers were present at 86% of schools visited. Despite surveying 351 schools, we found no examples of successful schools where children reached reasonable levels of literacy and numeracy for age. Our evidence suggests that interventions that raise school quality in these villages, rather than those which target enrolment, may be most important to generate very sharp improvements in children's educational outcomes.

[Publicness of goods and violent conflict: Evidence from Colombia](#)

Darwin Cortes ; Daniel Montolio

Abstract How the degree of publicness of goods affect violent conflict? Based on the theoretical model in Esteban and Ray (2001) we find that the effect of the degree of publicness depends on the group size. When the group is small (large), the degree of publicness increases (decreases) the likelihood of conflict. This opens an empirical question that we tackle using microdata from the Colombian conflict at the municipality level. We use three goods with different publicness degree to identify the sign of the effect of publicness on conict. These goods are coca crops (private good), road density (public good subject to congestion) and average education quality (a purer public good). After dealing with endogeneity issues using an IV approach, we find that the degree of publicness reduces the likelihood of both paramilitary and guerrilla attacks. Moreover, coca production exacerbates conflict and the provision of both publi c goods mitigates conflict. These results are robust to size, geographical, and welfare controls. Policies that improve public goods provision will help to fight the onset of conflict.

[Education and lifetime income during demographic transition](#)

Pfeiffer, Friedhelm ; Reuß, Karsten

The paper studies the power of educational investments in relation to transfers for fostering lifetime income and for reducing income inequality in Germany. The welfare analysis is based on a model of age-dependent human capital accumulation, featuring dynamic complementarities in skill formation over the life cycle, and calibrated for the period of ongoing demographic transition until 2080. If policy aims at reducing the inequality of lifetime income among people of the same generation, educational investments for people younger than or equal to seventeen do a better job compared to transfers in adulthood. In an intergenerational perspective all cohorts born after 1976 will gain from tax-financed additional investments in preschool education introduced in 2011. Additional

investments into secondary education will, as a rule, not cause life time income to raise enough to compensate its costs.

[Female Labour Supply, Human Capital and Welfare Reform](#)

Richard Blundell (University College London) ; Monica Costa Dias (Institute for Fiscal Studies and CEF-UP at the University of Porto) ; Costas Meghir (Cowles Foundation, Yale University) ; Jonathan Shaw (Institute for Fiscal Studies and University College London)

We consider the impact of Tax credits and income support programs on female education choice, employment, hours and human capital accumulation over the life-cycle. We thus analyze both the short run incentive effects and the longer run implications of such programs. By allowing for risk aversion and savings we are also able to quantify the insurance value of alternative programs. We find important incentive effects on education choice, and labor supply, with single mothers having the most elastic labor supply. Returns to labour market experience are found to be substantial but only for full-time employment, and especially for women with more than basic formal education. For those with lower education the welfare programs are shown to have substantial insurance value. Based on the model marginal increases to tax credits are preferred to equally costly increases in income support and to tax cuts, except by those in the high est education group.

[Credit supply during a sovereign debt crisis](#)

Marcello Bofondi (Bank of Italy) ; Luisa Carpinelli (Bank of Italy) ; Enrico Sette (Bank of Italy)

We study the effect of the increase in Italian sovereign debt risk on credit supply on a sample of 670,000 bank-firm relationships between December 2010 and December 2011, drawn from the Italian Central Credit Register. To identify a causal link, we exploit the lower impact of sovereign risk on foreign banks operating in Italy than on domestic banks. We study firms borrowing from at least two banks and include firm x period fixed effects in all regressions to controlling for unobserved firm heterogeneity. We find that Italian banks tightened credit supply: the lending of Italian banks grew by about 3 percentage points less than that of foreign banks, and their interest rates were 15-20 basis points higher, after the outbreak of the sovereign debt crisis. We test robustness by splitting foreign banks into branches and subsidiaries, and then examine whether selected bank characteristics may have amplified or mitigated the i mpact. We also study the extensive margin of credit, analyzing banks' propensity to terminate existing relationships and to grant new loan applications. Finally, we test whether firms were able to compensate for the reduction of credit from Italian banks by borrowing more from foreign banks. We find that this was not the case, so that the sovereign crisis had an aggregate impact on credit supply.

[What makes companies pursue an open science strategy?](#)

Markus Simeth (Ecole Polytechnique Fédérale de Lausanne (EPFL), College of Management, Switzerland) ; Julio Raffo (World Intellectual Property Organization, Economics and Statistics Division, Geneva, Switzerland)

Whereas recent scholarly research has provided many insights about universities engaging in commercial activities, there is still little empirical evidence regarding the opposite phenomenon of companies disseminating scientific knowledge. Our paper aims to fill this gap and explores the motivations of firms that disclose research outcomes in a scientific format. Besides considering an internal firm dimension, we focus particularly on knowledge sourcing from academic institutions and the appropriability regime using a cost-benefit framework. We conduct an econometric analysis with

firm-level data from the fourth edition of the French Community Innovation Survey (CIS4) and matched scientific publications for a sample of 2,512 R&D performing firms from all manufacturing sectors. The analysis provides evidence that the access to important scientific knowledge imposes the adoption of academic disclosure principles, whereas the mere existence of collaborative links with academic institutions is not a strong predictor. Furthermore, the results suggest that overall industry conditions are influential in shaping the cost-benefit rationale of firms with respect to scientific disclosure.

[Women's emancipation through education: a macroeconomic analysis](#)

Fatih Guvenen ; Michelle Rendall

In this paper, we study the role of education as insurance against a bad marriage. Historically, due to disparities in earning power and education across genders, married women often found themselves in an economically vulnerable position, and had to suffer one of two fates in a bad marriage: either they get divorced (assuming it is available) and struggle as low-income single mothers, or they remain trapped in the marriage. In both cases, education can provide a route to emancipation for women. To investigate this idea, we build and estimate an equilibrium search model with education, marriage/divorce/remarriage, and household labor supply decisions. A key feature of the model is that women bear a larger share of the divorce burden, mainly because they are more closely tied to their children relative to men. Our focus on education is motivated by the fact that divorce laws typically allow spouses to keep the future returns from their human capital upon divorce (unlike their physical assets), making education a good insurance against divorce risk. However, as women further their education, the earnings gap between spouses shrinks, leading to more unstable marriages and, in turn, further increasing demand for education. The framework generates powerful amplification mechanisms, which lead to a large rise in divorce rates and a decline in marriage rates (similar to those observed in the US data) from relatively modest exogenous driving forces. Further, in the model, women overtake men in college attainment during the 1990s, a feature of the data that has proved challenging to explain. Our counterfactual experiments indicate that the divorce law reform of the 1970s played an important role in all of these trends, explaining more than one-quarter of college attainment rate of women post-1970s and one-half of the rise in labor supply for married women.

[Making aid work for education in developing countries: An analysis of aid effectiveness for primary education coverage and quality](#)

Birchler, Kassandra ; Michaelowa, Katharina

This paper examines the effect of education aid on primary enrolment and education quality. Using the most recent data on aid disbursements and econometric specifications inspired by the general aid effectiveness literature, we find some evidence that don

[International Education and Economic Growth](#)

Bergerhoff, Jan (University of Bonn) ; Borghans, Lex (Maastricht University) ; Seegers, Philipp K. (Maastricht University) ; van Veen, Tom (Maastricht University)

In recent years international student mobility increased. While net hosting countries are in a better position to win highly educated students for their labour force, they face the additional cost of providing the education. In much of continental Europe these costs are not levied on students, but

are borne by the national tax payers, making them an active topic of debate. Borrowing some fundamental equations from the Lucas growth model, this paper addresses the question whether countries benefit from educating international students. We derive conditions under which international education has a positive effect on economic growth, overall and in each specific country. Based on empirically motivated parameter values to calibrate our two-country model we find that international student mobility increases steady state growth for both countries on average by 0.013 percentage points. A small country that is favoured by the in flows of a larger country could experience an extra growth of 0.049 percentage points. The benefits from international education increase when a country tunes its education and migration policy.

[Sparkling Innovation in STEM Education with Technology and Collaboration: A Case Study of the HP Catalyst Initiative](#)

Kiira Kärkkäinen ; Stéphan Vincent-Lancrin

This report highlights innovative technology-supported pedagogic models in science, technology, engineering and mathematics (STEM) education, explores what to expect from collaboration in a designed network, and, thereafter, sketches lessons for promoting educational innovation through collaboration. <P> How can technology-supported learning help to move beyond content delivery and truly enhance STEM education so that students develop a broad mix of skills? How can collaboration be encouraged and used to help develop, spread, accelerate and sustain innovation in education? The HP Catalyst Initiative – an education grant programme by the Hewlett Packard (HP) Sustainability and Social Innovation team – is used as a case study to answer these questions.
Le rapport met en lumière des modèles pédagogiques utilisant la technologie pour l'enseignement des science, de la technologie, de l'ingénierie et des mathématiques (STEM), explore ce que l'on peut attendre de la collaboration dans un réseau créé artificiellement, et, ensuite, en tire des leçons pour promouvoir l'innovation éducative à travers la collaboration...

[Pure Ethnic Gaps in Educational Attainment and School to Work Transitions. When Do They Arise?](#)

S. BAERT ; B. COCKX

This article decomposes the observed gaps in educational attainment and school-to-work transitions between grandchildren of natives and immigrants in Belgium into (i) differences in observed family endowments and (ii) a residual “pure ethnic gap”. It innovates by explicitly taking delays in educational attainment into account, by identifying the moments at which the pure ethnic gaps arise, by disentangling the decision to continue schooling at the end of a school year from the achievement within a particular grade, and by integrating the language spoken at home among observed family endowments. The pure ethnic gap in educational attainment is found to be small if delays are neglected, but substantial if not and for school-to-work transitions. It is shown that more than 20% of the pure ethnic gap in graduating from secondary school without delay originates in tenth grade. Language usage explains only part of the gap in school-to-work transitions for low educated.

[Improving the Economic Situation of Young People in France](#)

Hervé Boulhol

The economic situation of young people is unsatisfactory. Educational inequalities have been widening for over a decade, due to a sharp decline in the results of the most highly disadvantaged students. The unemployment rate for the 20-24 age bracket has not dropped below 16% for nearly 30 years. French youth are highly pessimistic about the future and express great distrust of

institutions. The social safety net sits uneasily between autonomy and family solidarity and is unfair because young people who are unemployed and have no solid financial backing from their families find themselves in precarious situations. Positive discrimination in education policies should be given a real priority and education spending rationalised to draw more resources to primary schooling. The autonomy of universities should be increased, as should the financial independence of young people. The workings of the labour market, some features of which penalise new entrants, need to be reformed and youth employment services enhanced. This Working Paper relates to the 2013 OECD Economic Review of France (www.oecd.org/eco/surveys/France).

[Managers versus students: new approach in improving capital structure education](#)

Miglo, Anton

According to Graham and Harvey (2001), an immense gap exists between capital structure theories and practice. By analyzing students' perception of capital structure theories and the differences between their opinion and that of the current CEO's and managers this paper argues that this can be partially explained by current educational practices. Educators mostly focus on one or maybe two most popular theories and students have much smaller knowledge about other theories. Secondly educational practices favor trade-off theory to asymmetric information based theories. The paper provides some suggestions regarding capital structure education and future research.

[Is Public Education Viable? A brief critical review of neoliberalism in education with a special focus on the Portuguese situation](#)

Margarida Chagas Lopes

As well as in other social domains, neoliberalism has been invading education. This trend is leading to a general commodification and to the progressive substitution of some basic values, as the equality of opportunities, by efficiency and competitiveness. At the same time, education policies become more and more shaped by strict economic principles, reflecting the training acquired by decision makers in economics and economics of education courses. That is why we reject, as a critical social scientist, the view that the viability of public education could be discussed uniquely on the grounds of mainstream public economics criteria. On the contrary, that discussion must allow critical pedagogies and alternative approaches to express themselves. Also mainstream clichés must be systematically criticized, as we exemplify in the domain of economics of education. Actually, those are the indispensable complimentary pathways throughout which we can return to education its full meaning as a social service; and also to economics of education its legitimacy as a social science.

[Adolescent Risk Perception, Substance Use, and Educational Attainment](#)

Ji Yan ; Sally Brocksen

This paper studies whether adolescents who are more aware of the risks on substance use in the early teenage years are later less likely to turn into binge drinkers or smokers. It also examines if reduction in substance use, due to high risk perception among adolescents, consequently improves their educational achievement. This research is important for two reasons. First, enhancing risk perception of substance use is an important strategy to prevent the youth from binge drinking and smoking. Second, adolescent substance use and educational achievement are key predictors of adulthood outcomes. We apply a bivariate probit model to a large representative dataset which codes youth risk perception, substance use, and educational attainment. The analysis shows high risk

perception lowers the likelihood of substance use among the high school seniors. The resulting low alcohol use increases the chance of attending college and decreases the probability of dropping out of high school. The reduction in cigarette use caused by high risk perception has a similar effect on such two educational outcomes. It also increases high school graduation by 22 percent. Overall, this study suggests that enhancing recognition on the hazards of substance use is an effective policy intervention to reduce adolescent binge drinking and smoking, as well as improve educational attainment. Key Words: adolescent risk perception; binge drinking; cigarette smoking; educational attainment

[Earnings Differentials and Returns to Education in China, 1995-2008](#)

Cui, Yuling (Macquarie University, Sydney) ; Nahm, Daehoon (Macquarie University, Sydney) ; Tani, Massimiliano (Macquarie University, Sydney)

This paper estimates the returns to education of rural-urban migrants during the period of transition of China's economy between 1995 and 2008. Using data from CHIP and RUMiC, we find that rural migrants' earning differentials with urban residents are substantial and mainly depend on the type of occupation, industry, and employers' ownership, rather than the level of education completed. Returns to formal schooling for migrants remained stable at approximately 3% and 5% throughout the period, and differences across quantiles are generally statistically insignificant. Increasing gaps in the return to schooling by gender have instead emerged. These results raise questions about the incentives to invest in human capital for rural migrants and for the governments funding education in emigration regions.

["Double Penalty in Returns to Education: Informality and Educational Mismatch in the Colombian Labour market"](#)

Paula Herrera (Faculty of Economics, University of Barcelona) ; Enrique López-Bazo (Faculty of Economics, University of Barcelona) ; Elisabet Motellón (Faculty of Economics, University of Barcelona)

This paper examines the returns to education taking into consideration the existence of educational mismatches in the formal and informal employment of a developing country. Results show that the returns of surplus, required and deficit years of schooling are different in the two sectors. Moreover, they suggest that these returns vary along the wage distribution, and that the pattern of variation differs for formal and informal workers. In particular, informal workers face not only lower returns to their education, but suffer a second penalty associated with educational mismatches that puts them at a greater disadvantage compare to their formal counterparts.

[Female Labour Supply, Human Capital and Welfare Reform](#)

Richard Blundell ; Monica Costa Dias ; Costas Meghir ; Jonathan M. Shaw

We consider the impact of Tax credits and income support programs on female education choice, employment, hours and human capital accumulation over the life-cycle. We thus analyze both the short run incentive effects and the longer run implications of such programs. By allowing for risk aversion and savings we are also able to quantify the insurance value of alternative programs. We find important incentive effects on education choice, and labor supply, with single mothers having the most elastic labor supply. Returns to labour market experience are found to be substantial but only for full-time employment, and especially for women with more than basic formal education. For those with lower education the welfare programs are shown to have substantial insurance value.

Based on the model marginal increases to tax credits are preferred to equally costly increases in income support and to tax cuts, except by those in the highest education group.

[Firm Entry Deregulation, Competition and Returns to Education and Skill](#)

Ana P. Fernandes (University of Exeter) ; Priscila Ferreira (NIMA, Universidade do Minho) ; L. Alan Winters (University of Sussex, CEPR, CEP and IZA)

This paper studies the effect of firm entry deregulation on the returns to skill and education. We use matched employer-employee data for the universe of workers and firms in Portugal and exploit a comprehensive episode of entry deregulation, unique in the industrialized world, as a quasi-natural experiment to investigate how increased competition affects wages. We find that after the reform the returns to a university degree increased by around 5 percent and the returns to skills increased by around 3 percent. We include match (worker-firm) fixed effects and thus identify the effect from individuals who stay in the same firm after the reform. Results are therefore not driven by changes in employment composition, and are supportive of education and skill becoming more valuable after the reform.

[Does Education Expenditure Promote Economic Growth in Saudi Arabia? An Econometric Analysis](#)

Ageli, Dr Mohammed Moosa

This paper investigates the Keynesian Relations and Education Expenditure in Saudi Arabia during the period (1970-2012) for real Oil GDP and Non Oil GDP. Keynesian Relations investigated that fundamental economic growth is validity to the education growth. In the previous studies have been tested the three versions of Keynesian Relations to support the existence of long-run relationship between education expenditure and economic growth. We used a method as a time series econometrics techniques to examine how far Keynesian Relations validity can be applied in Saudi economy. The results obtained from the analyses find that the Keynesian proposition can explain the growth of education in Saudi Arabia, which holds for both the Oil and Non Oil income cases. The findings also note that the existence of strong causality for all of Keynesian Relations versions in the long run.

[International organizations and the future of education assistance](#)

Heyneman, Stephen P. ; Lee, Bommi

Education began to be included as a component of foreign assistance in the early 1960s as it is a principal ingredient of development. A number of multilateral and bilateral agencies were established around this time to implement various types of aid programs.

[Generating commercial ideas in Finnish universities. The role of interdisciplinarity and networking](#)

Nikulainen, Tuomo

Existing research argues that the keys to generating industry-relevant knowledge are interdisciplinary and networked research. The aim of this paper is to address statistically whether interdisciplinary and networked research are related to a higher potential to generate ideas with significant commercial value. Using a unique survey of academics in Finland, we identify several factors that relate to idea generation. In different types of research networks, we find a positive connection to an interdisciplinary work environment and networking. We also identify significant differences among fields of research.

[Commercialization of academic research. A comparison between researchers in the U.S. and Finland](#)

Nikulainen, Tuomo ; Tahvanainen, Antti-Jussi

This paper aims to identify factors that relate to scientists' propensity to make commercially significant scientific discoveries (inventions) and to describe how these inventions are commercialized. Based on a large survey of academics active in different fields of science at U.S. universities, the paper benchmarks the top 20 universities against the rest, identifying the impact of different institutional settings. To highlight the institutional setting, the paper also compares these results to similar survey data from Finland, representing a small, highly educated European country. This comparison addresses the 'European paradox' in university technology commercialization, which is characterized by high investments in university research and disappointingly low levels of inventions and related commercialization activity. The results show that the likelihood of making commercially valuable scientific discoveries in the U.S. is driven by motivations related to the identification of commercial opportunities and working in interdisciplinary research environments. There are also significant differences between the various fields of science. In the top U.S. universities, the funding sources for scientists more likely to make inventions are more diversified and unique. The results for Finland are surprisingly similar, suggesting that the cause of the 'European paradox' seems to originate in the commercialization of inventions rather than their generation. When focusing on inventors who actively pursue commercial goals, both U.S. and Finnish inventors prefer licensing as the most popular way of taking scientific discoveries to the market. Consulting and entrepreneurship rank second and third, respectively. The countries differ with respect to both the inventors' motivations to commercialize inventions and their reasons to refrain from it. In Finland, the motivations for not pursuing commercial opportunities are much more prominent than among U.S. scientists.

Repéré sur : Scienceshumaines.com

Catherine Blaya, [Violence scolaire : état des lieux](#). Sciences humaines, n° 247, avril 2013

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Jeong-eun Rhee
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- The materiality of fieldwork: an ontology of feminist becoming
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- Administrator perceptions of transition programs in international secondary schools
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- Students' long-term memories from an ecology field excursion: Retelling a narrative as an interplay between implicit and explicit memories
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- How Simple is the Simple View of Reading?
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- Employee and Workplace Well-being: A Multi-level Analysis of Teacher Personality and Organizational Climate in Norwegian Teachers from Rural, Urban and City Schools
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- Autonomy Support and Intrinsic Goal Progress Expectancy and Its Links to Longitudinal Study Effort and Subjective Wellbeing: The Differential Mediating Effect of Intrinsic and Identified Regulations and the Moderator Effects of Effort and Intrinsic Goals
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- Behavioral Norms, Moral Judgments, and Social Approval of Participant Roles in School Bullying in a Singapore Sample
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- Reputation Enhancement and School Delinquency: A Prospective Study using the National Educational Longitudinal Survey [NELS: 88]
Sondra Smith-Adcock, Sang Min Lee, Jennifer Kerpelman, Aaron Majuta, and Choi Bo Young
- Families, Neighborhood Socio-Demographic Factors, and Violent Behaviors among Latino, White, and Black Adolescents
Lorena M. Estrada-Martínez, Cleopatra Howard Caldwell, Amy J. Schulz, Ana V. Diez-Roux, and Silvia Pedraza
- A Longitudinal Investigation of Employment Among Low-Income Youth: Patterns, Predictors, and Correlates
Kelly M. Purtell and Vonnie C. McLoyd
- Place Disparities in Supportive Environments for Extracurricular Physical Activity in North Carolina Middle Schools
Michael B. Edwards, Jason N. Bocarro, and Michael A. Kanters
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Espagne

- Statistiques de base de l'Espagne, 2011
- Principales recommandations
- Évaluation et recommandations
- Chapitre 1. Désendetter le secteur privé et surmonter la crise bancaire
- Chapitre 2. Améliorer les perspectives d'emploi des jeunes actifs

[Recherche & formation, n° 70, 2012/2](#)

La construction de l'expérience

- La construction de l'expérience
André Zeitler et al.
- An Analysis of Experience in the Processes of Human Learning
Peter Jarvis
- Apprentissages interprétatifs et construction de l'expérience
André Zeitler
- Vidéo-formation et construction de l'expérience professionnelle

Serge Leblanc et Carole Sève

- L'activité d'« enquête » du médecin du travail
Joris Thievenaz
- Pratique du jeu dramatique et construction de l'expérience
Jérôme Guérin et Catherine Archieri
- Expérience du travail et développement pour de jeunes adultes en formation professionnelle
Patrick Mayen et Paul Olry
- La notion d'expérience, entre langage savant et langage ordinaire
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- La construction de l'expérience
François Dubet et al.
- Faux semblants et débats autour du genre et de l'égalité en éducation et formation
Isabelle Collet

3. Livres intéressants



Camille Peugny. **Le destin au berceau. Inégalités et reproduction sociale.** Paris : La République des idées-Le Seuil, 2013, 117 p., 11,80 euros

Aujourd'hui, sept enfants de cadre sur dix exercent un emploi d'encadrement. À l'inverse, sept enfants d'ouvrier sur dix occupent un emploi d'exécution. Entre le début des années 1980 et la fin des années 2000, la reproduction sociale n'a pas diminué, bien au contraire. Même si la société française s'est considérablement ouverte sur le long terme, le constat reste sans appel : les conditions de la naissance continuent à déterminer le destin des individus. Pour notre société, qui a fait de l'école la principale voie de mobilité sociale, le bilan est sévère. Très élitiste, l'école de la République se préoccupe du succès de quelques individus, surreprésentés parmi les groupes sociaux les plus favorisés, et ignore trop souvent le sort des « vaincus » de la compétition scolaire, promis à la relégation. Pour desserrer l'étau de la reproduction sociale, il faut en terminer avec le mythe d'une école méritocratique et rendre enfin l'école plus démocratique. À l'heure où les carrières s'allongent

et où l'exigence de mobilité ne cesse d'être affirmée, il est impensable que le destin des individus soit figé si tôt. Il faut multiplier les occasions d'égalité, notamment en repensant la formation initiale et son articulation avec un dispositif universel de formation tout au long de la vie, garanti par l'État et les partenaires sociaux. Cette révolution culturelle est nécessaire pour lutter efficacement contre la transmission des inégalités.



Jacques Béziat. **Analyse de pratiques et réflexivité : regards sur la formation, la recherche et l'intervention socio-éducative.** Paris : l'harmattan, 2013. 234 p. (Savoir et formation) – ISBN 978-2-343-00348-1

Les auteurs nous parlent de compétences réflexives qui se travaillent, se développent, de manière consciente ou immergée, toujours en relation avec le vécu, l'expérience, l'autre. Cette relation à soi-même et aux autres est ancrée dans le dialogue. Un des effets de ce type de démarche est de dépasser nos propres résistances, nos stéréotypes, dans un effort compréhensif d'écoute et d'attention. La réflexivité est un instrument de mise en récit, de partage, d'interprétation de l'expérience et d'adaptation aux terrains.



Loïc Clavier (dir.). **Peut-on encore éduquer à l'école ?** Paris : l'harmattan, 2013. 164 p. (éduquer) - ISBN : 978-2-343-00495-2

L'école peut-elle encore éduquer ? Il y a eu un temps où l'école éduquait mais que cette fonction éducative de l'école ne va plus de soi aujourd'hui. Poser la question suppose cependant d'élucider les diverses couches sédimentaires dans lesquelles se dépose l'idée d'éducation à l'école. Le triomphe de

l'économie peut-il mettre en cause l'éducation qui, historiquement, a tardé à faire son entrée à l'école ?



Jean-Claude Sallaberry (Dir.). **Conditions de l'éducation et perspectives pour l'éducation nouvelle : année de la recherche en sciences de l'éducation**. Paris : L'harmattan, 2013. 188 p. - ISBN : 978-2-343-00455

Blais, Gauchet et Ottavi, dans leurs ouvrages de 2002 et 2008, émettent l'hypothèse que s'ouvre l'ère des pédagogies nouvelles. La perspective n'est pas mince : elle mérite une approche outillée qui réponde à la réflexion actuelle, dans son contexte politique, sur la refondation de l'école. À quelles conditions les pratiques d'"éducation nouvelle" pourraient-elles s'instituer autrement que de façon confidentielle ?



Cathia Papi (dir.) **Le tutorat de pairs dans l'enseignement supérieur : Enjeux institutionnels, technopédagogiques, psychosociaux et communicationnels**. Paris : l'harmattan, 2013. 266 p. (Savoir et formation) - ISBN : 978-2-343-00414-3

Cet ouvrage étudie différents dispositifs de tutorat de pairs mobilisés dans l'enseignement supérieur aussi bien en France qu'en Belgique, au Québec ou en Algérie. Instaurés afin de lutter contre l'échec et de favoriser l'égalité des chances ou émergeant spontanément au gré des usages des technologies de l'information et de la communication, ils posent les questions de l'ancrage institutionnel et de la professionnalisation du tutorat des pairs et ouvrent la voie sur d'autres pratiques d'accompagnement.



Léon Mantangila Musadila, César Vumuka-ku-Nanga. **Guide pratique de la recherche et de la rédaction scientifiques.** Paris : l'harmattan, 2013. 104 p. ISBN : 978-2-343-00199-9

Une rédaction scientifique se juge à partir de deux volets distincts : la forme et le fond. Dès lors, la manière de dire doit obéir à un ordre logique bien approprié. Les auteurs de cet ouvrage proposent aux lecteurs un outil de travail pouvant accroître le goût de la recherche, de la lecture, de la rédaction et de la culture générale ainsi que de l'effort personnel. Former à l'initiative personnelle, au jugement, à l'ascèse critique, c'est faire du chercheur le premier responsable de sa formation.



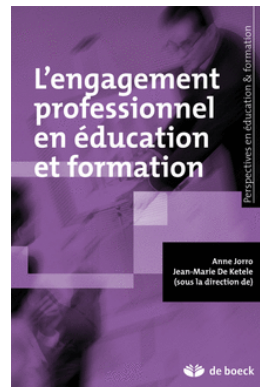
Jacques BROYER. **Reconstruire l'école primaire : constats, analyses et propositions.** Paris : l'harmattan, 2013. 150 p. ISBN : 978-2-343-00296-5

L'école maternelle ne parvient plus à réduire les inégalités sociales et l'école élémentaire assure mal les apprentissages fondamentaux de la moitié des élèves. Le handicap reste lourd pour une partie d'entre eux, incapables de réussir leurs études secondaires et d'obtenir un diplôme, conditions indispensables à une bonne intégration professionnelle et sociale.



Alain Vergnioux. **Traité d'ingénierie de la formation : Problématique, orientations, méthodes.** Paris : l'harmattan, 2013. 326 p. ISBN : 978-2-343-00386-3

L'ingénierie se donne les outils nécessaires à la résolution des problèmes de formation : concevoir la formation dans une perspective d'optimisation de la qualité des coûts, maîtriser des durées, des résultats, savoir les évaluer tout en visant un surcroît de rationalité et d'efficacité. Dans cet ouvrage, il s'agit de libérer l'ingénierie d'une technicité parfois excessive, proposant ainsi des outils de réflexion à tous les acteurs de la formation : conception, planification, réalisation, évaluation.



Anne Jorro, Jean-Marie De Ketele (dir.) **L'engagement professionnel en éducation et formation.** Bruxelles : De Boeck, 2013. 208 p. ISBN-13 9782804176273

Pour les professionnels de l'éducation et de la formation, l'engagement dans le monde du travail indique un attachement pour l'activité professionnelle. Il peut également supposer des conflits de valeurs : les contraintes de gestion ont pris de plus en plus de place, l'injonction au professionnalisme est plus forte en ce début de 21^e siècle. Dès lors, s'engager professionnellement revient à composer avec des mondes professionnels complexes qui obligent les acteurs à des prises de risque. Ainsi, l'engagement professionnel suppose que les acteurs entrent dans des processus de transformation afin d'agir de façon efficiente. Le jeu des régulations de soi dans l'activité constitue un défi professionnel qui est plus ou moins accepté et relevé par les acteurs engagés. En tant que composante de l'agir professionnel, l'engagement professionnel traduit une modalité de l'accomplissement de soi au travail.



Marguerite Altet, Julie Desjardins, Richard Etienne, Léopold Paquay, Philippe Perrenoud (dir.) **Former des enseignants réflexifs : Obstacles et résistances**. Bruxelles : De Boeck, 2013. 290 p. ISBN 9782804175450

Ces dernières décennies, les formations d'enseignants ont partout mis en avant la nécessité d'une formation par la réflexivité pour former un enseignant professionnel à une pratique réfléchie. Depuis « le praticien réflexif » défini par D. Schön (1983) à partir de Dewey, la pratique réflexive a fait l'objet de nombreux travaux de recherche qui tous en montrent l'intérêt au niveau de la construction des savoirs professionnels par l'action et la réflexion dans et sur l'action, de la prise de conscience de l'action et du développement professionnel. L'essence de cette pratique réflexive est cette posture de mise à distance et d'analyse de sa propre action. Mais cette prise de recul et de conscience ne va pas de soi et force est de constater que beaucoup d'étudiants, qui cherchent avant tout à faire face aux difficultés et urgences qu'ils rencontrent lors du « choc de la réalité », se sentent déstabilisés par cette approche réflexive et y résistent. Appartient-il vraiment à la formation initiale de développer cette posture ? Les chercheurs, auteurs de l'ouvrage vont d'abord analyser derrière les injonctions, les différentes conceptions de cette réflexivité qui n'est pas donnée d'emblée et, partageant cet intérêt pour une formation professionnalisante réflexive, vont prendre au sérieux les résistances observées, en rechercher les raisons ; ils vont identifier les obstacles en examinant finement plusieurs hypothèses : des représentations stéréotypées du métier et de la formation, des représentations issues de l'expérience scolaire, les styles des étudiants, plus pragmatiques, le scepticisme affiché de formateurs. Les auteurs vont approfondir les exigences des dispositifs favorisant la réflexivité et montrer comment il est possible de travailler le sens de la réflexivité comme disposition intériorisée pour la faire accepter et faciliter ainsi ce recul qui permet de s'adapter à toute situation et surtout d'apprendre à partir de l'expérience. Ils vont également proposer des pistes et des dispositifs dans lesquels les étudiants parviennent à investir la démarche réflexive.

4. Tableaux statistiques