



Veille de l'IREDU n° 31

15 septembre 2013

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1. Ressources sur le Web

Repéré sur : Amue.fr

Isabelle Borrás, Nathalie Bosse. [Quelle aide à la recherche d'emploi pour les diplômés du supérieur en difficulté ?](#) Bref n° 313, août 2013

Améliorer l'accès à l'emploi des jeunes en difficulté d'insertion en sécurisant leur revenu et en les accompagnant : tel était l'objectif du revenu contractualisé d'autonomie (RCA) expérimenté en 2011 et 2012. Décliné pour les diplômés du supérieur, le RCA s'avère peu concluant sur l'allocation. En revanche, l'accompagnement apparaît comme une réelle plusvalue pour ces jeunes qui disent manquer d'appui adapté au moment de leur recherche d'emploi.

Uwe Brandenburg, Andrew McCoshan, Lukas Bischof, Anne Kreft, Ulrike Storost, Hannah Leichsenring, Frederic Neuss, Britta Morzick, Sabine Noe. ["Delivering Education across Borders in the European Union"](#), European Commission, 2013

La commission européenne publie une analyse de l'offre transfrontières en matière d'enseignement supérieur dans l'Union européenne. Elle montre la progression de cette offre, qui ne concerne encore qu'une petite minorité d'étudiants. L'étude révèle que le niveau de réglementation varie selon les États membres et concerne principalement les opérateurs entrants : « les pays ont tendance à ne pas réglementer l'«exportation» de l'enseignement supérieur ».

Samuel Fouquet et Bernadette Rousseau. [Les étudiants dans les instituts catholiques : forte augmentation des effectifs à la rentrée 2011.](#) Note d'information Enseignement supérieur & Recherche, n° 13.05, juillet 2013

À la rentrée 2011, les instituts catholiques accueillent 26 400 étudiants inscrits dans des formations canoniques ou de type universitaire. Plus de huit étudiants sur dix inscrits dans ces établissements préparent un diplôme de type universitaire, les autres suivant une formation canonique.

Caroline Lannone et Nicolas Le Ru. [Dépenses de recherche et développement en France en 2011 : premières estimations pour 2012.](#) Note d'information Enseignement supérieur & Recherche, n° 13.06, juillet 2013

En 2011, la dépense intérieure de recherche et développement (DIRD) s'établit à 45,0 milliards d'euros, en hausse de 2,3 % en volume par rapport à 2010. L'augmentation de la DIRD résulte d'une forte progression des dépenses de recherche et développement (R&D) des entreprises. Ces dernières ont contribué à hauteur de 2,2 points de pourcentage à l'évolution de la DIRD, les administrations ayant contribué pour 0,1 point.

Marc Bideault et Pasquin Rossi. [Les personnels enseignants de l'enseignement supérieur sous tutelle du MESR – 2011-2012.](#) Note d'information Enseignement supérieur & Recherche, n° 13.07, août 2013

Durant l'année universitaire 2011-2012, plus de 91 000 enseignants (personnes physiques) ont été en fonction dans les établissements publics d'enseignement supérieur relevant du seul ministre chargé de l'enseignement supérieur.

Repéré sur : cafepedagogique.net

François Jarraud. [Devoirs : A quoi ça sert ?](#) L'expresso du 5 septembre 2013

François Jarraud. [Dix conseils pour bien gérer la mixité garçons-filles dans la classe.](#) L'expresso du 6 septembre 2013

François Jarraud. [Les compétences dans les systèmes éducatifs européens.](#) L'expresso du 6 septembre 2013

François Jarraud. [Debarbieux : Armer les enseignants contre le harcèlement.](#) L'expresso du 10 septembre 213.

François Jarraud. [L'AEFE passée au crible de la Cour des comptes.](#) L'expresso du 13 septembre 2013

Repéré sur : Cereq.fr

I. Borrás, N. Bosse. [Quelle aide à la recherche d'emploi pour les diplômés du supérieur en difficulté ?](#) Bref , n° 313 , 2013 , 4 p.

Améliorer l'accès à l'emploi des jeunes en difficulté d'insertion en sécurisant leur revenu et en les accompagnant : tel était l'objectif du revenu contractualisé d'autonomie (RCA) expérimenté en 2011 et 2012. Décliné pour les diplômés du supérieur, le RCA s'avère peu concluant sur l'allocation. En revanche, l'accompagnement apparaît comme une réelle plus value pour ces jeunes qui disent manquer d'appui adapté au moment de leur recherche d'emploi.

Jean-François Mignot. [Formation continue des salariés en Europe : les écarts entre pays se réduisent encore.](#) Bref , n° 312 , 2013 , 4 p.

Les salariés européens sont plus nombreux à se former en 2010 que dix ans auparavant. La dernière enquête européenne sur la formation continue dans les entreprises montre aussi que si les écarts entre pays sont encore sensibles, ils ont tendance à se réduire

Repéré sur : Cren.univ-nantes.fr

Christophe Michaut. [Le travail personnel des lycéens.](#) Notes du CREN n°15, Septembre 2013

Sept. 11, 2013

New From ECS

Competency-Based Education Sources

Here is a [list](#) of organizations working to further the concept of competency-based education, which could be helpful in developing and implementing effective competency-based education policy. Included are initiatives, publications, and web-based resources.

What States Are Doing

Hungry Children Can't Learn

Vermont last week [became](#) the first state in the nation to offer free breakfast and lunch to all students who qualify for the federal reduced-price meals program. Before, children whose families earned at or below 130% of the poverty level (about \$30,620 for a family of four) were eligible for free school meals. The new law means 37,000 children now are able to have breakfast and lunch at no charge during the school day. Passed by the legislature and signed by Governor Peter Shumlin, the new law also cuts administrative time spent in bill collection for school meals.

The Road Ahead

A road trip-themed [rally](#) called For the Road Ahead was hosted this week by the **Oklahoma** State Department of Education to provide parents, community members, and business partners with information about Oklahoma academic standards and get them geared up for the new school year. Custom-built for Oklahoma students, the standards provide a route for education partners to readily follow with fewer, higher, and clearer standards. Assessment stops along the way are included so students get additional help needed to achieve peak performance, according to the website.

Close the Deal

Four **Kentucky** communities will launch the second round of Close the Deal, an initiative challenging high school seniors to pursue education after graduation, Lieutenant Governor Jerry Abramson [announced](#). The first four high schools to test the pilot in 2012 got positive results. Ninety-four percent of the seniors at Bullitt Central applied to college and earned nearly \$4 million in scholarships, an increase of almost \$1 million over the previous year.

Good Reads

From Drug Court to College

At their inception, drug courts were considered progressive. Now some drug courts are taking innovation a step further by identifying among their clients promising would-be students, then helping them enroll in community college. This is a practical [guide](#) on how to set up such a program,

which was started in New York. Called the New York Drug Court Higher Education Initiative, it has four partners: the New York State Unified Court System, the State University of New York, the Center for Court Innovation, and the New York Association of Drug Treatment Court Professionals. (Center for Court Innovation)

Collegiate Athletics vs. Academics

As state spending on universities retracted, revenue from athletics gained importance. At the University of North Carolina at Chapel Hill, some would argue that the athletics-academics tipping point crashed on the side of athletics. As a result, the Association of American Universities has come up with a [list](#) of 28 recommendations at UNC-Chapel Hill's request that may be embraced by other institutions. For example, consider requiring a year of readiness for "special admit" athletes in which they would be ineligible to compete, final decision-making authority for athlete admission must reside with academic and admissions staff, and practice time should be reduced. (Rawlings Panel on Intercollegiate Athletics at the University of North Carolina at Chapel Hill)

Closing the Gap for ELLs

Among the fastest-growing student groups are those not proficient enough in English to benefit adequately from classroom instruction, according to this [brief](#), so it has become increasingly important that assessments establish access and accommodation strategies to address these students' linguistic capacities and needs. Massachusetts has developed new standards and assessments and moved ahead with educator preparation and development by imposing requirements at every level for training in Sheltered English Immersion (SEI). Between 2012 and 2016, 26,000 teachers and administrators will be required to complete SEI training. (Rennie Center)

Social-Emotional Learning in Teacher Evaluation

How can teacher evaluation systems help teachers develop students' social-emotional competencies? This [paper](#) first identifies instructional practices that promote student social-emotional learning, which in turn promote student academic learning. The paper then shows how three popular teacher evaluation systems (the Danielson Framework for Teaching, the Classroom Assessment Scoring System observation instrument, and the Marzano observation protocol) feature practices that influence not only student academic learning but also student social and emotional competencies. (American Institutes for Research)

Repéré sur : Education.gouv.fr

Catherine Valette. [Les concours de recrutement de professeurs des écoles dans l'enseignement public à la session 2012](#). Note d'information, n° 13.17, août 2013

Repéré sur : Esen.education.fr

Carole DELGA et Xavier BRETON (Assemblée nationale). [La politique d'éducation prioritaire : les questions de l'Assemblée nationale](#), Juillet 2013

Les députés ont interrogé Jean-Paul Delahaye (directeur général de l'enseignement scolaire) dans la cadre de la Modernisation de l'Action Publique (MAP). L'objectif étant d'identifier les grands enjeux de la politique d'éducation prioritaire. Monsieur Delahaye a évoqué quelques pistes : remettre la pédagogie au centre de l'action des écoles et des collèges, faire davantage confiance aux acteurs de terrain en leur donnant des marges d'autonomie, renforcer le pilotage à tous les niveaux pour rendre plus cohérente l'action (contractualisation, évaluation, accompagnement), mais aussi mieux accueillir, accompagner, former et mieux reconnaître les missions des personnels éducatifs et pédagogiques. Cependant, il est clair pour lui, que la cohérence des territoires de l'éducation prioritaires nécessitera de renforcer la priorité aux zones les plus difficiles pour concentrer davantage les efforts. Un diagnostic d'évaluation de l'éducation prioritaire est joint au rapport.

Eric Chan-Pang-Fong. [L'insertion professionnelle des jeunes sortants d'apprentissage, sept mois après la fin de leurs études](#). Note d'information, N°13.15, août 2013

Sept mois après leur sortie de centre de formation d'apprentis (CFA), 69 % des jeunes ont un emploi en 2012. L'insertion professionnelle des jeunes apprentis progresse de 3 points en un an, mais la situation de l'emploi reste bien moins favorable que celle observée avant la crise économique de 2008

Eric Chan-Pang-Fong et Isabelle Robert-Bobée. [L'insertion professionnelle des jeunes sortants de lycée, sept mois après la fin de leurs études](#). Note d'information, n° 13.16, août 2013

En février 2012, sept mois après leur sortie de formation professionnelle ou technologique au lycée, seuls 48% des lycéens ont un emploi. Les autres sont au chômage ou inactifs.

Sophie SOURY-LAVERGNE, Ghislaine GUEUDET, Catherine LOISY, Luc TROUCHE (Institut français de l'Éducation - IFÉ). [De Pairform@nce à M@gistère](#). Lyon : IFÉ, Juillet 2013

Ce rapport présente la recherche-développement réalisée par un collectif de chercheurs, formateurs et enseignants, en soutien au programme Pairform@nce et ouvert sur les perspectives apportées par M@gistère. Cette recherche veut rassembler les expertises développées par l'ensemble des acteurs de la formation continue dans l'objectif de construire un cadre commun national, à disposition des formateurs, et pouvant s'enrichir de leurs expériences successives.

Repéré sur : Eurydice.org

Commission européenne. [L'éducation physique et le sport à l'école en Europe : rapport Eurydice](#).

Luxembourg: Office des publications de l'Union européenne, 2013

Ce rapport vise à faire l'état des lieux de l'éducation physique et des activités sportives à l'école dans 30 pays européens.

European Commission. [Funding of Education in Europe : The Impact of the Economic Crisis : Eurydice Report](#). Luxembourg: Publications Office of the European Union, 2013

Hélène Buisson-Fenet , Eric Verdier. [Hiérarchie des savoirs et concurrences institutionnelles : la régulation des cartes régionales des formations professionnelles initiales](#). Revue Française de Pédagogie, 182 (2013) 19-30

"Composante majeure de l'enseignement secondaire français, la formation professionnelle initiale a progressivement été structurée par des orientations volontaristes nationales et des demandes locales. Cette construction s'est accompagnée du développement d'outils de connaissance dont les cartes des formations sont une expression emblématique. Contrastant les configurations régionales de l'action publique qui leur donnent forme, cet article révèle les relations de concurrence et de coopération cognitives qui structurent la dynamique de l'action publique (...)."

Françoise Chenevoto, Élisabeth Delozanne, Brigitte Grugeon-Allys, Julia Pilet, Dominique Prévit, Soraya Bedja, Yvonnick Labed. [Conception et diffusion de ressources en ligne pour gérer la diversité cognitive des élèves et favoriser leur réussite dans l'apprentissage de l'algèbre](#). PépiMEP Collaboration(s), décembre 2012

Les projets Pépite, LINGOT et PépiMEP résultent d'une longue collaboration entre chercheurs en didactique des mathématiques, chercheurs en informatique, enseignants et formateurs. Ces projets visent d'une part à concevoir des outils à destination des enseignants pour gérer l'hétérogénéité des apprentissages des élèves en algèbre élémentaire en fin de scolarité obligatoire et, d'autre part, à évaluer les usages réels en classe et leur influence sur l'activité des élèves en algèbre. Le projet PépiMEP a permis la diffusion, sur la plateforme en ligne LaboMEP de l'association Sésamath, accessible gratuitement à grande échelle, des résultats issus des premières recherches sur le diagnostic et l'enseignement adapté aux besoins repérés des élèves.

Simon Mallard, Jerome Eneau. [Training managers: a case study of a French corporate university](#). Changing configurations of adult education in transitional times - The 7th European Research Conference of the triennial European research conference - ESREA., Berlin : Germany (2013)

This paper will analyze the learning design from the learning designers' and trainers' point of view. Focusing on the training system, we use a threefold model: "ideational", "functional" and "experienced" dimensions of a training system. In the French public mail company, training for all managers is provided by a department of the Corporate University: the "School of Managers". How has the project evolved since the original plan? If there are some gaps, how can we analyze the fact that, when it comes to innovation, "things never go exactly as planned"? Using interviews with designers and trainers involved in this project (N=7), we present the results of a discourse analysis performed with computer-assisted software. Answering the main goals of the research, the results will help us to better understand the prior ideas of the people in charge of the original system about (a) professionalization of managers, and (b) emotional and socioaffective dimensions of learning.

Jerome Eneau, E. Bertrand, Geneviève Lameul. [Training the trainers at the University in time of crisis: implications of Transformative Learning for adult learning, educational programs and curriculum](#). Transformative Learning in Time of Crisis: Individual and Collective Challenges, Athens : Grèce (2011)

This contribution presents a Masters program preparing for careers in adult education, especially vocational and professional training, in Rennes (Brittany - France). While the economic crisis has accentuated the injunction to answer to work difficulties with instrumental responses, the main pedagogical challenge rests on the answer that can offer this program, targeting skills that are not only based on instrumental knowledge but also on reflexive and transformative abilities. The example of two course units, offered during a same semester, illustrates how learners are led to examine, through their experience, their own meaning schemes to change their perspectives. For this, we focus on both self-directed learning and co-constructed learning, in a "dialogic perspective".

Repéré sur : ife.ens-lyon.fr

ESCANDE-VILBOIS Sylvie, PICHON Frédéric, AUVERLOT Daniel, BUISSART Marc, BAZELLY Jean-Pierre. [La mise en place du droit d'accueil pour les élèves des écoles maternelles et élémentaires pendant le temps scolaire, institué par la loi n° 2008-790 du 20 août 2008](#). Paris : Ministère de l'Éducation nationale (France), Ministère de l'Intérieur ; juillet 2013

"Le droit d'accueil pour les élèves des écoles maternelles et élémentaires pendant le temps scolaire, notamment en cas de grève des enseignants, a été institué par la loi n° 2008-790 du 20 août 2008. Quatre ans après la mise en place de ce dispositif, le présent rapport d'inspection en dresse un bilan contrasté : maintenant admis et largement mis en place, le service d'accueil connaît de très fortes disparités à la fois dans sa fréquentation et dans sa qualité. Au regard de ce constat, le rapport est accompagné de recommandations visant à rendre le service plus efficace et sa mise en œuvre plus simple."

Marie Gausse et Catherine Reverdy. [Neurosciences et éducation : la bataille des cerveaux](#). Dossier d'actualité Veille et Analyses, n° 86, septembre 2013

Les débats houleux entre neurosciences et éducation existent depuis quelques décennies, mais prennent un nouveau tournant depuis les progrès considérables faits en imagerie cérébrale. Ces techniques semblent produire aujourd'hui de fascinantes images d'un cerveau qui s'active sous l'effet de la pensée. Qu'en est-il réellement ? Quelles sont les avancées dans ce domaine qui intéressent directement l'éducation et les élèves ? Comment peut-on appliquer ces résultats en salle de classe ? Ce Dossier d'actualité aborde la manière dont les neurosciences appréhendent l'apprentissage, notamment à travers les recherches qui portent sur le développement cognitif des enfants. Au cœur de domaines très divers comme la biologie, la psychologie, la médecine, l'informatique, la sociologie ou la philosophie, les études sur le cerveau apportent des éléments de réponse aux mécanismes de construction des connaissances par les élèves, des pistes de recherche sur l'origine de certains troubles de l'apprentissage et permettent d'envisager les enjeux liés à la petite enfance sous un nouvel angle.

Nous évoquons également dans ce dossier les répercussions issues de la fascination et du pouvoir "scientifique" qu'exerce la neuro-imagerie sur le public, les enseignants et les décideurs, avec par exemple la volonté de certains neuroscientifiques de transférer les résultats de leurs recherches en salle de classe et de former les enseignants aux méthodes pédagogiques les plus efficaces. Cette "neurophilie" peut également être à l'origine de mauvaises interprétations des résultats de recherche, appelées ici neuromythes.

ESCANDE-VILBOIS Sylvie, PICHON Frédéric, AUVERLOT Daniel, BUISSART Marc, BAZELLY Jean-Pierre. [La mise en place du droit d'accueil pour les élèves des écoles maternelles et élémentaires pendant le temps scolaire, institué par la loi n° 2008-790 du 20 août 2008](#). Paris : Ministère de l'Éducation nationale, Ministère de l'Intérieur ; juillet 2013

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LEROY Michel. L'égalité [entre filles et garçons dans les écoles et les établissements](#). Paris : Ministère de l'Éducation nationale, juillet 2013

"Engagée depuis trente ans, l'action pour l'égalité entre les filles et les garçons dans les écoles et établissements a connu des progrès limités. La situation actuelle reste en effet caractérisée par les divergences de résultats scolaires entre filles et garçons, la persistance d'orientations différenciées, et la fréquence de comportements voire de violences sexistes. Tel est le constat dressé par l'IGEN qui présente une série de recommandations à l'attention du ministère, des académies, ainsi que des écoles et des établissements."

GOULAM Yasmina, PONCELET Yves, ROMULUS Anne-Marie, SÈVE Carole, REVERCHON-BILLOT Michel, ROSER Erick, SULTAN Philippe. [Modalités d'intégration des internats d'excellence dans une politique renouvelée des internats au service de la réussite éducative des élèves](#). Paris : Ministère de l'Éducation nationale, juillet 2013

"Par une note du 12 février 2013, le ministre de l'éducation nationale, le ministre de l'intérieur, la ministre déléguée auprès du ministre de l'éducation nationale chargée de la réussite éducative et le ministre délégué auprès de la ministre de l'égalité territoriale et du logement ont demandé au chef du service de l'inspection générale de l'administration, au doyen de l'inspection générale de l'éducation nationale et au chef du service de l'inspection générale de l'administration de l'éducation nationale et de la recherche, de conduire une mission sur les modalités d'intégration des internats d'excellence « dans une politique renouvelée d'internat au service de la réussite éducative des élèves ». Se référant au rapport annexé au projet de loi d'orientation et de programmation pour la refondation de l'école, les ministres présentent l'internat comme « un mode d'accueil et de scolarisation qui favorise la réussite scolaire et l'apprentissage des règles de la vie collective ». Au dispositif des internats d'excellence, considéré comme coûteux et réservé à un petit nombre, il est envisagé de substituer l'excellence scolaire et éducative dans tous les internats."

PAJOT Bertrand, GAUTHIER Roger-François. [Conséquences des mesures d'assouplissement de la carte scolaire après 2007](#). Paris : Ministère de l'Éducation nationale, juillet 2013

En 2007, la carte scolaire a fait l'objet de mesures d'assouplissement : il s'agissait en effet d'assouplir la sectorisation scolaire, en mettant en place un régime officiel de dérogations à cette sectorisation, c'est-à-dire à l'obligation faite aux familles, s'agissant de l'enseignement public, d'inscrire leurs enfants, en fonction de leur lieu d'habitation, dans le collège et le lycée correspondant à un

découpage préétabli du territoire. La mission conjointe IGEN - IGAENR a pour objectif d'une part, de rapporter sur la mise en œuvre réelle de ces mesures sur cinq ans, et d'autre part, de tenter d'évaluer leur effet.

DORIATH Brigitte, MONTAIGU Reynald, PONCELET Yves, RICHON Henri-Georges. [L'évaluation des enseignants](#). Paris : Ministère de l'Éducation nationale, juillet 2013

Dans le cadre de son programme annuel de travail, l'IGEN analyse le cadre et les pratiques d'évaluation individuelle des enseignants.

ROJAT Dominique, SZYMANKIEWICZ Christine. [Actualisation du bilan de la formation continue des enseignants](#). Paris : Ministère de l'Éducation nationale, juillet 2013

En 2010, une mission conjointe IGEN - IGAENR a réalisé un rapport d'évaluation de la politique publique de formation continue des enseignants conduite durant la décennie 1998-2008. L'objectif de la présente étude est non pas de reprendre l'ensemble de l'étude mais de proposer un point de vue actualisé. Il s'agit d'apprécier les suites données au rapport de 2010 et de formuler des propositions dans le contexte actuel de la refondation de l'école.

MÉGARD Marie, MAUHOURET Marie Blanche, HÉDOIN Jean-Pierre, CHRISTIN Simone, CORMIER Béatrice, BRESSON Patrice, PRADEAUX Henry. [Evolution et état des lieux des moyens mis en œuvre pour la formation des enseignants](#). Paris : Ministère de l'Éducation nationale, juillet 2013

Dans la perspective de la mise en place des écoles supérieures du professorat et de l'éducation (ESPE), les ministres de l'éducation nationale et de l'enseignement supérieur et de la recherche ont demandé aux deux inspections générales de conduire une investigation relative à l'état des lieux et à l'évolution depuis cinq ans de l'ensemble des moyens des IUFM.

AUVERLOT Daniel, CORMIER Béatrice. [Le renforcement de l'attractivité des fonctions d'encadrement : vivier, formation, ouverture, mobilité et décroisement](#). Paris : Ministère de l'Éducation nationale, 07/2013

Le présent rapport d'inspection s'intéresse à l'attractivité des fonctions d'encadrement au sein des deux ministères en charge de l'éducation nationale et de l'enseignement supérieur et de la recherche. Le champ de la mission concerne l'ensemble des corps et des emplois fonctionnels qui relèvent du service de l'encadrement de la direction générale des ressources humaines (DGRH), commune à ces deux ministères : personnels de direction des établissements du second degré, corps d'inspection territoriaux, administrateurs civils, administrateurs de l'éducation nationale et de l'enseignement supérieur, emplois de direction de l'administration centrale, des services déconcentrés et des établissements publics nationaux, directeurs généraux des services des universités. Le choix de ce champ large s'explique à la fois par les problématiques communes à ces corps ou à ces emplois (attractivité, prise en compte de la mobilité, question des débouchés) et par les recouvrements dans la carrière des personnes entre ces différents métiers.

AUVERLOT Daniel, CORMIER Béatrice. [Evaluation de l'école supérieure de l'éducation nationale, de l'enseignement supérieur et de la recherche](#). Paris : Ministère de l'Éducation nationale (France), Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche (France), juillet 2013

"En complément d'un rapport consacré au renforcement de l'attractivité des métiers de l'encadrement, l'IGEN et l'IGAENR ont été chargées de conduire une évaluation sur le pilotage et le fonctionnement de l'Ecole supérieure de l'éducation nationale, de l'enseignement supérieur et de la recherche (ESEN). Il s'agit d'un service à compétence nationale en charge de l'ingénierie de formation des cadres des ministères de l'éducation nationale, et de l'enseignement supérieur et de la recherche, intégrant l'ancienne MIFOR (mission de la formation continue de la direction générale de ressources humaines)."

FOUCAUD Thierry, HAUT Claude. [Rapport d'information fait au nom de la commission des finances sur les réseaux d'aides spécialisées aux élèves en difficulté \(RASED\)](#). Paris : Sénat (France), juillet 2013
"Créés par le circulaire n° 90-082 du 9 avril 1990, les réseaux d'aides spécialisées aux élèves en difficulté (RASED) réunissent des psychologues scolaires et des professeurs des écoles spécialisés, qui interviennent auprès des élèves de la maternelle au CM2 pour renforcer les équipes pédagogiques des écoles. Compte tenu du rôle joué par les RASED auprès des élèves en difficulté, le présent rapport d'information a pour objet d'établir un état des lieux du dispositif, en rappelant tout d'abord ses objectifs et ses modalités de mise en oeuvre. Après une présentation de l'évolution des moyens humains des RASED, les auteurs présentent leurs orientations pour aménager le dispositif actuel au regard d'une meilleure réussite éducative des élèves."

European Centre for the Development of Vocational Training. [On the way to 2020: data for vocational education and training policies](#). Indicators overviews, may 2013

Ce rapport présente quelques indicateurs concernant l'enseignement et la formation professionnels, en lien avec les objectifs fixés dans la stratégie européenne pour 2020. Il complète les données présentées par pays et publiées en avril dans un autre rapport.

Bryony Hoskins, Cynthia M.H. Villalba and Michaela Saisana. [The 2011 Civic Competence Composite Indicator \(CCCI-2\)](#). JRC Institute for the Protection and Security of the Citizen, 02/2012

La citoyenneté active fait partie des 4 priorités réaffirmées dans l'agenda politique de l'Union Européenne en matière d'éducation et de formation pour 2020. Dans cette perspective, l'acquisition de compétences civiques demeure une préoccupation de premier plan.

Cette étude rend compte des travaux menés par le CRELL (Centre for Research on Education and Lifelong Learning) pour définir un nouvel indicateur composite permettant de mesurer la compétence civique des citoyens européens.

Cet indicateur comporte 4 dimensions : attitudes participatives, valeurs citoyennes, valeurs de justice sociale, connaissances et compétences en matière de démocratie.

Cette étude présente les résultats d'une enquête auprès de jeunes de 13 et 14 ans menée dans le cadre de celle lancée par l'IEA en 2009 (International Citizenship and Civic Education Study 2009).

Elle montre que la stabilité démocratique d'un pays ne garantit pas l'engagement des jeunes citoyens.

Stefan Sacchi & Alexander Salvisberg. [Baromètre 2012 des jeunes arrivant sur le marché du travail après une formation professionnelle initiale](#). Suisse : Office fédéral de la formation professionnelle et de la technologie, 12/2012

Réussir le passage de la formation professionnelle au marché du travail est une condition essentielle pour que les jeunes adultes s'intègrent avec succès dans la vie professionnelle. Publié en automne de

chaque année, le Baromètre des jeunes arrivant sur le marché du travail après une formation professionnelle initiale se propose de décrire la situation professionnelle des jeunes qui viennent d'obtenir leur diplôme et qui entrent sur le marché du travail.

Il examine deux grands thèmes en particulier : d'une part, l'évolution du chômage et de la situation professionnelle des jeunes professionnels qualifiés et, d'autre part, celle des offres d'emploi auxquelles ils peuvent répondre. Il met en lumière les modifications qui sont intervenues depuis l'année précédente et les situe dans la perspective de l'évolution à long terme du marché de l'emploi des jeunes professionnels qualifiés.

Publié en allemand sous le titre "Berufseinstiegs-Barometer 2012 : Report im Auftrag des Bundesamts für Berufsbildung und Technologie (BBT)"

Viridiana Marc & Martine Wirthner, avec la collaboration de Sabrina Uldry. [Développement d'un modèle d'évaluation adapté au PER : rapport scientifique du projet d'épreuves romandes communes.](#) Suisse : Institut de recherche et de documentation pédagogique, 04/2013

Dans l'article 15 de la Convention scolaire romande (CSR), la CIIP (Conférence intercantonale de l'instruction publique de la Suisse romande et du Tessin) exprime sa volonté de développer des épreuves romandes communes. Le contenu de cet article soulève toutefois la question des finalités de telles épreuves. Le présent rapport, sans y apporter directement une réponse, met en avant les différentes réflexions menées parallèlement au projet EpRoCom (Épreuves romandes communes) et dont le but premier est de caractériser une évaluation permettant la mesure des objectifs du PER (Plan d'études romand).

Nous présentons tout d'abord les situations cantonales en matière d'évaluation ainsi que le cadre du mandat. Nous nous penchons ensuite sur des éléments théoriques permettant d'étayer les choix effectués dans nos développements ainsi que sur un modèle évaluatif susceptible de répondre aux exigences d'une évaluation adaptée au PER.

Enfin, nous décrivons une épreuve-prototype diagnostique (en mathématiques et en français) permettant une première mise à l'essai du modèle évaluatif proposé. Ceci nous amène à envisager des éléments de classification des items et des tâches complexes, notamment dans la perspective de développer une banque d'items, ainsi que le traitement possible des données et les améliorations souhaitées.

CAZENEUVE Anne. [De l'impossibilité de tout dire : étude des rapports entre représentations sociales et formes d'implication : le cas de la remise à niveau à l'Ecole Régionale de la Deuxième Chance Midi-Pyrénées.](#) Thèse en sciences de l'éducation, soutenue le 30 novembre 2012, sous la dir. de Michel LAC & Christine MIAS (Université de Toulouse 2-Le Mirail)

« Dans la société cognitive, la connaissance devient un levier économique, où l'apprenant guide son projet d'apprentissage tout au long de sa vie. Apprendre à apprendre est une compétence centrale pour l'accès à une insertion socioprofessionnelle pérenne. Mais 140 000 jeunes français quittent chaque année le système scolaire sans diplôme, sans qualification. L'École Régionale de la Deuxième Chance propose une formation en alternance où la remise à niveau soutient l'insertion. Cette recherche (CIFRE) interroge l'activité de remise à niveau. L'étude longitudinale s'appuie sur 50 parcours d'apprenants, hier en difficulté scolaire, aujourd'hui stagiaires de la formation professionnelle. Nous analysons le lien entre représentations sociales de la remise à niveau et implications et interrogeons la dichotomie réalisée entre implication active ou passive. Les prises de position recueillies sont hétérogènes et révèlent les éléments représentationnels générateurs de

formes spécifiques d'implication (d'être et d'agir à l'École). L'étude découvre l'autocensure que s'imposent les élèves. Ils s'enferment dans des rôles institutionnels, inspirés par leur passé scolaire : difficile passage de l'apprenant dépendant du professeur à l'apprenant co-construisant ses apprentissages. Ces non-dits interrogent aussi les conditions d'expression de l'implication. Les "réfractaires" à la remise à niveau disent deux choses : leur implication passive affichée dans un projet d'apprentissage subi, et leur implication active cachée dans ce que pourrait être ce projet. Ces différentes explicitations d'implication, chez un même individu, révèlent qu'il n'est pas pertinent de qualifier de passifs ces apprenants. »

LENOIR Marianne. [Le bien-être de l'élève au collège : représentations des professeurs et des élèves](#). Thèse en sciences de l'éducation, soutenue le 7 décembre 2012, sous la dir. de François BALUTEAU (Université Lumière-Lyon 2)

« L'objectif principal de ce travail est de comparer les représentations des professeurs et des élèves concernant le bien-être de l'élève au collège. Le bien-être au collège peut se définir selon quatre dimensions : le bien-être physique, le bien-être relationnel, le bien-être psychologique et le bien-être pédagogique. Pour réaliser ce travail, des indicateurs de bien-être ont été recherchés à l'aide d'entretien semi-directifs pour les professeurs et de groupes focus pour les élèves. Ces indicateurs ont permis la construction d'un questionnaire qui a été distribué aux élèves et aux professeurs de Saône et Loire. Les principales données recueillies à l'aide du questionnaire montrent l'importance du bien-être relationnel pour les élèves et les professeurs. Pour les élèves, ce sont essentiellement leurs pairs qui interviennent dans leur bien-être. L'attitude des professeurs et le dialogue qui peut s'instaurer avec les élèves est également important. Les rythmes scolaires ont également été pointés comme primordiaux dans le bien-être au collège. Les parents ont un rôle dans le bien-être et devraient pouvoir participer encore plus à la vie du collège. Le bien-être pédagogique est surtout mis en exergue par les professeurs comme bénéfique au bien-être. Quelques préconisations ont pu être suggérées pour améliorer le bien-être de l'élève au collège. »

Repéré sur : Nber.org

Raj Chetty, John N. Friedman, Jonah E. Rockoff. [Measuring the Impacts of Teachers I: Evaluating Bias in Teacher Value-Added Estimates](#). NBER Working Paper, No. 19423, September 2013

Are teachers' impacts on students' test scores ("value-added") a good measure of their quality? One reason this question has sparked debate is disagreement about whether value-added (VA) measures provide unbiased estimates of teachers' causal impacts on student achievement. We test for bias in VA using previously unobserved parent characteristics and a quasi-experimental design based on changes in teaching staff. Using school district and tax records for more than one million children, we find that VA models which control for a student's prior test scores exhibit little bias in forecasting teachers' impacts on student achievement. Although teachers have substantial impacts, differences in teacher quality account for a small fraction of achievement gaps across demographic groups, as more than 85% of the variation in teacher VA is within rather than between schools.

Raj Chetty, John N. Friedman, Jonah E. Rockoff. [Measuring the Impacts of Teachers II: Teacher Value-Added and Student Outcomes in Adulthood](#). NBER Working Paper, No. 19424, September 2013

Are teachers' impacts on students' test scores ("value-added") a good measure of their quality? This question has sparked debate partly because of a lack of evidence on whether high value-added (VA) teachers who raise students' test scores improve students' long-term outcomes. Using school district and tax records for more than one million children, we find that students assigned to high-VA teachers in primary school are more likely to attend college, earn higher salaries, live in higher SES neighborhoods, and have higher savings rates. They are also less likely to have children as teenagers. Teachers have substantial impacts in all grades from 4 to 8. On average, a one standard deviation improvement in teacher VA in a single grade raises earnings by 1.3% at age 28. Replacing a teacher whose VA is in the bottom 5% with an average teacher would increase the present value of students' lifetime income by approximately \$250,000 per classroom.

Melvin Stephens, Jr., Dou-Yan Yang. [Compulsory Education and the Benefits of Schooling](#). NBER Working Paper, No. 19369, August 2013

Causal estimates of the benefits of increased schooling using U.S. state schooling laws as instruments typically rely on specifications which assume common trends across states in the factors affecting different birth cohorts. Differential changes across states during this period, such as relative school quality improvements, suggest that this assumption may fail to hold. Across a number of outcomes including wages, unemployment, and divorce, we find that statistically significant causal estimates become insignificant and, in many instances, wrong-signed when allowing year of birth effects to vary across regions.

Karthik Muralidharan, Ketki Sheth. [Bridging Education Gender Gaps in Developing Countries: The Role of Female Teachers](#). NBER Working Paper, No. 19341, August 2013

Recruiting female teachers is frequently suggested as a policy option for improving girls' education outcomes in developing countries, but there is surprisingly little evidence on the effectiveness of such a policy. We study gender gaps in learning outcomes, and the effectiveness of female teachers in reducing these gaps using a large, representative, annual panel data set on learning outcomes in rural public schools in the Indian state of Andhra Pradesh. We report six main results in this paper. (1) We find a small but significant negative trend in girls' test scores in both math (0.02σ /year) and language (0.01σ /year) as they progress through the public primary school system; (2) Using five years of panel data, school-grade and student gender by grade fixed effects, we find that both male and female teachers are more effective at teaching students of their own gender; (3) However, female teachers are more effective overall, resulting in girls' test scores improving by an additional 0.036σ in years when they are taught by a female teacher, with no adverse effects on boys when they are taught by female teachers; (4) The overall gains from having a female teacher are mainly attributable to their greater effectiveness at improving math test scores than male teachers (especially for girls); (5) We find no effect of having a same-gender teacher on student attendance, suggesting that the mechanism for the impact on learning outcomes is not on the extensive margin of increased school participation, but on the intensive margin of more effective classroom interactions; (6) Finally, the increasing probability of having a male teacher in higher grades can account for around 10-20% of the negative trend we find in girls' test scores as they move to higher grades.

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OCDE. [Quels facteurs influencent la mobilité internationale des étudiants ?](#) Indicateurs de l'éducation à la loupe, n° 14, 2013/05 (juillet)

OCDE. [Les élèves sont-ils plus performants dans les établissements où règne un bon climat de discipline ?](#) Pisa à la loupe, n°32

There was a good reason why our teachers demanded our attention in class: it wasn't about power; it was about performance – ours. As this month's PISA in Focus shows, the disciplinary climate in schools is strongly related to student performance. You might be surprised to learn that, according to the reports of students who participated in PISA 2009, most students in most PISA-participating countries and economies enjoy orderly classrooms. For example, across OECD countries, more than two out of three students reported that never or hardly ever is there noise and disorder in their classrooms.

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[Student perceptions on using blogs for reflective learning in higher educational contexts](#)

Irshad Ali (Department of Economics, Faculty of Business and Law, Auckland University of Technology) ; Kevin Byard (Department of Economics, Faculty of Business and Law, Auckland University of Technology)

Increasingly, blogs are being used by educators in higher education for teaching and learning as they have numerous pedagogical benefits. This study describes and analyses the use of blogs as a private journal or e-portfolio for an assessment in a first year bachelor of business programme. Three hundred and fifty students answered an online questionnaire exploring their perceptions of blogs as an assessment tool, in particular ease of use and impact on learning and skills development. Students found numerous benefits of using blogs such as ease of submitting work, increased ownership of learning, and being able to check and improve their work on a regular basis. They also reported that the use of blogs provided flexibility in completing tasks, helped get feedback from lecturers, and increased the quality and quantity of their work. However, there was a lack of consensus on whether blog use improved writing ability of students, increased dialogue between students and lecturers or increased student interest in learning. The challenge for those contemplating using blogs for similar purposes is to ensure that students are provided with sufficient instructions, and constructive, timely feedback.

[Matched panel data estimates of the impact of Teach First on school and departmental performance](#)

Rebecca Allen (Institute of Education, University of London) ; Jay Allnutt (Teach First, London)

In this paper we evaluate whether the placement of Teach First's carefully selected, yet inexperienced new teachers into deprived secondary schools in England has altered the educational outcomes of pupils at the age of 16. Our difference-in-difference panel estimation approach matches schools participating early on in the scheme to those within the same region. We find the programme has not been damaging to schools who joined and most likely produced school-wide gains in GCSE results in the order of 5% of a pupil standard deviation or around one grade in one of the pupil's best eight subjects. We estimate pupil point-in-time fixed effect models to identify

core subject departmental gains of over 5% of a subject grade resulting from placing a Teach First participant in a teaching team of six teachers.

[Graduates' emotional competency: aligning academic programs, firms' requirements and students' profiles](#)

Fabrizio Gerli (Dept. of Management, Università Ca' Foscari Venice) ; Sara Bonesso (Dept. of Management, Università Ca' Foscari Venice) ; Claudio Pizzi (Dept. of Management, Università Ca' Foscari Venice) ; Mariachiara Barzotto (Dept. of Management, Università Ca' Foscari Venice)

This study explores the still under-investigated phenomenon of the development of behavioral competencies in higher education settings. We carried out a study on a sample of graduate students enrolled in different disciplinary academic programs in a public University located in northern Italy. We analyzed their emotional, social and cognitive competencies (by adopting a research method that includes a multi-rater approach), comparing them with those expected by a sample of recruiting companies and with those developed by the teachers. Moreover, this study provides preliminary evidence on the impact of a set of characteristics related to the academic learning environment (such as the teaching methods) on the students' competency profile, correlating these variables with single competencies and clusters.

[An Analysis of the Impact of Socioeconomic Disadvantage and School Quality on the Probability of School Dropout](#)

Mahuteau, Stéphane (NILS, Flinders University) ; Mavromaras, Kostas G. (NILS, Flinders University)

PISA scores are an internationally established indicator of student and school performance. This paper builds on the evidence that better PISA scores are known to be associated with better later life outcomes. It uses the Australian PISA micro-level data in combination with its longitudinal continuation in the LSAY data, to measure the degree to which individual PISA scores are associated with individual early school dropouts. It distinguishes between student and school factors and estimates a model of the propensity to drop out from school between ages 15 and 18. The paper finds that PISA scores are a good predictor of early dropout, and that individual and social disadvantage plays a crucial role in this relationship both directly and indirectly.

[Where does Philippine education go? : the "K to 12" program and reform of Philippine basic education](#)

Okabe, Masayoshi

In 2012 the Philippines launched its "K to 12" Program, a comprehensive reform of its basic education. Through this reform, the Philippines is catching up with global standards in secondary education and is attaching a high value to kindergarten. The structure, curricula, and philosophy of the education system are undergoing reform and improvement. The key points of the new policy are "preparation" for higher education, "eligibility" for entering domestic and overseas higher educational institutions, and immediate "employability" on graduating, all leading toward a "holistically developed Filipino". This policy appears admirable and timely, but it faces some pedagogical and socioeconomic problems. The author wants to point out in particular that the policy needs to address gender problems and should be combined with demand-side approaches in order to promote poverty alleviation and human development in the Philippines.

[Child Labor and Learning](#)

Emerson, Patrick M. (Oregon State University) ; Ponczek, Vladimir (Sao Paulo School of Economics)
Portela Souza, André (Sao Paulo School of Economics)

This paper investigates the impact of working while in school on learning outcomes through the use of a unique micro panel dataset of students in the São Paulo municipal school system. The potential endogeneity of working decisions and learning outcomes is addressed through the use of a difference-in-difference estimator and it is shown that the results are robust. A negative and significant effect of working on learning outcomes in both math and Portuguese is found. The effects of child work from the benchmark regressions range from 3% to 8% of a standard deviation decline in test score which represents a loss of about a quarter to a half of a year of learning on average. Additionally, it is found that this effect is likely due to the interference of work with the time kids can devote to school and school work.

[Could Learning Strategies Reduce the Performance Gap Between Advantaged and Disadvantaged Students?](#)

OECD

Students who know how to summarise information tend to perform better in reading. If disadvantaged students used effective learning strategies to the same extent as students from more advantaged backgrounds do, the performance gap between the two groups would be almost 20% narrower.

[Modeling Income Dynamics for Public Policy Design: An Application to Income Contingent Student Loans](#)

Higgins, Tim (Australian National University) ; Sinning, Mathias (Australian National University)

This paper studies the importance of dynamic earnings modeling for the design of income contingent student loans (ICLs). ICLs have been shown to be theoretically optimal in terms of efficiency in the presence of risk aversion, adverse selection and moral hazard, and have attractive equity properties. Recognition of their benefits has led to their adoption for tertiary education tuition fees in countries including Australia, New Zealand, and the UK. Since the design of ICLs relies on the prediction of the underlying costs, we explore the extent to which the complexity of earnings modeling affects the estimation of loan subsidies. The use of Australian data allows us to compare our simulated debt repayments to actual repayments under the Australian Higher Education Contribution Scheme (HECS). Our findings reveal that the complexity of earnings modeling has considerable implications for the calculation of loan subsidies.

[Understanding entrepreneurial intentions of students in agriculture and related sciences](#)

Leonidas A. Zampetakis (1 Department of Production Engineering & Management Technical University of Crete, 73100, Chania, Crete, GR) ; Afroditi Anagnosti (3 Innovation & Entrepreneurship Unit, Agricultural University of Athens, Iera Odos 75, 11855 Athens, GR) ; Stelios Rozakis (Department of Agricultural Economics & Rural Development, Agricultural University of Athens)

There is a growing body of literature arguing that an individual's intention to start an enterprise is a strong predictor of individual entrepreneurial action. The present research uses Ajzen's (1991) theory of planned behavior (TPB) to investigate entrepreneurial intent of agricultural students. The TPB offers a parsimonious explanation of purposeful behavior and has been used with success in previous research studies to explain the entrepreneurial intent of business and engineering students.

However, research studies that examine the application of the theory to students from agricultural universities are scarce. In the present research, we empirically examine the TPB using data from 65 students from the Agricultural University of Athens, Greece. Results, using path analysis, support previous studies that used TPB to predict entrepreneurial intentions, which suggest that students' attitudes towards entrepreneurship are related to their intention (INT) to start a business. In addition perceived behavioral control (PBC) is a strong predictor of INT. As far the role of subjective norm (SN) is concerned, results of the present study suggest that it has a small negative, and statistically significant effect. Furthermore, in line with recent theoretical and empirical studies about the potential role of emotions in entrepreneurship, we investigated the role of anticipated emotional ambivalence in students' entrepreneurial intent. Results suggest that anticipated emotional ambivalence from nascent entrepreneurship (that is, students' future oriented emotions relating to the expectancy of feeling both positive and negative affect) relates negatively to perceived behavioral control.

["For the love or the Republic" Education, Secularism, and Empowerment](#)

Selim Gulesci ; Erik Meyersson

We exploit a change in compulsory schooling laws in Turkey to estimate the causal effects of education on religiosity and women's socio-economic status. A new law, implemented in 1998 bound individuals born after a specific date to 8 years of schooling while those born earlier could drop out after 5 years. This allows the implementation of a Regression Discontinuity (RD) Design and the estimation of meaningful causal estimates of schooling. Using the 2008 Turkish Demographic Health Survey, we show that the reform resulted in a one-year increase in years of schooling among women on average, although it did not increase schooling among men. Over a period of ten years, this education increase resulted in women having lower religiosity, greater decision rights over marriage and fertility, and higher household wealth. We find that a muted average RD effect on labor force participation shrouds heterogeneous effects depending on socioeconomic background; women from more socially conservative backgrounds tend to observe no increase in labor force participation whereas women from less conservative backgrounds experience a large increase. Education thus empowers women across a wide spectrum of a Muslim society, yet faces limits in allowing women in the conservative communities from realizing their full potential through the labor market.

[How Can Teacher Feedback Be Used to Improve The Classroom Disciplinary Climate?](#)

OECD

Teachers – especially new ones – report that one of their greatest areas of need relates to improving classroom disciplinary climate. Many teachers are not provided feedback on their classroom disciplinary climate through formal or informal appraisals. Feedback on classroom disciplinary climate can help to improve both teacher self-efficacy and the overall quality of the classroom learning environment.

[Education, income, and the distribution of happiness](#)

Owen, Ann ; Phillips, Anne

We study happiness inequality in the United States using data from the 2005 to 2010 Behavioral Risk Factor Surveillance System (BRFSS). We aggregate individual level data to the state level and study how the average life satisfaction of various income, education, and life satisfaction groups changes with the average life satisfaction of the state. We find that the life satisfaction of the least happy

does not increase in equal proportion with the average happiness of society, suggesting that increasing happiness levels are likely to lead to greater happiness inequality. However, the life satisfaction of the poorest and least educated does increase in equal proportions with average life satisfaction. Taken together, these results indicate that directed policies aimed at increasing the income of the poor or education levels of the least educated could result in less inequality in the distribution of welfare.

[Efficiency of College Education in the Labor Market of the United States](#)

William T. Alpert (University of Connecticut) ; Alexander Vaninsky (Hostos Community College)

The paper discusses the worthiness of the resources allocated for college education from the point of view of their value in the labor market. We use Data Envelopment Analysis (DEA) to weigh the share of GDP spent on a college education and weighted time of labor force college study against productivity, employment rate, and labor force participation. Based on the data of the United States labor market for the period of 1980 - 2010, we received that the efficiency of a college education had no statistically significant tendency to increase or decrease over the period of the research but was closely related to the business cycles with a lag of one year.

[Capacity Development in Higher Education: New Public Universities in Ethiopia](#)

Rita van Deuren (Maastricht School of Management, The Netherlands) ; Tsagazeab Kahsu (Aksum University, Ethiopia) ; Seid Mohamed Ali (Jigjiga University, Ethiopia) ; Wondimu Woldie (Wolaita Sodo University, Ethiopia)

Higher education in developing countries faces tremendous challenges. Universities are expected to contribute to social and economic development by delivering quality higher education to a fast growing number of students. This requires both quantitative and qualitative capacity development of the higher education sector in developing countries to increase enrollment rates and improve quality of educational programs and graduates. Different roadmaps exist in different countries. This paper focuses on the Ethiopian situation and aims at describing how the Ethiopian higher education system was able to realize growth and what its future ambitions are. Also, characteristics and challenges of the higher education system are included. At the university level, specific attention will be given to the 13 new public universities: illustrative case studies from three new public universities are included describing history, current situation, results achieved, ambitions and challenges.

[Complementary Policies to Increase Poor People's Access to Higher Education: the Case of West Java, Indonesia](#)

Mohamad Fahmi (CEDS - Universitas Padjadjaran, INDONESIA) ; Achmad Maulana (CEDS - Universitas Padjadjaran, INDONESIA) ; Ariek A. Yusuf (CEDS - Universitas Padjadjaran, INDONESIA)

We see a weakness in the merit-based government scholarship program, Bidik Misi, for students from poor families; most of them fail to meet the minimum academic requirements. This paper provides a policy simulation that compares two programs – private tutoring voucher (PTV) and conditional cash transfer (CCT) – to complement the Bidik Misi scholarship to boost the number of poor students eligible for the support. To this end, we offer a policy targeted at second and third year high school students at public schools. The data sources used in this study are: the Indonesia Family Life Survey (IFLS), the Indonesia Social and Economic Survey (SUSENAS), and some primary data. To choose the best alternative, we compare the cost effectiveness of both the programs and find that the cost per student in private tutoring voucher (PTV) program is lower than the CCT program. The

PTV program is also more convincing than CCT as it could directly influence the quality of instruction. We also check the robustness of the scenario using two one-way sensitivity analyses. These analyses support our finding that the PTV program is more cost effective than the CCT program.

[Progress through school and the determinants of school dropout in South Africa](#)

Nicola Branson (SALDRU, School of Economics, University of Cape Town) ; Clare Hofmeyr ; David Lam (University of Michigan)

The release of the National Income Dynamics Study Wave 2 provides the first nationally representative longitudinal data collected in South Africa. This makes it possible to study transitions in and out of school, across grades and into work in ways not previously possible. We illustrate the high levels of grade repetition evident in South African schools and show how school completion presents a significant hurdle with very few youth successfully completing matric. Exit from school does not offer any advantages as most youth find themselves idle once they have left school. Our regression analysis investigates correlates of school dropout and shows that not keeping pace is a key determinant of school dropout, even after controlling for school quality and socioeconomic status. Those behind but attending higher quality schools are partially protected from dropping out. Some evidence that credit constraints may be related to dropout is found, especially among males.

[Changes in education, employment and earnings in South Africa – A cohort analysis](#)

Nicola Branson (SALDRU, School of Economics, University of Cape Town) ; Cally Ardington (SALDRU, School of Economics, University of Cape Town) ; David Lam (davidl@isr.umich.edu) ; Murray Leibbrandt (SALDRU, School of Economics, University of Cape Town)

Rapid increases in educational attainment and the massification of secondary education in South Africa resulted in substantial differences in the supply and quality of educated workers across generations. This paper describes changes in the distribution of education across birth cohorts and how these relate to changes in the probability of employment, the distribution of earnings and the earnings premiums to complete secondary and tertiary education. Tracking cohorts over time allows us to disentangle generational and life-cycle components of these changes. Younger cohorts are shown to have increasingly faced worse labour market conditions than their predecessors, although this may be changing for cohorts born after 1980. Furthermore, the relative reward to complete secondary and tertiary education has remained positive, and increased for tertiary educated cohorts born since the 1960s. Increases in earnings inequality among those with complete secondary education suggests increased variance in education quality during the period when completed secondary education expanded rapidly.

[Developing an evidence-based management approach for creating high performing higher education institutions](#)

André de Waal (HPO Center, Hilversum, The Netherlands, Maastricht School of Management, Maastricht, The Netherlands) ; Leo Kerklaan (Franeker Management Academie, Franeker, The Netherlands)

Effective higher education institutions (HEIs) are seen as an important building block in the development of a country. Unfortunately HEIs have come under increased pressure because of the worldwide trend of massification of higher education when at the same time students look for better quality education, while concurrently educational budgets are under pressure because of the economic crisis. This puts a great strain on HEIs who are forced to do more, of higher quality, in

different ways, and with less resources. HEIs who manage to thrive in these challenging circumstances, by paying equal attention to increasing quality of both teaching and the internal organization, are known as high performing HEIs (HPHEIs). In this article an evidence-based management approach is applied for creating HPHEIs. Thus HEIs can, based on facts, make well-founded decisions in regard to the way forward when transforming themselves into HPHEIs.

[Preferences and biases in educational choices and labor market expectations: shrinking the black box of gender](#)

Ernesto Reuben ; Matthew Wiswall ; Basit Zafar

Standard observed characteristics explain only part of the differences between men and women in education choices and labor market trajectories. Using an experiment to derive students' levels of overconfidence, and preferences for competitiveness and risk, this paper investigates whether these behavioral biases and preferences explain gender differences in college major choices and expected future earnings. In a sample of high-ability undergraduates, we find that competitiveness and overconfidence, but not risk aversion, are systematically related with expectations about future earnings: Individuals who are overconfident and overly competitive have significantly higher earnings expectations. Moreover, gender differences in overconfidence and competitiveness explain about 18 percent of the gender gap in earnings expectations. These experimental measures explain as much of the gender gap in earnings expectations as a rich set of control variables, including test scores and family background, and they are poorly proxied by these same control variables, underscoring that they represent independent variation. While expected earnings are related to college major choices, the experimental measures are not related with college major choice.

[The Role of Tertiary Education Institutions in Teaching Entrepreneurship in Post- Conflict Environments](#)

Johan Venter (Maastricht School of Management, Maastricht, The Netherlands)

This paper explores the role of tertiary institutions in teaching entrepreneurship in Post- Conflict Liberia, one of several Post-Conflict Environments (PCEs) in Africa and abroad. The country wracked with years of civil war, and now seemingly on a path of democracy and economic growth rightfully is turning towards entrepreneurship education as a vehicle to job creation, especially among graduates and the unemployed youth. Four institutions of tertiary education in Liberia were earmarked by their educational authorities to play a leading role in delivering effective entrepreneurship education in future. A survey (n=28) was conducted among academics of the institutions in order to ascertain a better understanding of their perceptions on entrepreneurship education, the Liberian Post-Conflict labor market and related issues such differences between sub-Saharan labor markets and the loss of skilled individuals and professionals as a result of emigration (brain drain). Also the extent to which the academics were willing and able to participate in a program of entrepreneurship education. The results in general show enthusiasm for entrepreneurship education. Ideally it would seem that a process of infusing entrepreneurship into all curricula would be ideal. Special care should also be given to accommodating specific demands of the Liberian labor market, especially given their past history of conflict.

[Improving Post-High School Outcomes for Transition-Age Students with Disabilities: An Evidence Review.](#)

R. Brian Cobb ; Stephen Lipscomb ; Jennifer Wolgemuth ; Theresa Schulte ; Abigail Veliquette ; Morgen Alwell ; Keri Batchelder ; Robert Bernard ; Paul Hernandez ; Helen Holmquist-Johnson ; Rebecca Orsi ; Laura Sample McMeeking ; Jun Wang ; Andrea Welnberg

2. Sommaires de revues en éducation

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Bruce Chapman and Tim Higgins
- Impacts of Demand-Driven Reforms on Access to Vocational Education and Training for People with Disability
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[British Journal of Sociology of Education, Vol. 34, No. 5-06, 01 Nov 2013](#)

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- Social mobility, a panacea for austere times: tales of emperors, frogs, and tadpoles
Diane Reay
- Education, opportunity and the prospects for social mobility
Phillip Brown
- 'Class work': producing privilege and social mobility in elite US secondary schools
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- Framing higher education: questions and responses in the British Social Attitudes survey, 1983–2010
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- Interrupted trajectories: the impact of academic failure on the social mobility of working-class students
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- Rural students' experiences in a Chinese elite university: capital, habitus and practices
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- Educational expansion and field of study: trends in the intergenerational transmission of educational inequality in the Netherlands
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- The role of the school curriculum in social mobility
Cristina Iannelli
- Three generations of racism: Black middle-class children and schooling
Carol Vincent, Stephen Ball, Nicola Rollock & David Gillborn
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Jill Koyama

[Canadian Journal of School Psychology ; September 2013; Vol. 28, No. 3](#)

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- Treatment Integrity Assessment of a Daily Report Card Intervention: A Preliminary Evaluation of Two Methods and Frequencies
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- Validation of the Adult Manifest Anxiety Scale–College Version Scores in a Sample of U.S. College Students

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- Sleep and Cognition in Preschool Years: Specific Links to Executive Functioning
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- A Stereotype Threat Account of Boys' Academic Underachievement
Bonny L. Hartley and Robbie M. Sutton
- Child-Care Subsidies and School Readiness in Kindergarten
Anna D. Johnson, Anne Martin and Jeanne Brooks-Gunn

[Curriculum Journal, Vol. 24, No. 3, 01 Sep 2013](#)

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[The Economic Journal, Volume 123, Issue 570, August 2013](#)

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- Non-native Speakers of English in the Classroom: What Are the Effects on Pupil Performance?
Charlotte Geay, Sandra McNally and Shqiponja Telhaj
- How Immigrant Children Affect the Academic Achievement of Native Dutch Children
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- Education, Language and Identity
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[International Journal of Inclusive Education, Vol. 17, No. 9, 01 Sep 2013](#)

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- Pre-service teachers' views on inclusive education in Ghana
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- What would you do if ...? Perceptions about anticipating and responding to language classroom incidents
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- The principals as literacy leaders with indigenous communities: professional learning and research
Greer Johnson, Neil Dempster & Lynanne McKenzie

- Translational research principles applied to education: the mapping educational specialist knowhow (MESH) initiative
Kevin Burden, Sarah Younie & Marilyn Leask (on behalf of the members of the Education Futures Collaboration)

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[Journal of Hispanic Higher Education, October 2013 ; Vol. 12, No. 4](#)

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- [TS 7169](#) Les enseignants des classes privées sous contrat dans les écoles du 1er degré et les établissements du 2nd degré au 31 janvier 2013. Privé 2012-2013.
- [TS 7168](#) Le personnel de l'Education nationale et de l'enseignement supérieur au 31 janvier 2013. Public. Année 2012-2013.
- [TS 7167](#) Les concours de recrutement des personnels enseignants, du second degré privé. Session 2012.
- [TS 7166](#) Les concours de recrutement des personnels enseignants, d'éducation et d'orientation. Public - Session 2012.
- [TS 7165](#) Les écoles d'ingénieurs. Effectifs des élèves en 2012-2013. Diplômes délivrés en 2012, à l'issue de l'année scolaire 2011-2012. Public, privé.
- [TS 7164](#) Sections de techniciens supérieurs, préparations diverses post-baccalauréat. Tableaux récapitulatifs. Année scolaire 2012-2013. Public, privé.
- [TS 7163](#) Les classes préparatoires aux grandes écoles. Tableaux récapitulatifs. Année scolaire 2012-2013. Public, privé.