



Veille de l'IREDU n° 37

15 novembre 2014

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1. Ressources sur le Web

Repéré sur : alternatives-economiques.fr

Naïri Nahapétian. [Le redoublement ne tient pas ses promesses](#). Alternatives Economiques, n° 340, novembre 2014

Le redoublement est sur la sellette.

La loi de refondation de l'école adoptée en 2013 prévoit qu'il doit devenir exceptionnel. Ce qu'avait confirmé Najat Vallaud-Belkacem lors d'un déplacement à Sedan, le 23 septembre dernier.

Mais ce sujet reste très polémique, et face à l'emballement médiatique provoqué par ses propos, la ministre de l'Education s'est sentie obligée de préciser, dans un communiqué, que "le législateur n'a pas souhaité supprimer le redoublement mais le limiter à certaines circonstances particulières qui le justifient absolument".

Louis Maurin. [Les pauvres décrochent](#). Alternatives Economiques Hors-série n° 102 - octobre 2014
Depuis 2008, les inégalités ne sont plus seulement tirées par le haut : les moins favorisés voient leur niveau de vie baisser. Un changement historique.

Repéré sur : cafepedagogique.net

[La réforme des bacs professionnels et technologiques critiquée dans un rapport de l'Assemblée](#).
L'expresso du 3 novembre 2014

[L'école et les quartiers populaires : Pour une autre vision des populations reléguées](#). L'expresso du 3 novembre 2014

[Personnels de direction et parents : Le grand écart](#). L'expresso du 4 novembre 2014

[Faut-il maintenir l'Education prioritaire ?](#) L'expresso du 4 novembre 2014

[Innovation : Ce qui compte c'est d'où elle vient...](#) L'expresso du 4 novembre 2014

[F. Dhume : L'Ecole, les stages en entreprises et la discrimination](#). L'expresso du 5 novembre 2014

[L'alliance perdue de l'école et des catégories populaires ?](#) L'expresso du 5 novembre 2014

[Rythmes : Quel bilan pour la répartition du temps scolaire ?](#) L'expresso du 5 novembre 2014

[Le ministère brise le tabou de l'importance de la taille des classes](#). L'expresso du 6 novembre 2014.

[Deux millions pour les Moocs](#). L'expresso du 6 novembre 2014

[Des Moocs pour les enseignants des lycées ?](#) L'expresso du 6 novembre 2014

[Philippe Meirieu : Etre orienté ou s'orienter : l'orientation professionnelle, un enjeu éducatif et démocratique](#). L'expresso du 7 novembre 2014

[La baisse du redoublement profite davantage aux enfants de cadres](#). L'expresso du 7 novembre 2014

[La croissance égalise le bonheur](#). L'expresso du 7 novembre 2014

Que sait-on de l'évolution des inégalités de bonheur au cours du temps ? Dans cet article, Andrew Clark, Claudia Senik et Sarah Flèche mesurent la dispersion du bonheur en s'appuyant sur les plus grandes enquêtes internationales disponibles à ce jour, ainsi que sur des séries dites « longues » d'enquêtes nationales. Ils découvrent que la dispersion des niveaux de bonheur déclarés par les citoyens d'un pays diminue systématiquement au cours des périodes de croissance. Le bonheur des habitants s'homogénéise pendant les périodes de croissance continue, et non pendant les phases de récession

[Redoublement : Le Cnesco interroge les élèves](#). L'expresso du 12 novembre 2014

Le Cnesco, le conseil chargé d'évaluer l'éducation nationale, étudie la perception du redoublement chez les collégiens et lycéens. " L'enquête permettra de déterminer comment le redoublement est vécu par les élèves redoublant mais aussi comment il est perçu par l'ensemble des élèves en général", explique le Cnesco. "Peu d'études sur le redoublement se sont intéressées à l'avis des élèves concernant cette pratique. C'est pourquoi le Cnesco veut mener cette enquête dans le but d'analyser les caractéristiques de chaque élève et de déterminer leur profil ainsi que leur relation à l'école".

[Quelle est la bonne taille pour un établissement ?](#). L'expresso du 13 novembre 2014

Alors que la ministre annonce un redéploiement des moyens des établissements, la question de la "bonne" taille des établissements va faire partie des questions qu'elle devra trancher. Or deux études, une du ministère de l'éducation nationale, une autre de l'OCDE, illustrent la complexité de la décision. Quelle taille doit avoir un établissement pour procurer la meilleure éducation et les meilleures chances de réussite à un élève ? Il semble bien que le ministère veuille tourner casaque.

Repéré sur : Cereq.fr

Alexandra d'Agostino, Dominique Epiphane, Irène Jonas, Fred Séchaud, Emmanuel Sulzer. [Femmes dans des "métiers d'hommes" : entre contraintes et déni de légitimité](#). Bref du Céreq, n° 324, 2014, 4 p.

Pour une femme, exercer un métier traditionnellement masculin, c'est prendre le risque de se heurter à des résistances. Si des accords d'entreprise sur l'égalité professionnelle sont parfois signés, ils ne suffisent pas à protéger les femmes du sexisme. En pratique, faire ses preuves ne suffit pas.

Repéré sur : Crifpe.com

April, D. (2014). [Pratiques et perceptions de directions d'école dans l'accompagnement du personnel enseignant par les communautés d'apprentissage professionnelles \(CAP\)](#). Mémoire de maîtrise inédit, Université Laval, Québec.

Quelles sont les pratiques et perceptions des directions d'école dans l'accompagnement du personnel enseignant? Quels liens établir entre les pratiques-clefs d'accompagnement des directions d'école et certaines de leurs caractéristiques (sociodémographiques, socioprofessionnelles, sociocognitives) et celles de leur école? Ce mémoire répondra à ces questions à partir d'une enquête menée par questionnaire auprès de directions et de directions adjointes d'établissements scolaires du Québec et du Nouveau-Brunswick (N = 112), dans laquelle nous avons procédé à des tests de corrélation, de régression et d'hypothèse. Des résultats significatifs sont notés entre les pratiques et les perceptions des directions et leurs caractéristiques sociocognitives (sentiment d'efficacité personnelle, professionnelle et collective). Nos résultats avancent un lien significatif étonnant entre un sentiment d'autoefficacité élevé des directions et des pratiques en milieux socialement plus défavorisés. D'autres facteurs significatifs entre les pratiques et les perceptions des directions et certaines caractéristiques sociodémographiques et socioprofessionnelles sont présentés et discutés.

Caplette-Charette, A. (2014). [Les cours d'éducation physique au collégial et le sentiment d'efficacité personnelle des filles](#). Mémoire de maîtrise inédit, UQAM, Montréal.

Les études montrent que les chances de réussite des filles en éducation physique et à la santé (ÉPS) sont inférieures à celles des garçons (Vigneron, 2006). Selon Bandura (2003), l'augmentation du sentiment d'efficacité personnelle (SEP) a une incidence sur la pratique d'une activité. De plus, le rôle d'un enseignant d'ÉPS peut avoir une influence sur le SEP des élèves par des interventions pédagogiques adéquates (Lecomte, 2004). Malgré que certaines études proposent des pistes de solution pour optimiser la participation des filles en ÉPS (Felton, Saunders, Ward, Dishman, Dowda et Pate, 2005; Gibbons, 2009), il semble pertinent de s'attarder à la question suivante : « Comment un enseignant d'ÉPS peut contribuer à l'amélioration du SEP des étudiantes lors des cours d'ÉPS au niveau collégial? » Cette recherche privilégie une approche qualitative qui vise à interroger des étudiantes suivant la technique du groupe nominal (TGN) pour recueillir des informations provenant directement des participantes. Les résultats présentent les énoncés mentionnés par les 38 étudiantes provenant de deux Collèges de la région métropolitaine. Les propos des participantes interrogées sont présentés afin d'illustrer des pistes d'intervention relatives à la planification, à la réalisation et à l'évaluation lors des cours d'ÉPS. Notamment, les participantes proposent que l'enseignant d'ÉPS organise des activités non traditionnelles, adaptées à leurs goûts et non compétitives qui se réalisent dans un contexte amusant. Les participantes souhaitent que l'enseignant d'ÉPS émette des rétroactions sous forme d'encouragements et entretienne des interactions respectueuses avec les étudiantes. Enfin, les participantes soulignent l'importance d'une évaluation axée sur la progression

et que les critères d'évaluation soient ajustés aux niveaux d'habileté des étudiantes afin d'augmenter le SEP des étudiantes de niveau collégial.

Le Bot, G. (2014). [Analyser la pratique d'enseignement sous l'angle des orientations de valeur : études de cas en éducation physique et sportive](#). Thèse de doctorat inédite, Université de Sherbrooke, Sherbrooke, Québec.

Les orientations de valeur (OV) désignent « l'ensemble des principes du vrai ou du faux qui sont acceptés par un individu ou un groupe social » (Jewett et Bain, 1985, p. 14). Dans le domaine de l'éducation, elles guident les enseignants dans leurs choix didactiques et pédagogiques. En éducation physique et sportive (ÉPS), cinq OV ont été identifiées dans la littérature: la maîtrise de la discipline, le processus d'apprentissage, l'auto-actualisation, la responsabilisation sociale et l'intégration écologique. Notre analyse des travaux sur la mise en œuvre des OV a permis de souligner le peu de connaissances produites sur le rôle des OV dans la pratique d'enseignement. Pour saisir la dynamique qui s'opère entre OV et pratique d'enseignement, nous avons élaboré un modèle d'action mobilisant à la fois le concept des OV et celui de pratique d'enseignement. Ce modèle part de la pratique d'enseignement dans le but d'identifier les OV sous-jacentes privilégiées par les enseignants à partir des caractéristiques de cette pratique.

L'objectif de cette recherche est d'identifier les dimensions de la pratique d'enseignement d'un enseignant d'ÉPS susceptibles d'être influencées par ses OV privilégiées. Pour cela, nous cherchons à caractériser son modèle d'action. Pour répondre à cet objectif, nous avons conduit une recherche qualitative s'inscrivant dans une approche inductive. Elle se décline sous la forme de deux études de cas. La collecte des données a été conduite auprès de deux enseignantes d'ÉPS du secondaire sur un cycle d'enseignement à l'aide d'un questionnaire, d'entretiens et d'observations. Les données collectées ont été analysées à l'aide de statistiques descriptives et d'analyses de contenu thématique.

Les résultats obtenus ont permis d'illustrer la mise en œuvre singulière des OV de la maîtrise de la discipline (Coline) et de l'auto-actualisation (Sandrine). À partir de ces illustrations, nous avons dégagé la manière dont chacune des deux OV influençait les étapes pré-active, interactive et post-active de la pratique d'enseignement. Nous avons également montré que le profil d'OV de chacun de nos cas agissait comme une grille de lecture pour lire et interpréter leur environnement éducatif mais aussi pour orienter leur pratique effective d'enseignement en cohérence avec leurs OV privilégiées.

Cette recherche alimente les travaux menés sur la mise en œuvre des OV. Notre contribution a des retombées aux plans de la formation initiale et de la formation continue des enseignants d'ÉPS.

Hurley, S. (2014). [Qu'est-ce qui fait obstacle au changement en éducation? Réflexions tirées de l'atelier de l'Association canadienne d'éducation à Calgary](#). Toronto, Ontario : ACE / CEA.

L'ACE reconnaît sans hésiter que les visions, les idées préconçues et les obstacles soulevés à Calgary ne sont pas nécessairement nouveaux. Toutefois, elle en tire ses conclusions à partir

du modèle d'ateliers de Calgary, ce qui renforce son engagement à poursuivre le dialogue dans ses ateliers régionaux partout au Canada.

1. La question « Qu'est-ce qui fait obstacle au changement en éducation? » n'arrivait pas seulement à point pour interpeller les éducateurs canadiens et les attirer à l'atelier de Calgary, mais a également incité de nombreux participants à poursuivre ce questionnement dans les réunions de leur personnel, dans les salles de classe, lançant ainsi le débat sur le changement dans leur propre école.
2. Le fait de rassembler « à la même table » les points de vue divergents des élèves, des enseignants, des directeurs et des représentants des associations de professeurs, des ministères de l'éducation, des facultés d'éducation et d'autres acteurs, a permis de révéler des idées contradictoires en éducation qui empêchent le vrai changement de se produire.
3. Puisqu'elles sont si près du cœur de l'enseignement et de l'apprentissage, les voix des élèves et des enseignants étaient fondamentales pour percevoir la distinction entre le discours du changement et la réalité, pendant les discussions. Par conséquent, leurs voix ont été de puissants leviers afin de permettre aux intervenants de revoir, avec un sens critique, leurs propres rôles pour mettre en œuvre ou entraver le changement.
4. Cet atelier a montré que la confiance mutuelle, le respect et l'ouverture aux différents points de vue – en ayant le courage de laisser ses préoccupations professionnelles derrière soi – sont primordiaux pour connaître la voie à emprunter pour un véritable changement en éducation.
5. L'ACE doit continuer de peaufiner ce modèle d'atelier pour que ces importantes discussions sur le changement se rendent dans les écoles et les salles de classe et mobilisent une énorme vague de soutien pour tous ceux qui souhaitent implanter, à la grandeur de leur organisation, de vrais changements dans leurs politiques et leurs pratiques.

Loveless, T. (2014). [The 2014 Brown Center Report on American Education: How well are American Students learning? With sections on the PISA-Shanghai Controversy, Homework, and the Common Core](#). Washington D.C. : The Brookings Institution.

This year's Brown Center Report on American Education represents the third installment of volume three and the 13th issue overall since the publication began in 2000. Three studies are presented. All three revisit a topic that has been investigated in a previous Brown Center Report. The topics warrant attention again because they are back in the public spotlight.

Repéré sur : Ecs.org

New from ECS

Initiatives from Preschool to Third Grade: A policymaker's guide

A new reference [primer](#) addresses effective strategies to support children on their path to third-grade academic success and details the foundations of effective P-3 approaches. "There are many candidates across the country running for gubernatorial and legislative seats, and many are running

with early childhood as a key component of their education platform," said Bruce Atchison, director of ECS' Early Learning Institute. "This document will be an excellent resource for the newly elected officials and for professionals currently working the field of early childhood."

STEM in rural areas

When it comes to teaching STEM -- science, technology, engineering and math -- in remote rural areas, intractable problems can become brilliant [solutions](#). For example, Idaho is in the midst of taking the Khan Academy to every school in the state; its corrections system is using KA Lite for prisoners who have no access to the Internet.

ID'ing students ready for algebra in 8th grade

Some states want to encourage all students to complete algebra I by the end of grade 8. Research suggests this strategy does not work for all students, and properly identifying students ready for algebra I in grade 8 is crucial. A [study](#) of middle school students in California found that scores from a state math assessment and newly available diagnostic math test can be helpful tools in determining an 8th grade student's likelihood of succeeding in algebra I and also in making decisions about students' grade 8 math placement. *(New to the ECS Research Studies Database)*

More from ECS

Learning English in country towns

As English language learners arrived in waves, many rural schools and districts quickly went from low-incidence to high-incidence of ELLs. [Here](#) is how rural areas have responded.

Delaying kindergarten starts not helping?

A new [study](#) predicts the extent to which delayed, on-time or early kindergarten enrollment influences children's future academic achievement. By following students' progress from kindergarten to third grade, the authors find that academic success depends on socio-demographic factors and the relative age of other kindergarteners in the same class. They suggest that delaying kindergarten enrollment is not an effective way to improve long-term achievement. *(New to the ECS Research Studies Database)*

Risky health behaviors vs. student achievement

The authors of this [study](#) reviewed 122 articles from peer-reviewed journals to synthesize evidence about the link between risky health behaviors and academic achievement. Unsurprisingly, nearly 97 percent of the articles they reviewed found statistically significant inverse relationships. Equipped with this evidence, the authors suggest interagency coaction is the key to better outcomes for students. *(New to the ECS Research Studies Database)*

Announcements

Tell Us Why Early Childhood Education is Important!

The Early Learning Institute at ECS is looking for personal stories from the public that illustrate the importance of providing a high-quality early education. Stories will be featured in future ECS P-3 Newsletters. Make submissions to Emily Workman at eworkman@ecs.org.

What's Happening in the States

How transitional kindergarten looked the first year

In 2012-13, California's [transitional kindergarten](#) (TK) was in the first of a two-year kindergarten experience for students who turned 5-years-old between Sept. 2 and Dec. 2. It appeared to researchers that TK teachers were adopting instructional practices that were more developmentally appropriate for the younger students, and those in standalone classrooms tended to spend more instructional time on social-emotional skill development and less time on reading/ELA and math than students in standalone kindergarten classrooms. *(AIR)*

35 states and Puerto Rico applied for development, expansion grants

Thirty-six [applications](#) were submitted to the Department of Education for development or expansion grants to build preschool programs. States will learn the outcomes of their applications in December.

What States Are Doing

Thousands apply to college

Alabama is going all out for college application. November 3-7 is College Application Week, according to the [Alabama Department of Education](#). Last year, the inaugural year for the event, 10 high schools participated. This year, 179 schools have registered to participate, helping thousands of students clear that initial application process hurdle, especially those who are low-income and first-generation college-goers.

Broadband for digital, blended learning

The **Georgia** Department of Education [voted](#) to contribute more than \$14.8 million in bond funds toward grants that will allow 103 local education agencies to improve their Internet infrastructure, part of a larger effort to ensure all classrooms have the high-speed broadband access required for digital and blended learning.

Which candidates ran for, against the Core?

Gubernatorial races viewed through the [Common Core prism](#) reveal that support for and opposition to the Core were fairly evenly split, mostly across party lines. Candidates in opposition cited the federal government; supporters emphasized economic advantages and increased rigor. *(Consortium for Policy Research in Education)*

Thousands use vouchers

Nearly 7,000 **Louisiana** students used the [Louisiana Scholarship Program](#) to attend a school of their family's choice in the 2013-14 school year, according to the Louisiana Department of Education. Eight-nine percent of participants are minority; 43.2 percent received scholarships for the first time.

Between 2010 and 2014, the percentage of students in the program scoring basic or above progressed from 31 percent to 44 percent.

A push for increasing college-going rates

Nebraska is running a pilot to determine whether administering the ACT to all 11th graders in public high schools would increase college-going rates, especially for those who, in the past, have been overlooked among those students considered to have the potential for going to college. [Here's](#) how they structured the pilot and a recent report on progress to date.

October's report card

District of Columbia Public Schools and the Office of the State Superintendent for Education won an A+ and A, respectively, in October's Grade.DC.gov program, according to a [release](#) from Mayor Vincent C. Gray. During October, more than 2,100 reviews of district agencies were logged by residents and visitors, an interesting concept for gathering input on state agencies.

Good Reads

Technology in early childhood

Plunging into the debate over technology in early childhood, the authors acknowledge 3- to 5-year-olds spend an average of four hours a day with technology. That said, they [recommend](#) thinking of technology as one of several tools in the box, using it to support school readiness, help narrow the digital divide and expand resources for providers and families. (*Rand*)

Turning the corner on childcare assistance policies

For the second year in a row, situations for families improved under [child care policies](#) in more states. Families in 33 states were better off with greater access to child care assistance or they received greater benefits from assistance, or both. Families in 13 states were worse off. Improvements tended to be modest and not sufficient to close continuing gaps in families' access to assistance and the level of assistance available. (*National Women's Law Center*)

Math from the get-go

Because a child's math ability has proved to be a better predictor of academic achievement than any other early childhood skill, the National Governors Association has decided [to weigh in on math](#) in early childhood. The association recommends building support for early math within the context of existing policy priorities such as prekindergarten expansion, aligning high-quality math standards throughout the education pipeline and promoting changes in policies that improve educator preparation. (*National Governors Association*)

Infants and toddlers lead U.S. racial, ethnic transformation

Asserting the current approach to services for young children is fragmented and under-resourced, the authors of this [report](#) point out that the growing poverty and diversity of young children demand action. Among other recommendations, they advise creating a single entry point for early childhood programs serving infants and toddlers and allowing states to apply for federal infant and toddler funds through a single application to align services.

Making data accessible

Publicly reporting data, though it could be a powerful way for states to promote transparency, now mostly responds to state and federal laws. This [brief](#) recommends ensuring data are accurate and safeguarded, maintaining coordination across P-20/workforce entities, ensuring data meet the needs of all stakeholders and ensuring that it is accessible. (*Data Quality Campaign*)

Teacher pay in an opportunity culture

To reach more students with excellent teaching, leaders must change how teaching roles are organized then align pay to support that reorganization. This [brief](#) overview and graphics show how career paths and pay work at a glance. (*Public Impact*)

Are districts ready for standards assessments?

States that have adopted the Common Core State Standards (CCSS) will begin testing students' progress later in this school year. A [survey](#) of districts found the vast majority are making plans to target support services for students who may need additional assistance to pass the tests and most foresaw technological challenges. (*Center on Education Policy*)

How many have changed curricula to fit standards?

While more than 80 percent of districts in Common Core-adopting states report they're already teaching math and English language arts aligned to the Core, only about a third say they've introduced Core-aligned curricula in all schools, according to a [survey](#). Ninety percent of districts indicate identifying Core-aligned materials has posed a major (45 percent) or minor (45 percent) challenge. (*Center on Education Policy*)

Emerging best practices for turnarounds at the state level

With chapters written by leading researchers and practitioners (including Montana State Superintendent and ECS Commissioner Denise Juneau), this publication examines the role of state education agencies in school turnaround efforts. You can download the [complete edited volume](#) or [individual sections](#). Before you hit the print button, know that this document is 274 pages. (*The Center on School Turnaround*)

Evidence-based system for teacher prep programs

A more public, rigorous and evidence-based approach to the evaluation of teacher preparation programs is advocated in this [report](#), which discusses current efforts and proposes a new, largely outcomes-based framework for assessing preparation program strength, the Key Effectiveness Indicators (KEI). The report includes an appraisal (with documentation) of the extent to which the efforts of fifteen selected states align with the KEI. (*Teacher Preparation Analytics for the Council for the Accreditation of Educator Preparation*)

Evaluating teacher prep programs, an additional perspective

Because there is little uniformity among state licensing agencies regarding standards for teacher prep program approval, researchers [examined](#) data sources that can serve as a gauge: results of standardized tests administered to students, teacher performance as measured by observation, and surveys of graduates, their employers and graduates' students. (*American Psychological Association*)

Higher teacher salaries, more teacher planning time

Given the shortage of effective STEM teachers, a [model](#) of how to use them to reach more students is offered that includes multi-classroom leadership, elementary specialization, time swaps and use of paraprofessionals. Teachers have more time to plan and collaborate and their salaries are higher without costing their districts any more. (*Opportunity Culture*)

Repéré sur : Eduscol.education.fr

[Un MOOC par les enseignants, pour les enseignants](#)

TICMooc est un projet expérimental d'enseignants, aux profils et aux expériences variés, destiné aux professeurs qui souhaitent intégrer les outils numériques à leur enseignement au service des apprentissages des élèves. Les différents modules du cours s'étalent sur une période de 4 mois, de septembre à décembre 2014.

Repéré sur : Esen.education.fr

Didier Lapeyronnie. [Pour une école innovante : synthèse des travaux du conseil national de l'innovation pour la réussite éducative \(CNIRE\)](#). CNIRE, Novembre 2014

Au terme de la première année de fonctionnement de cette instance, ce rapport présente les observations faites ainsi que les propositions d'action adoptées par le conseil.

Celles-ci ont été organisées cette année autour de 3 thèmes :

- le renforcement de l'engagement des élèves et des enseignants dans leurs activités ;
- l'ouverture de l'école aux parents et aux familles ;
- le renforcement des compétences des élèves et des personnels de l'éducation.

Jean-Pierre Mattenet, Xavier Sorbe. [Forte baisse du redoublement : un impact positif sur la réussite des élèves](#). Note d'information, n°36 ; novembre 2014

La pratique du redoublement a considérablement diminué en France au cours des vingt dernières années. Cette baisse concerne tous les niveaux d'enseignement et résulte d'une politique mise en œuvre dans toutes les académies. Cette politique a eu un effet positif sur la fluidité des parcours des élèves et leur réussite aux examens, mais cette évolution profite davantage aux milieux favorisés. À l'échelle internationale, la France demeure l'un des pays où le retard est le plus important et où la discrimination en fonction de l'origine sociale est la plus forte.

Repéré sur : halshs.archives-ouvertes.fr

Michel Grangeat. [Pedagogical knowledge towards argumentation in science classroom](#). *European Conference of Educational Research*, Sep 2014, Porto, Portugal

Science teachers are increasingly expected to use inquiry based science teaching [IBST] methods. According to the S-TEAM and ASSIST-ME European projects, IBST methods lead students to understand key scientific ideas that help them to make sense of the phenomena in the world around.

Students are supported in using process and skills employed by scientists: questioning, reasoning, searching for relevant documents, observing, conjecturing, data gathering and interpreting, investigative practical work and collaborative discussions, and working with problems from and applicable to real-life contexts. This is a complex combination of objectives. This complexity claims for a better understanding of the set of teacher professional knowledge that is required by IBST methods. This presentation addresses the ways for identifying this type of knowledge and for understanding its development.

Auguste Coly. [Les associations de parents d'élèves à travers l'histoire de l'éducation au Sénégal : pour une nouvelle définition de la politique éducative : Le cas de la Casamance](#). Thèse en sciences de l'éducation, soutenue le 7 novembre 2014, sous la dir. de Dominique GAY-SYLVESTRE (Université de Limoges)

Depuis des siècles, l'éducation ne cesse d'évoluer selon le temps et l'espace. Par l'éducation, toute communauté ou société transmet aux enfants ses acquis et ses projets de sorte qu'elle assure sa survie et son développement. Cette étude est une investigation sur l'implication des Associations de Parents d'Élèves (APE) sur la définition de la politique éducative au Sénégal. Autrefois tenus à l'écart, les parents sont aujourd'hui des partenaires incontournables dans la réflexion sur le développement de l'Éducation au Sénégal. Trois objectifs sont au centre de cette réflexion :- Pourquoi une collaboration entre école et famille est-elle nécessaire ?- montrer l'évolution de la place et du rôle des APE au Sénégal,- identifier quelques méthodes et théories qui peuvent faciliter la collaboration institution scolaire, communauté et famille. Une redistribution des responsabilités, mais aussi du pouvoir, entre l'État et les acteurs locaux dans les gestions éducatives, semble être l'une des solutions dans la mise en oeuvre d'un programme de développement de l'Éducation.

Marie-Pierre Bès, Johann Chaulat. [Le rôle des Associations d'anciens élèves dans le maintien de la réputation des Grandes Ecoles](#). Journées d'étude « vers une sociologie des réputations ?, Jan 2013, amiens, France.

Notre article entend mettre en avant l'importance de la réputation des formations proposées par les Ecoles et des Universités, en décrivant la façon dont les Associations d'anciens élèves se présentent comme en étant les principaux garants. Basé sur un matériau empirique riche (30 Associations rencontrées et observées) et varié (Universités, Ecoles de Commerce et Ecoles d'ingénieurs), l'article abordera d'abord la question de l'alignement entre valeurs de l'Ecole et valeur du réseau des diplômés. Ensuite, sera présentée l'efficacité des diverses mises en contacts entre anciens (parrainage, groupes régionaux ou thématiques) dans l'entretien d'un sentiment d'appartenance à une communauté, prête à « défendre la marque ». La troisième partie sera consacrée au problème du périmètre du groupe social des anciens, défini par les Associations comme légitime mais en constante redéfinition. La conclusion porte sur la tension entre le temps long de l'histoire des Ecoles et Universités et de leur hiérarchie assez « figée » et le temps court de la réputation telle qu'elle se construit aujourd'hui et qui impose aux Alumni, une activité constante de traque des anciens, par tous les moyens modernes de traçages des parcours de réussite.

Michel Ambert, Karine Chapelle. [Education et développement économique : le cas de 14 états indiens \(1970-1993\)](#). Revue Région et Développement, pp. 145-160, 2003

Cet article tente d'identifier l'impact de l'éducation sur la croissance économique dans les principaux États de l'Union indienne. A partir d'une fonction de Solow augmentée, notre analyse montre, avec

des données de panel (1970-1993), que les niveaux d'éducation primaire et secondaire apportent une contribution différenciée sur la croissance, selon le degré d'urbanisation, de développement et de technicité de la structure productive des régions.

Repéré sur : ife.ens-lyon.fr

Catherine Reverdy. [Du programme vers la classe : des ressources pour enseigner](#). Dossier de veille de l'IFÉ, n° 96, novembre 2014.

Des ressources au cœur du métier d'enseignant ? Qui nourrissent leur réflexion ? Le terme de « ressource » est souvent implicite dans l'activité enseignante, alors qu'elles sont pourtant centrales à plusieurs niveaux :

- les ressources institutionnelles constituent les références sur lesquelles l'enseignement se fonde ;
- chaque enseignant se crée tout au long de sa carrière une banque de données de ressources de nature très différente (matérielle ou numérique, par exemple), qui façonne sa manière d'enseigner ;
- chaque ressource entre dans un processus cyclique : elle est choisie, transformée, adaptée pour les élèves, re-modifiée, ré-adaptée, abandonnée, mise de côté ou retrouvée, étoffée, partagée, publiée...

Ce dossier de veille de l'IFÉ s'inscrit dans le cadre de la revue de littérature du projet « Ressources vivantes pour l'enseignement et l'apprentissage » (ReVEA), réponse acceptée à l'appel « Apprentissages », lancé en 2013 par l'Agence nationale de la recherche. Il aborde la complexité de la notion de ressource, à travers les différentes définitions de ce que peut être une ressource pour enseigner, les différents types de ressources qui apparaissent dans la littérature de recherche (des manuels scolaires aux cartes de géographie, des ressources prêtées par les collègues aux sites associatifs enseignants) et les usages que les enseignants en font au quotidien, dans l'objectif d'un meilleur apprentissage des élèves.

La création des ressources et/ou leur mutualisation sont réalisées par les enseignants à plusieurs niveaux, aussi bien au niveau individuel que dans l'établissement scolaire, ou qu'au niveau national, dans des communautés de pratique ou dans des collectifs enseignants, qui sont souvent disciplinaires en France. Au niveau international, le courant de l'open education (ou « éducation libre », dans le sens d'accessible) promeut les ressources éducatives libres (ou open educational resources, OER), créant ainsi une sorte d'immense banque de données internationale mutualisant les ressources des enseignants. La création de ressources prend ainsi le pas sur la simple utilisation des ressources, notamment au niveau de la formation des enseignants.

Thierry MANDON. [Enseignement supérieur et vie étudiante](#). Paris : Assemblée nationale (France), novembre 2014

Le présent rapport spécial analyse les programmes 150 Formations supérieures et Recherche universitaire et 231 Vie étudiante lesquels rassemblent l'essentiel des crédits budgétaires que l'État consacre à l'enseignement supérieur et à la vie étudiante, soit près de 15,3 milliards d'euros en 2015. Les deux principaux objectifs des programmes 150 et 231, tels que définis par le Projet annuel de performances, sont de permettre à 50 % d'une classe d'âge d'accéder à un diplôme de l'enseignement supérieur et de favoriser l'insertion professionnelle des étudiants

[Les jeunes diplômés de 2013 : situation professionnelle en 2014](#). Paris : Agence pour l'emploi des cadres (France), octobre 2014

Pour la promotion 2013, un peu plus de 6 jeunes diplômés Bac+5 et plus sur 10 sont en emploi : un taux stable par rapport à la promotion 2012, dans une conjoncture économique qui s'est pourtant dégradée. Les taux d'emploi opposent toujours les disciplines les plus professionnalisantes (commercial, gestion, informatique, sciences de l'ingénieur...) et celles plus fondamentales (lettres, arts, sciences humaines...) pour lesquelles ils sont moins élevés. De même, les ingénieurs et les diplômés d'école de commerce sont plus fréquemment en emploi que les titulaires d'un master universitaire ou d'un doctorat.

Les conditions d'emploi des jeunes diplômés de la promotion 2013 ont peu évolué par rapport à l'an dernier. Plus que le type de diplôme ou d'établissement, la discipline suivie pendant les études a une influence déterminante sur les conditions d'emploi. Parmi les titulaires d'un diplôme scientifique, 7 à 8 sur 10 sont cadres, alors que cela ne concerne les diplômés en langues que dans 1 cas sur 10. De même, alors que les diplômés en sciences technologiques et en commercial-marketing sont 7 sur 10 à bénéficier d'un CDI, seuls un quart de ceux en sciences humaines sont dans le même cas. L'autre grand facteur explicatif est le type d'employeur : privé ou public. On retrouve plus fréquemment les diplômés en sciences humaines dans le secteur public où la part des CDD est plus importante.

La rémunération progresse d'environ de 2 %, tant en moyenne (29 400 €) qu'en médiane (28 700 k€), par rapport à celle de la promotion 2012. Un diplômé en sciences technologiques touche environ 60 % de plus qu'un diplômé en sciences humaines. Cet écart s'explique notamment par la présence plus fréquente de ces derniers dans le secteur public où la proportion de CDD est plus importante que dans le privé. Par rapport à celle du public, la rémunération moyenne dans le secteur privé est supérieure de plus d'un quart

BIGAUT Christian, PICQ Jean-François, DUBOURG-LAVROFF Sonia, PERETTI Claudine, PONSOT Marie-France. [Evolution du statut d'attaché temporaire d'enseignement et de recherche](#). Paris : Ministère de l'Éducation nationale (France), Inspection générale de l'administration de l'Éducation nationale et de la Recherche (France), Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche (France), novembre 2014

Créé en 1988 pour faciliter l'achèvement de la thèse et la préparation au concours de recrutement de maître de conférences, le statut d'attaché temporaire d'enseignement et de recherche (ATER) ne répond plus aujourd'hui qu'imparfaitement à ses objectifs initiaux et se trouve remis en question par le développement des contrats doctoraux et post-doctoraux. Le recours aux ATER diminue d'année en année et présente des différences importantes selon les établissements et les disciplines, ce qui rend délicate la détermination de toute évolution uniforme. Tel est le constat de ce rapport qui propose de laisser les établissements gérer leur dispositif de soutien à la préparation de la thèse et de l'entrée dans le métier d'enseignant-chercheur, dans le cadre de leur politique scientifique et grâce à un assouplissement du régime du contrat doctoral et aux différentes catégories de contrats existants pour les docteurs.

OCDE. [Titulaires de doctorats : Qui sont-ils et que deviennent-ils après l'obtention de leur diplôme ?](#)

Paris : Organisation for Economic Co-operation and Development, novembre 2014

De nombreux pays ont mis en oeuvre des réformes afin de développer et de soutenir les programmes d'études doctorales et de recherche postdoctorale, soulignant le rôle déterminant des

doctorants et titulaires de doctorats en termes de croissance économique, d'innovation et de recherche scientifique.

Le nombre de diplômes de recherche de haut niveau délivrés dans les pays de l'OCDE a sensiblement augmenté ces dix dernières années, passant de 158 000 nouveaux doctorats en 2000 à 247 000 en 2012, soit une hausse de 56 %. Un cinquième de ces nouveaux doctorats sont délivrés à des étudiants en mobilité internationale.

Malgré l'augmentation de la part des femmes dans les programmes doctoraux ces dix dernières années (tout comme aux autres niveaux d'enseignement), en 2012, elles étaient toujours moins susceptibles que les hommes d'obtenir un diplôme de recherche de haut niveau.

En moyenne, les titulaires de diplômes de recherche de haut niveau bénéficient de meilleurs taux d'emploi que les autres diplômés de niveau universitaire (titulaires de licences et masters confondus).

Le secteur des entreprises offre aux nouveaux titulaires de doctorats des salaires plus attractifs que l'enseignement supérieur ou le secteur de l'État. Toutefois, les possibilités qui s'offrent à eux varient fortement selon leur domaine d'études.

[National Student Fee and Support Systems in European Higher Education 2014/2015](#). Eurydice, octobre 2014

Ce nouveau rapport d'Eurydice fournit des informations sur les frais et les systèmes d'aides financières nationaux (y compris les bourses et les prêts) en Europe. Il couvre 33 pays européens – tous les États membres de l'UE ainsi que l'Islande, le Liechtenstein, la Norvège, le Monténégro et la Turquie. La partie consacrée aux éléments clés donne aux lecteurs une compréhension globale du sujet, tandis que les diagrammes nationaux et les fiches nationales illustrent les principales caractéristiques de chaque système.

Les résultats montrent que les montants des droits d'inscription, des bourses et des prêts pour les étudiants continuent de faire l'objet de fortes disparités dans l'ensemble de l'Europe. Le rapport révèle également que les systèmes de droits d'inscription sont restés relativement stables sur l'ensemble du continent, malgré quelques exceptions notables. L'Allemagne par exemple est le seul pays à avoir supprimé récemment les droits d'inscription (introduits en 2007).

[Teachers' and School Heads' Salaries and Allowances in Europe 2013/14](#). Eurydice, 10/2014

Ce rapport annuel d'Eurydice, publié à l'occasion de la Journée mondiale des enseignants (5 octobre), contient des descriptions nationales et un aperçu comparatif des salaires des enseignants et des chefs d'établissement en Europe. Le rapport concerne les enseignants et les chefs d'établissement à temps plein, pleinement qualifiés, de l'enseignement préprimaire, primaire, secondaire inférieur et supérieur. Les principaux thèmes couverts par le rapport sont:

- les organes décisionnels responsables de la fixation des salaires des enseignants;
- les salaires dans le secteur privé;
- les salaires statutaires minimum et maximum par rapport au PIB par habitant et par rapport aux salaires réels bruts (composés des salaires statutaires et des allocations);
- la progression salariale par rapport à l'expérience;
- la dernière augmentation/diminution du salaire des enseignants;
- les différents types d'allocation et les organes décisionnels responsables de leur attribution.

Le rapport révèle qu'en 2013-14, les enseignants ont vu leur salaire augmenter par rapport à l'année scolaire précédente dans 16 pays européens (BE, DK, DE, EE, FR, HR, LU, HU, MT, AT, SK, FI, UK, NO,

MK et TR) et que ces hausses découlent essentiellement de réformes des salaires et d'ajustements par rapport au coût de la vie. Dans d'autres, la baisse du pouvoir d'achat est comprise entre 5 et 10% (CY, IT dans l'enseignement primaire et secondaire inférieur ; NL, PT, RO dans l'enseignement primaire ; UK).

[Horizon Report Europe - 2014 Schools Edition](#). European Commission , New Media Consortium (États-Unis), 10/2014

Le rapport Horizon décrit les principaux défis, tendances et évolutions technologiques susceptibles d'avoir un impact sur les systèmes d'enseignement scolaire.

Ce rapport s'appuie sur la méthodologie mise en œuvre par le New Media Consortium (think tank américain) dans la série de rapports prospectifs publiés depuis 2002, ainsi que sur les études réalisées par le Centre commun de recherche (JRC - joint research centre) de la Commission sur l'avenir de l'apprentissage, tels que FutLearn et MATEL.

Les grandes tendances mises en évidence dans cette première édition européenne sont l'omniprésence des médias sociaux dans l'éducation, la nécessité de repenser le rôle des enseignants, l'essor des ressources éducatives libres et des dispositifs hybrides, une évolution importante des modalités d'apprentissage et d'évaluation en ligne (avec notamment l'apport des données disponibles sur l'activité des apprenants).

Les experts identifient également trois catégories de défis pouvant être relevés plus ou moins facilement à court et moyen termes. L'intégration des TIC dans la formation des enseignants et les mesures visant à remédier aux faibles compétences numériques des élèves figurent par exemple parmi les défis faciles à relever.

Amelia Lambelet & Raphael Berthele. [Age et apprentissage des langues à l'école : revue de littérature](#). Fribourg : Haute école pédagogique Fribourg (Suisse), Centre scientifique de compétence sur le plurilinguisme (Suisse) (Suisse), 09/2014

La publication de cette revue de la littérature concernant l'enseignement précoce ou plus tardif des langues étrangères à l'école intervient au moment où a lieu en Suisse une intense discussion politique portant sur l'enseignement des langues étrangères au primaire.

Cette revue de la littérature fait partie du programme de travail du Centre scientifique de compétence sur le plurilinguisme, alors que les groupes de travail mobilisés avaient souligné l'importance de disposer d'une vue d'ensemble non partisane (pour ou contre l'enseignement précoce des langues) avant d'engager de quelconques actions.

EVIN Agathe. [Coopération entre élèves et histoires collectives d'apprentissage en Éducation Physique et Sportive. Contribution à la compréhension des interactions entre élèves et au développement de dispositifs d'apprentissage coopératif](#). Thèse en sciences de l'éducation, soutenue en 2013, sous la dir. de Jacques SAURY & Carole SEVE (Université de Nantes)

« Cette recherche visait à analyser l'activité collective des élèves engagés dans des situations de coopération en EPS dans trois cycles d'enseignement (arts du cirque, acrosport et escalade). Le questionnement empirique qui a orienté ce travail s'inscrit au cœur des débats pédagogiques et scientifiques relatifs à la conception de dispositifs d'apprentissage favorisant le développement d'interactions coopératives entre élèves. Cette recherche a été conduite dans le programme de recherche du Cours d'action (Theureau, 2006), avec l'ambition de rendre compte du caractère singulier de l'expérience vécue des élèves lorsqu'ils sont engagés dans des tâches collectives et

coopératives dans des situations ordinaires de classe. Le recueil de données a été effectué avec une dyade en escalade, deux groupes d'élèves (trois à quatre élèves) en arts du cirque et en acrosport, et leurs enseignants. Les résultats de cette recherche ont permis de caractériser l'activité collective des élèves au travers d'histoires collectives dans lesquelles ces derniers étaient engagés. Ils révèlent le caractère composite et pluriel de la coopération appréhendée du point de vue de l'expérience des élèves. Ces résultats ont également mis en évidence des dynamiques contrastées et contingentes d'évolution de la coopération au cours du temps, et permis d'établir des relations entre les interactions coopératives entre élèves et leurs acquisitions. Cette recherche ouvre ainsi sur des implications pratiques dans le domaine de l'enseignement de l'EPS, plus particulièrement en termes de conception de dispositifs innovants d'apprentissage coopératif, et de promotion de modes d'intervention susceptibles de créer des conditions de coopérations fécondes entre élèves, vecteurs d'apprentissages. »

SALMAN Rana. [L'Impact des programmes de formation continue sur les compétences professionnelles des enseignants dans le contexte éducatif syrien \(cas de l'enseignement de base : de la première à la sixième classe\)](#). Thèse en sciences de l'éducation, soutenue en 2014, sous la dir. de Thierry CHEVAILLIER (Université de Bourgogne)

« Comme dans la quasi-totalité des pays, les autorités éducatives en Syrie ont des préoccupations quant à l'amélioration de la qualité de l'enseignement et quant aux réformes qu'elles cherchent à mettre en oeuvre pour donner aux enseignants la possibilité d'acquérir les nouvelles connaissances et compétences avant et une fois qu'ils exercent leur métier, surtout dans le contexte du changement économique et social de grande ampleur que vit le monde aujourd'hui. La complexification du contexte éducatif a amené les autorités pédagogiques syriennes à accorder une attention particulière aux programmes de la formation initiale et continuée des enseignants. Pour juger de l'efficacité des programmes de formation continue qui existent actuellement en Syrie, la présente thèse s'est fixée comme objectif d'analyser les impacts de ces programmes sur l'amélioration des compétences professionnelles des enseignants. Il ressort des analyses que les programmes de formation continue suivis en Syrie sont positivement corrélés à l'ensemble des compétences professionnelles des enseignants de l'échantillon. Les programmes de formation continue génèrent, d'après les estimations des membres de l'échantillon, une grande différence dans le niveau général de leur travail professionnel. Les analyses ont abouti également à la conclusion que d'autres facteurs jouent dans l'amélioration des compétences des enseignants. L'indicateur de la formation continue est donc statistiquement plus significatif si cette dernière s'adhère aux autres facteurs. »

AUDEBERT Pascale. [Construction des identités professionnelles chez de jeunes professeurs des écoles issus des immigrations : le rôle des relations interpersonnelles des contextes familial et scolaire](#). Thèse en Psychologie, psychologie clinique, psychologie sociale, soutenue en 2014, sous la dir. de Jean GUICHARD (Conservatoire national des arts et métiers)

« Cette recherche qualitative, conduite dans un cadre épistémologique socioconstructiviste, a pour objectif d'explorer la construction des identités professionnelles de jeunes professeurs des écoles issus des immigrations.

Les données de l'enquête ont été recueillies à l'aide d'entretiens semi-directifs auprès d'une population de 20 professeurs des écoles de la région Aquitaine âgés de 30 à 35 ans (10 issus des immigrations – 10 d' « origine française »). Une analyse de contenu thématique du verbatim des

entretiens a ensuite été réalisée. Des comparaisons entre les 2 groupes ont mis au jour des points communs et des différences au niveau : de l'éducation familiale reçue, des valeurs, du rapport à la religion, du choix du métier (désirabilité relative), des représentations et postures professionnelles. L'analyse du discours des enseignants issus des immigrations a révélé l'apport primordial des relations interpersonnelles dans la construction de leur Soi professionnel : c'est dans les interactions et dialogues avec les autrui significatifs de leurs contextes de vie (notamment familial et scolaire) que ces sujets se sont orientés, ont élaboré et concrétisé leur projet professionnel. Si en tant que descendants de parents immigrants, ils ont à relever des défis spécifiques (se construire dans une identité biculturelle, faire face à la discrimination, etc.), la diversité de leurs parcours d'intégration psychosociale et de leurs processus de personnalisation se manifeste par la construction d'identités professionnelles plurielles. Celles-ci se traduisent notamment par 2 manières d'être au métier : s'investir d'une mission professionnelle interculturelle en jouant un rôle de médiateur auprès d'élèves issus de familles défavorisées et/ou immigrées ; ne mettre en œuvre aucune pratique volontariste. »

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BIGAUT Christian, PICQ Jean-François, DUBOURG-LAVROFF Sonia, PERETTI Claudine, PONSOT Marie-France. [Evolution du statut d'attaché temporaire d'enseignement et de recherche](#). Paris : Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche. 82 p.

Créé en 1988 pour faciliter l'achèvement de la thèse et la préparation au concours de recrutement de maître de conférences, le statut d'attaché temporaire d'enseignement et de recherche (ATER) ne répond plus aujourd'hui qu'imparfaitement à ses objectifs initiaux et se trouve remis en question par le développement des contrats doctoraux et post-doctoraux. Le recours aux ATER diminue d'année en année et présente des différences importantes selon les établissements et les disciplines, ce qui rend délicate la détermination de toute évolution uniforme. Tel est le constat de ce rapport qui propose de laisser les établissements gérer leur dispositif de soutien à la préparation de la thèse et de l'entrée dans le métier d'enseignant-chercheur, dans le cadre de leur politique scientifique et grâce à un assouplissement du régime du contrat doctoral et aux différentes catégories de contrats existants pour les docteur ?

Repéré sur : Nber.org

Joseph E. Stiglitz. [Unemployment and Innovation](#). NBER Working Paper, No. 20670, November 2014
This paper analyzes equilibrium, dynamics, and optimal decisions on the factor bias of innovation in a model of induced innovation. In a model with full employment, we show that (a) if the elasticity of substitution is always less than or greater than unity, there is a unique steady state equilibrium; (b) if the elasticity of substitution is less than unity, the steady state is stable, but convergence is oscillatory; (c) if the elasticity of substitution is greater than unity, the steady state is a saddle point; and (d) if the elasticity of substitution is less than unity for both high and low effective capital labor ratios but greater than unity for intermediate values, then there can be multiple steady states. In a model where efficiency wages lead to equilibrium unemployment, we show that if the elasticity of substitution is less than unity, there will be a bias towards excessive labor augmenting innovation,

resulting in too high unemployment, with convergence to the unique steady state being oscillatory, rather than monotonic. Similarly, if the elasticity of substitution between skilled and unskilled labor is less than unity, and there is efficiency wage unemployment for unskilled labor only, there will be excessively skill-biased innovation.

This paper provides an alternative resolution to the Harrod-Domar conundrum of the disparity between the natural and warranted rate of growth to that of Solow, with strong policy implications, for instance, concerning the effects of income distribution and monetary policy both in the short run and the long.

Nicholas Bloom, Renata Lemos, Raffaella Sadun, John Van Reenen. [Does Management Matter in Schools](#). NBER Working Paper, No. 20667, November 2014

We collect data on operations, targets and human resources management practices in over 1,800 schools educating 15-year-olds in eight countries. Overall, we show that higher management quality is strongly associated with better educational outcomes. The UK, Sweden, Canada and the US obtain the highest management scores closely followed by Germany, with a gap to Italy, Brazil and then finally India. We also show that autonomous government schools (i.e. government funded but with substantial independence like UK academies and US charters) have significantly higher management scores than regular government schools and private schools. Almost half of the difference between the management scores of autonomous government schools and regular government schools is accounted for by differences in leadership of the principal and better governance.

Benjamin N. York, Susanna Loeb. [One Step at a Time: The Effects of an Early Literacy Text Messaging Program for Parents of Preschoolers](#). NBER Working Paper No. 20659, November 2014

Substantial systematic differences exist in children's home learning experiences. The few existing parenting programs that have shown promise often are not widely accessible, either due to the demands they place on parents' time and effort or cost. In this study, we evaluate the effects of READY4K!, a text messaging program for parents of preschoolers designed to help them support their children's literacy development. The program targets the behavioral barriers to good parenting by breaking down the complexity of parenting into small steps that are easy-to-achieve and providing continuous support for an entire school year. We find that READY4K! positively affected the extent to which parents engaged in home literacy activities with their children by 0.22 to 0.34 standard deviations, as well as parental involvement at school by 0.13 to 0.19 standard deviations. Increases in parental activity at home and school translated into student learning gains in some areas of early literacy, ranging from approximately 0.21 to 0.34 standard deviations. The widespread use, low cost, and ease of scalability of text messaging make texting an attractive approach to supporting parenting practices.

Andrew Bacher-Hicks, Thomas J. Kane, Douglas O. Staiger. [Validating Teacher Effect Estimates Using Changes in Teacher Assignments in Los Angeles](#). NBER Working Paper No. 20657, November 2014

In a widely cited study, Chetty, Friedman, and Rockoff (2014a; hereafter CFR) evaluate the degree of bias in teacher value-added estimates using a novel "teacher switching" research design with data from New York City. They conclude that there is little to no bias in their estimates. Using the same model with data from North Carolina, Rothstein (2014) argued that the CFR research design is invalid, given a relationship between student baseline test scores and teachers' value-added. In this paper, we replicated the CFR analysis using data from the Los Angeles Unified School District and similarly

found that teacher value-added estimates were valid predictors of student achievement. We also demonstrate that Rothstein's test does not invalidate the CFR design and instead reflects a mechanical relationship, given that teacher value-added scores from prior years and baseline test scores can be based on the same data. In addition, we explore the (1) predictive validity of value-added estimates drawn from the same, similar, and different schools, (2) an alternative way of estimating differences in access to effective teaching by taking teacher experience into account, and (3) the implications of alternative ways of imputing value-added when it cannot be estimated directly.

Patrick L. Baude, Marcus Casey, Eric A. Hanushek, Steven G. Rivkin. [The Evolution of Charter School Quality](#). NBER Working Paper No. 20645, October 2014

Studies of the charter school sector typically focus on head-to-head comparisons of charter and traditional schools at a point in time, but the expansion of parental choice and relaxation of constraints on school operations is unlikely to raise school quality overnight. Rather, the success of the reform depends in large part on whether parental choices induce improvements in the charter sector. We study quality changes among Texas charter schools between 2001 and 2011. Our results suggest that the charter sector was initially characterized by schools whose quality was highly variable and, on average, less effective than traditional public schools. However, exits from the sector, improvement of existing charter schools, and positive selection of charter management organizations that open additional schools raised average charter school effectiveness over time relative to traditional public schools. Moreover, the evidence is consistent with the belief that a reduction in student turnover as the sector matures, expansion of the share of charters that adhere to a No Excuses philosophy, and increasingly positive student selection at the times of both entry and reenrollment all contribute to the improvement of the charter sector

Christopher R. Walters. [The Demand for Effective Charter Schools](#). NBER Working Paper No. 20640, October 2014

This paper uses a structural model of school choice and academic achievement to study the demand for charter schools in Boston, Massachusetts, with an emphasis on comparative advantage in school choice. I combine an optimal portfolio choice model of charter school application and attendance decisions with a selection correction approach that links students' school choices to the achievement gains generated by charter attendance. To estimate the model, I use instrumental variables derived from randomized entrance lotteries, together with a second set of instruments based on distance to charter schools. The estimates show that charter schools reduce achievement gaps between high- and low-achieving groups, so disadvantaged students and low-achievers have a comparative advantage in the charter sector. Higher-income students and students with high prior achievement have the strongest demand for charter schools, however, which implies that preferences for charters are inversely related to potential achievement gains. The structural estimates show a similar pattern of selection on unobservables. These findings imply that students do not sort into charter schools on the basis of comparative advantage in academic achievement; instead, disadvantaged students are less likely to apply to charter schools despite larger potential achievement gains. I use simulations of an equilibrium school choice model to quantify the consequences of this demand-side pattern for the effects of charter school expansion. The results suggest that in the absence of significant behavioral or institutional changes, the effects of charter expansion may be limited as much by demand as by supply.

Repéré sur : OCDE.fr

OCDE. [Commentaires aux enseignants : Un potentiel inexploité](#). L'enseignement à la loupe, n°2014/6. 6 p.

Dans les pays et économies participant à l'Enquête internationale sur l'enseignement et l'apprentissage (TALIS) de l'OCDE, la majorité des enseignants indiquent recevoir des commentaires sur différents aspects de leur travail dans leur établissement.

Les commentaires faits aux enseignants ont une dimension en lien avec le développement professionnel, de nombreux enseignants indiquant qu'ils leur permettent d'améliorer leurs pratiques pédagogiques et d'autres aspects de leur travail.

Toutefois, tous les types de commentaires ne sont pas jugés utiles : près de la moitié des enseignants des pays de l'enquête TALIS déclarent ainsi que les dispositifs d'évaluation et de commentaire en place dans leur établissement sont essentiellement mis en œuvre dans le simple souci de respecter des obligations administratives.

Les enseignants qui estiment recevoir des commentaires utiles sur leur travail tendent également à faire état d'une plus grande confiance en leurs propres capacités et d'un niveau plus élevé de satisfaction professionnelle.

OCDE. [Équité de l'affectation des ressources : Quels liens avec la performance des élèves ?](#) PISA à la loupe, n° 44, octobre 2014. 4 p.

La façon dont les ressources pédagogiques sont affectées compte autant que la quantité des ressources disponibles. Dans les pays et économies très performants, l'affectation des ressources tend à être plus équitable entre les établissements favorisés et les établissements défavorisés sur le plan socio-économique. Parmi les pays et économies où les établissements sont mieux dotés en termes de ressources – selon les chefs d'établissement, l'équité de l'affectation des ressources n'est pas liée à la qualité globale de ces dernières.

OCDE. [Les élèves défavorisés sont-ils plus susceptibles de redoubler ?](#) PISA à la loupe, n°43

Dans les pays de l'OCDE, un élève sur huit a déjà redoublé au moins une fois avant l'âge de 15 ans.

De nombreux pays ont réduit leurs taux de redoublement entre 2003 et 2012.

Un élève défavorisé de 15 ans sur cinq a déjà redoublé. Même à niveau scolaire similaire, les élèves défavorisés sont 1.5 fois plus susceptibles de redoubler que les élèves favorisés.

OCDE. [Regards sur l'éducation 2014](#) : Les indicateurs de l'OCDE. Paris : OCDE, septembre 2014, 512 p.

Source d'informations précises et pertinentes, Regards sur l'éducation : Les indicateurs de l'OCDE fait figure de publication de référence sur l'état de l'éducation dans le monde. Elle fournit des données sur la structure, le financement et les performances des systèmes d'éducation dans les 34 pays membres de l'OCDE, ainsi que dans un certain nombre de pays partenaires.

Avec plus de 150 graphiques, 300 tableaux et 100 000 chiffres, Regards sur l'éducation présente des données clés sur : les résultats des établissements d'enseignement ; l'impact de l'apprentissage dans les différents pays ; les ressources financières et humaines investies dans l'éducation ; l'accès, la participation et la progression au sein des systèmes d'éducation ; et l'environnement d'apprentissage et l'organisation scolaire.

CERI. [Infinite Connections: Education and new technologies](#). Trends Shaping Education 2014 Spotlight 5 . 12 p.

OCDE. [Employment and Skills Strategies in Korea](#). Paris : OCDE, octobre 2014. 84 p.

With the rising economic importance of human resources and skills, employment and training agencies are now often expected to play a more important role in local strategies to support new creation, facilitate restructuring and increase productivity. The OECD Local Economic and Employment Development (LEED) Programme has developed an international cross-comparative study examining the contribution of local labour market policy to boosting quality employment and enhancing productivity. In Korea, the review has looked at the range of institutions and bodies involved in employment and skills policies, focusing on local strategies in the Bucheon and Busan region

Repéré sur : ove-national.education.fr

Valérie Erlich. [Les mobilités étudiantes en Europe](#). OVE Infos, n°28. 7 p.

Dans cette publication, l'auteure, Valérie Erlich, maître de conférences à l'université de Nice Sophia Antipolis et chercheuse à l'UMRIS, répond aux questions suivantes : quelles sont les inégalités d'accès à la mobilité internationale pour études ? quelles ressources (sociales, économiques, culturelles...) est-il nécessaire de mobiliser pour pouvoir effectuer un séjour d'études en Europe ? Elle interroge alors le processus d'égalité d'accès des étudiants à l'espace international européen.

Repéré sur : Repec.org ©2013 by Joao Carlos Correia Leitao

[Private Schools and "Latino Flight" from Black Schoolchildren](#)

Fairlie, Robert

Several recent studies provide evidence that the choice between private and public school among white students is influenced by the racial composition of the local student population. None of these studies, however, examines whether Latinos are also fleeing to private schools in response to black schoolchildren. I explore the "Latino flight" hypothesis using data from the National Educational Longitudinal Study (NELS) and a recently released confidential dataset from the National Center for Educational Statistics (NCES). In probit regressions for the probability of attending private school among Latinos, I find a large, positive and statistically significant coefficient on the black share of the school-age population. The coefficient estimates imply that a 10 percentage point increase in the black share increases the probability of private school attendance by 25.7 to 33.2 percent among Latino 8th graders and 35.2 to 52.2 percent among Latino 10th graders. I interpret these results as providing evidence of "Latino flight" from public schools into private schools. I do not find evidence that Latinos respond differently to black schoolchildren than do whites.

[Online Posting of Teaching Evaluations and Grade Inflation](#)

Talia Bar (University of Connecticut) ; Vrinda Kadiyali (Cornell University) ; Asaf Zussman (Hebrew University of Jerusalem)

In 2008 the faculty senate of Cornell University's College of Agriculture and Life Sciences (CALs) decided to publish mean student evaluations of teaching online. The stated goal of the policy was to "provide useful information to students as they design their program of study." Using 2003-2011 data from CALs we study the effects of this policy change on teaching evaluations, grading outcomes and students' course choices. Identification relies on the differential response of initially-low and initially-high rated instructors. While student evaluations of teaching increased, the policy change contributed to grade inflation and had little effect on course enrollment and composition.

[Competition, Selectivity and Innovation in the Higher Educational Market](#)

Lynne Pepall ; Dan Richard

Recent innovations in digital learning and web-based technologies have enabled scalability in educational services that has previously not been feasible presenting a potential disruption of traditional higher education markets. This paper explores the impact of these innovations in vertically differentiated market with network externalities. Students differ in their ability to benefit from educational services. We describe how selective and non-selective institutions compete for students through tuition price and admission criteria and consider how free non-credentialed educational services (MOOCs) affect the market equilibrium. Our model also helps explain why selective institutions are frequently also the proprietors of MOOCs.

[Out of sight, out of mind? Educational outcomes of children with parents working abroad.](#)

Joanna Clifton-Sprigg (The University of Edinburgh)

Impact of parental emigration on educational outcomes of children is theoretically ambiguous. Using novel data I collected on migration experience and its timing, family background and school performance of lower secondary pupils in Poland, I analyse the question empirically. Migration is mostly temporary in nature, with one parent engaging in employment abroad. As many as 63% of migrant parents have vocational qualifications, 29% graduated from high school, 4% have no qualifications and the remaining 4% graduated from university. Almost 18% of children are affected by parental migration. Perhaps surprisingly, estimates suggest that parental employment abroad has a positive immediate impact on a pupil's grade. Parental education appears pivotal; children of high school graduates benefit most. Longer term effects appear more negative, however, suggesting that a prolonged migration significantly lowers a child's grade. Interestingly, siblings' foreign experiences exert a large, positive impact on pupils' grades.

[Bologna Process Evaluation Procedures For Implementation And Development Of Higher Education System In Europe](#)

Olivia STANICA (General Staff – M.O.D)

The Bologna Process should be regarded as means to an end: its main goal is to provide the educational component necessary for the construction of a Europe of knowledge within a broad humanistic vision and in the context of massified higher education systems; with lifelong access to learning that supports the professional and personal objectives of a diversity of learners. The different elements of the Bologna reforms have evolved through time, and have sometimes led to a fragmented and instrumental view of education that has not always facilitated understanding in

institutions of the important links between the various elements. This can be improved if the tools are seen as being interconnected, and as a means of moving towards student-centred learning.

[Modern secondary education and economic performance: the introduction of the Gewerbeschule and Realschule in nineteenth-century Bavaria](#)

Semrad, Alexandra

Do new school types focusing on practical and business-related knowledge lead to increased economic performance? To analyze this question, this paper examines the introduction of two types of modern secondary education, the Gewerbeschule and its successor, the Realschule, in nineteenth-century Bavaria. Since opening of these schools is arguably endogenous – as it were mainly the prosperous, big cities that opened one – the estimated treatment effect capturing the economic influence of the Gewerbeschule/Realschule will lead to biased results. To alleviate this bias, I adopt propensity score matching to compare relatively alike counties with and without these schools. Using historical county-level data on business formations, tax revenues, employment structure, and patent holdings, OLS regression analysis shows that the opening of a modern secondary school is in general positively associated with economic performance several years later.

[Disabled children's cognitive development in the early years](#)

Samantha Parsons (Department of Quantitative Social Science, Institute of Education) ; Lucinda Platt (Department of Social Policy, London School of Economics and Political Science)

Disabled children are known to fare worse in terms of educational attainment during their school years, with subsequent consequences for their later transitions and adult outcomes. But despite the acknowledged importance of the early years in children's later outcomes, we know relatively little about when disabled children's educational problems emerge or how they develop in young childhood. In this paper, we use a nationally representative longitudinal survey of UK children to address the following questions: do disabled children in England have lower cognitive skills prior to school entry? How do educational attainment and cognitive skills develop over the early school years relative to their non-disabled peer group? What role do background and environmental factors play in accounting for patterns of disabled children's progress? Using multiple measures of educational and cognitive attainment, and controlling for a number of key child, family and environmental factors, we investigate educational progress across two measures of disability. We find that disabled children have poorer cognitive skills at age 3, and that this is not accounted for by differences in home context. We also find that they make less progress over the early years than their non-disabled peers with similar levels of cognitive skills. Our findings are robust to a series of alternative specifications. Implications are discussed.

[Innovation in education and re-industrialisation in Europe](#)

Paola Mengoli ; Margherita russo

In this paper we discuss innovations in education, with a focus on those oriented towards knowledge-driven re-industrialisation in Europe. We first introduce the specific education needs for re-industrialisation with regard (a) to young people's knowledge and skills in science, technology, engineering and mathematics (STEM), and (b) to specific training needs of mid-level technicians. Then we propose the adoption of a context-based approach to place science and technology within young people's daily lives and to promote links between science, technology and society. In particular, we propose the use of robotics labs to improve context-based approach to technology

education. We suggest action-research as a feasible practice to boost bottom-up changes in teaching and learning activities, and we focus on the university initiative Officina Emilia as an exemplar of such actions, as the initiative involves university researchers, manufacturing and services companies, education agencies, civil society. The paper offers some concluding remarks on two main ingredients that can support a more appropriate set of education and training activities to enhance knowledge-driven re-industrialisation: first, the need to allow the emergence of hybrid places fostering innovation, with the involvement of different agents; second, the robotics labs, among others, as a means to foster a multidisciplinary perspective, crucial for the new challenges that education faces in supporting re-industrialization.

[Family Structure and the Education Gender Gap: Evidence from Italian Provinces](#)

Graziella Bertocchi ; Monica Bozzano

We investigate the determinants of the education gender gap in Italy in historical perspective with a focus on the influence of family structure. We capture the latter with two indicators: residential habits (nuclear vs. complex families) and inheritance rules (partition vs. primogeniture). After controlling for economic, institutional, religious, and cultural factors, we find that over the 1861-1901 period family structure is a driver of the education gender gap, with a higher female to male enrollment rate ratio in upper primary schools being associated with nuclear residential habits and equal partition of inheritance. We also find that only the effect of inheritance rules persists over the 1971-2001 period.

[Overeducation in the Japanese Labor Market: Evidence from the 2007 Employment Status Survey \(in Japanese\)](#)

HIRAO Tomotaka

It is generally found that overeducated (undereducated) workers earn less (more) than their correctly placed colleagues and reported that the return to year of overeducation, though positive, is smaller than the return to year of required education. Overeducation (undereducation) refers to the mismatch wherein an individual has higher (lower) qualifications than that required for his/her current jobs. In sharp contrast to the lively debate on the economic effects of overeducation in the United States and other western countries, evidence from Japan on this issue is relatively scarce. In this paper, we analyze the effects of overeducation and undereducation on wages in the Japanese labor market. Our study uses the micro data of the 2007 Employment Status Survey gathered from a national sample of workers on educational attainments and present job; the survey was conducted in October 2007 by the Statistics Bureau, Ministry of Internal Affairs in Japan. This study found substantial overeducation penalties and undereducation bonuses, in line with previous researches. This suggests that the occupational structure of the Japanese labor market lacks the capacity to absorb the rising number of educated workers into traditional occupations. Thus, the empirical results of this study raise a number of important issues for Japanese educational and labor policy.

[Does Public Education Expansion Lead to Trickle-Down Growth?](#)

Böhm, Sebastian ; Grossmann, Volker ; Steger, Thomas M.

The paper revisits the debate on trickle-down growth in view of the widely discussed evolution of the earnings and income distribution that followed a massive expansion of higher education. We propose a dynamic general equilibrium model to dynamically evaluate whether economic growth triggered by an increase in public education expenditure on behalf of those with high learning ability eventually

trickles down to low-ability workers and serves them better than redistributive transfers. Our results suggest that, in the shorter run, low-skilled workers lose. They are better off from promoting equally sized redistributive transfers. In the longer run, however, low-skilled workers eventually benefit more from the education policy. Interestingly, although the expansion of education leads to sustained increases in the skill premium, income inequality follows an inverted U-shaped evolution.

[Youth Employability and Employment from the Perspective of Active Labour Market Policies](#)

Asplund, Rita ; Koistinen, Pertti

This literature review starts with a general discussion of young people and their various activities with special emphasis on youth unemployment and the outcome of alternative ways of measuring the prevalence of unemployment among young people. Thereafter the focus turns to measures targeted at young people based on the knowledge provided in relevant national as well as international literature. A distinction is thereby made between the role and impact of the education system, on the one hand, and active labour market policies (ALMP), on the other. The main reason for making this distinction is that early-year education and ALMP measures are typically targeted at differently aged young people. Apart from young people in general, attention is also paid to two special groups of young people: disabled young people and young immigrants. The review concludes with a discussion of main findings and their policy implications.

[Getting a First Job: Quality of the Labor Matching in French Cities](#)

Brahim Boualam

This paper evaluates the influence of urban density on the quality of the match between workers' field of education and their first occupation. Using survey data on young individuals that entered the French labor market in 2004, I propose an original measure of skill matching and find that the quality of the match increases with urban density. I also show that a better skill match is associated with higher wages and that this matching premium comes in addition to the urban wage premium.

[The role of conferences on the pathway to academic impact: Evidence from a natural experiment](#)

Fernanda L. L. de Leon (University of Kent) ; Ben McQuillin (University of East Anglia)

This paper provides evidence for the role of conferences in generating visibility for academic work, using a 'natural experiment': the last-minute cancellation – due to 'Hurricane Isaac' – of the 2012 American Political Science Association (APSA) Annual Meeting. We assembled a dataset containing outcomes of 15,624 articles scheduled to be presented between 2009 and 2012 at the APSA meetings or at a comparator annual conference (that of the Midwest Political Science Association). Our estimates are quantified in difference-in-difference analyses: first using the comparator meetings as a control, then exploiting heterogeneity in a measure of session attendance, within the APSA meetings. We observe significant 'conference effects': on average, articles gain 17-26 downloads in the 15 months after being presented in a conference. The effects are larger for papers authored by scholars affiliated to lower tier universities and scholars in the early stages of their career. Our findings are robust to several tests.

[The Role of Institutional Characteristics in Knowledge Transfer: A Comparative Analysis of Two Italian Universities.](#)

Rossi, Federica ; Fassio, Claudio ; Geuna, Aldo (University of Turin)

[Overeducation in the Japanese Youth Labor Market: Effects of Educational Mismatch on Wages\(in Japanese\)](#)

INUI Tomohiko ; KWON Hyeog Ug ; SENOH Wataru ; NAKAMURO Makiko ; HIRAO Tomotaka ; MATSUSHIGE Hisakazu

In this paper, we analyze the negative impacts of overeducation on wages in the Japanese youth labor market. In addition, this study assesses empirically the validity of the Human Capital Theory and Job Competition Model within the context of overeducation and undereducation. Our study uses the data set of a web monitoring survey targeting Japanese youth aged 17 to 27; the survey was conducted in January 2012 by the Economic and Social Research Institute, Cabinet Office. The increasing trend of youth to enroll for longer educational courses and the relative scarcity of suitable job opportunities later results in overeducation. Overeducation is the mismatch that an individual have higher qualifications than required for their current jobs. This phenomenon leads to various negative outcomes. As expected, there is a negative relationship between overeducation and wages. Overeducated workers earn significantly lesser than their correctly placed colleagues, after controlling for ability and other potential bias. The occupational structure of the Japanese youth labor market lacks the capacity to absorb the rising number of educated workers into traditional occupations. Conversely, undereducated employees earn more than youth in jobs exactly matched to their qualifications. In terms of a theoretical framework, our findings imply that the Human Capital Theory is not valid within the context of overeducation and undereducation in the Japanese youth labor market.

[Education and Human Capital Development to Strengthen R & D Capacity in ASEAN](#)

Tereso S. Tullao, Jr. (De La Salle University) ; Christopher James Cabuay (De La Salle University)

This Policy Brief raises some policy issues regarding the capacity of the ASEAN region's education system in producing knowledge capital as it looks into the opportunities and challenges faced by the sector. This is critical for ASEAN to enable it to attain its quest to be a base for innovation. Among the issues that ASEAN has to confront in achieving this goal relate to the development of financing schemes for various types of education, improvement in the level of investments in research and development, and revisit of the way teaching is conducted in the 21st century, especially in certain disciplines crucial to engendering innovation for growth and development.

[College Access, Initial College Choice and Degree Completion](#)

Joshua Goodman, Michael Hurwitz, Jonathan Smith

Estimating the impact of initial college choice on student outcomes is confounded by the non-random nature of college selection. Using the universe of SAT takers in the high school classes of 2004-07, we identify two new contexts where admission test score thresholds provide exogenous variation in access to four-year colleges. We study Georgia's state university system, whose thresholds are public, and other colleges whose threshold use is not public but can be detected in our data. A regression discontinuity design comparing the relatively low-skilled students just above and below these thresholds yields two main findings. First, in both settings, missing these thresholds diverts students into two-year colleges or less selective four-year colleges, suggesting that college choices are narrowed by failure to take low cost steps like retesting or applying more widely. Second, missing these thresholds reduces bachelor's degree completion rates, particularly for low income students. We argue this is clear evidence of a college quality effect, as some students are diverted from four-year colleges from which they are capable of graduating.

[Family Structure and the Education Gender Gap: Evidence from Italian Provinces](#)

Graziella Bertocchi ; Monica Bozzano

We investigate the determinants of the education gender gap in Italy in historical perspective with a focus on the influence of family structure. We capture the latter with two indicators: residential habits (nuclear vs. complex families) and inheritance rules (partition vs. primogeniture). After controlling for economic, institutional, religious, and cultural factors, we find that over the 1861-1901 period family structure is a driver of the education gender gap, with a higher female to male enrollment rate ratio in upper primary schools being associated with nuclear residential habits and equal partition of inheritance. We also find that only the effect of inheritance rules persists over the 1971-2001 period

[Academic Achievements: Grades versus Duration](#)

Agar Brugiavini (Department of Economics, University Of Venice Cà Foscari) ; Carlo Carraro (Department of Economics, University Of Venice Cà Foscari) ; Matija Kovacic (Department of Economics, University Of Venice Cà Foscari)

This paper investigates the determinants of academic achievements of post-reform undergraduate students of Ca' Foscari University of Venice. Academic achievements are measured with the students' grade point averages and time to graduation. The set of independent variables contains information on students' personal characteristics, prior academic achievements, family background, academic track at university, and several "peer-group" effects. The novelty of this paper is threefold: i) we use a rich data set obtained by matching the University's administrative data records with the data drawn from the AlmaLaurea questionnaires, ii) we pay particular attention to the effects of academic track regularity on students' performance, and iii) we propose a theoretical model of a trade-off between grades and time to graduation, and test empirically its validity by taking into account the problem of reciprocal causation between grades and time to graduation. The model suggests that grades and time to graduation are inversely related. While there is an unambiguous effect of students' ability and financial condition on grades, these effects are less straightforward in the case of time to graduation. The sign and the magnitude of the effects of ability and financial condition on time to graduation depends on students' academic track regularity. Moreover, the relative importance of grades and time to graduation depends, in addition to ability and financial situation, also on the external economic conditions in the labor market. Our empirical exercise confirms the predictions of the model.

[Familiarity Does Not Breed Contempt: Diversity, Discrimination and Generosity in Delhi Schools](#)

Gautam Rao

I exploit a natural experiment in India to identify how mixing rich and poor students in schools affects social preferences and behaviors. A policy change in 2007 forced many private schools in Delhi to meet a quota of poor children in admissions. This led to a sharp increase in the presence of poor children in new cohorts in those schools, but not in older cohorts or in other schools. Exploiting this variation, and using a combination of field and lab experiments, administrative data and test scores, I study impacts on three classes of outcomes: (i) prosocial behavior, (ii) social interactions and discrimination, and (iii) academic outcomes. First, I find that having poor classmates makes wealthy students more prosocial and generous. They become more likely to volunteer for a charity at school, more generous towards both rich and poor students in dictator games, and choose more equitable

distributions of payoffs in the lab. Second, having poor classmates makes wealthy students discriminate less against poor children, measured by their teammate choice in an incentivized sports contest. Consistent with this, they become more willing to socialize with poor children outside school. Third, I find marginally significant negative effects on test scores in English, but no effect on Hindi or Math. Overall, I conclude that mixing in schools had substantial positive effects on the social behaviors of wealthy students, at the cost of negative but arguably modest impacts on academic achievement. To shed light on mechanisms, I exploit idiosyncratic assignment of students to study groups and find that the effects on social behaviors are largely driven by personal interactions between wealthy and poor students, rather than by changes in teacher behavior or curriculum.

[In School and Out of Trouble? Investigating the Effects of Furloughing Public School Teachers on Juvenile Crime in Hawaii](#)

Randall Q. Akee (UCLA, Luskin School of Public Affairs) ; Timothy J. Halliday (UHERO, University of Hawaii at Manoa) ; Sally Kwak (U.S. Congress, Joint Committee on Taxation)

Due to the large social costs of juvenile crime, policymakers have long been concerned about its causes. In the 2009-10 school year, the State of Hawaii responded to fiscal strains by furloughing all school teachers employed by the Department of Education and canceling class for seventeen instructional days. We examine the effects of this unusually short school year to draw conclusions about the relationship between time in school and juvenile arrests on Oahu. We calculate marginal effects from a negative binomial model and find that time off from school is associated with significantly fewer juvenile assault and drug-related arrests, although there are no changes in other types of crimes, such as burglaries. During the shortened school year, we calculate that there were twenty fewer assault arrests and fourteen fewer drug-related arrests of juveniles on Oahu. The declines in arrests for assaults were the most pronounced in poorer regions of the island whereas the declines in drug-related arrests were higher in relatively more prosperous regions.

[Why do East Asian children perform so well in PISA? An investigation of Western-born children of East Asian descent](#)

John Jerrim (Department of Quantitative Social Science, Institute of Education)

A small group of high-performing East Asian economies dominate the top of the Programme for International Student Assessment (PISA) rankings. This has caught the attention of Western policymakers, who want to know why East Asian children obtain such high PISA scores, and what can be done to replicate their success. In this paper I investigate whether children of East Asian descent, who were born and raised in a Western country (Australia), also score highly on the PISA test. I then explore whether their superior performance (relative to children of Australian heritage) can be explained by reasons often given for East Asian students' extraordinary educational achievements. My results suggest that second-generation East Asian immigrants outperform their native Australian peers in mathematics by more than 100 PISA test points – the equivalent of two and a half years of schooling. Moreover, the magnitude of this achievement gap has increased substantially over the last ten years. Yet there is no 'silver bullet' that can explain why East Asian children excel academically. Rather a combination of factors, each making their own independent contribution, seem to be at play. Western policymakers should therefore appreciate that it may only be possible to catch the leading East Asian economies in the PISA rankings with widespread cultural change.

[Testing the causality between electricity consumption, energy use and education in Africa](#)

Oussama BEN ABDELKARIM ; Adel BEN YOUSSEF ; Hatem M'HENNI ; Christophe RAULT

We investigate the existence of causal relationships between energy consumption and education (enrollment in primary secondary and higher education) for a sample of 16 African countries over the period 1971-2010 (according to availability of countries' data). We use the panel-data approach of Kónya (2006), which is based on SUR systems and Wald tests with country specific bootstrap critical values. Our results show that education and energy use are strongly linked in Africa. There is bidirectional causality between primary, secondary and higher education and energy use for several countries. Moreover, electricity consumption plays a crucial role in the energy-education links in Africa.

[The Role of Institutional Characteristics in Knowledge Transfer: A Comparative Analysis of Two Italian Universities.](#)

Rossi, Federica ; Fassio, Claudio ; Geuna, Aldo (University of Turin)

[Educational Attainment in the OECD, 1960-2010 \(version 3.1\)](#)

Ángel de la Fuente ; Rafael Doménech

This paper describes the construction of series of educational attainment of the adult population in a sample of 22 OECD countries covering the period 1960-2010. These series are a revised and extended version of the data set described in de la Fuente and Doménech (2002).

[Publish or perish: the publication history of the Department of Economics 1963-2013](#)

Karl Gunnar Persson (Department of Economics, Copenhagen University)

This paper addresses two issues. It documents the changes in the publication strategy of the members of the Department of Economics, University of Copenhagen over the last 50 years, away from a broad domestic audience to the international community of peers and scholars. From having been only occasionally present in the world of science the Department has increased its impact from the end of the 1980s. Exploiting data on the impact of journal articles the paper makes a tentative estimate of a spectacular increase in research labour productivity.

[Does Education Affect Risk Aversion?: Evidence from the 1973 British Education Reform](#)

Seeun Jung (Université de Cergy-Pontoise, THEMA)

Individual risk attitudes are widely used in order to predict decisions regarding education. These uses of risk attitudes as a control variable for education decisions, however, have been criticized due to potential reverse causality. The causality between risk aversion and education is not clear, and it is hard to disentangle the different directions. We have a very first attempt to investigate the causal effect of education on risk aversion by looking at the 1973 British Education Reform which increased the end of compulsory schooling from 15 to 16. We find that years of schooling increase risk-aversion level via IV2SLS, which is contrary to the existing literature to our knowledge. This result is especially stronger for those with lower education. We suggest that in early education, education makes individuals more risk averse, whereas in more adult education such as tertiary education, years of schooling diminish risk aversion as suggested in other literatures. In addition, this negative causal effect of education on risk aversion could relieve our concerns about the endogeneity/reverse causality issue when using risk aversion as an explanatory variable for education decisions, because the sign would still be credible as coefficients are underestimated.

[Assessing the Effect of School Days and Absences on Test Score Performance](#)

Esteban Aucejo ; Teresa Foy Romano

While instructional time is viewed as crucial to learning, little is known about the effectiveness of reducing absences relative to increasing the number of school days. In this regard, this paper jointly estimates the effect of absences and length of the school calendar on test score performance. Using administrative data from North Carolina public schools, we exploit a state policy that provides variation in the number of days prior to standardized testing and find substantial differences between these effects. Extending the school calendar by ten days increases math and reading test scores by only 0.8% and 0.2% of a standard deviation, respectively; a similar reduction in absences would lead to gains of 5.8% and 3% in math and reading. We perform a number of robustness checks including utilizing u data to instrument for absences, family-year fixed effects, separating excused and unexcused absences, and controlling for a contemporaneous measure of student disengagement. Our results are robust to these alternative specifications. In addition, our findings indicate considerable heterogeneity across student ability, suggesting that targeting absenteeism among low performing students could aid in narrowing current gaps in performance.

[Sweden's School Choice Reform and Equality of Opportunity](#)

Edmark, Karin (Uppsala Center for Labor Studies) ; Frölich, Markus (University of Mannheim) ; Wondratschek, Verena (Centre for European Economic Research)

This study analyses whether the Swedish school choice reform, enacted in 1992, had different effects on students from different socio-economic backgrounds. We use detailed geographical data on students' and schools' locations to construct measures of the degree of potential choice. This allows us to study the effects of choice opportunities among public schools, whereas previous studies have focused on newly opened private schools. Our results suggest small positive or no effects of choice opportunities, depending on specification and outcome. We find no strong evidence of differences between subgroups; if anything, effects tend to be slightly more positive for disadvantaged groups, such as students from low-income families. Taken together, the results indicate that students from a socio-economically disadvantaged or immigrant background were not harmed by the reform.

[Mobility of Students from Arab Countries and Internationalization of Higher Education with Application to Medical Studies](#)

driouchi, ahmed ; akehboune, amale

Abstract With the international liberalization of services, both education and medical care are becoming global. Medical education is consequently subject to changes in education and to reforms taking place in the health systems. The Arab world is not insulated from these international trends. The mobility of students from this part of the world accounts for the constraints related to accessing medical education in the countries of origin but also for the benefits provided by studying abroad. The current paper describes the costs and benefits related to medical education and to the incentives related to the mobility of students. It shows that while the medical educational system is changing in the Arab world, mobility of students is increasingly attractive as larger benefits are expected while studying abroad.

[Education and Health Knowledge: Evidence from UK Compulsory Schooling Reforms](#)

David W. Johnston ; Grace Lordan ; Michael A. Shields ; Agne Suziedelyte

We investigate if there is a causal link between education and health knowledge using data from the 1984/85 and 1991/92 waves of the UK Health and Lifestyle Survey (HALS). Uniquely, the survey asks respondents what they think are the main causes of ten common health conditions, and we compare these answers to those given by medical professionals to form an index of health knowledge. For causal identification we use increases in the UK minimum school leaving age in 1947 (from 14 to 15) and 1972 (from 15 to 16) to provide exogenous variation in education. These reforms predominantly induced adolescents who would have left school to stay for one additionally mandated year. Naïve ordinary least squares estimates suggest that education significantly increases health knowledge, with a one-year increase in schooling increasing the health knowledge index by 15% of a standard deviation. In contrast, estimates from instrumental-variable models show that increased schooling due to the education reforms did not significantly affect health knowledge: a one-year increase in schooling is estimated to decrease the health knowledge index by 0.1% of a standard deviation. This main result is robust to numerous specification tests and alternative formulations of the health knowledge index. Further research is required to determine whether there is also no causal link between higher levels of education - such as post-school qualifications - and health knowledge.

[The Emergence of For-Profit Higher Education Institutions](#)

Jacqmin, Julien

This paper examines the market conditions that facilitate the entry of for-profit institutions into the higher education market. I show how, despite significant government financial support for public institutions, for-profit institutions may still find it profitable to enter the market. They do so by spending large amounts of money on advertising campaigns in order to attract students who are relatively more influenced by the persuasive effect of advertising. I show that entry is more likely the more government subsidies are targeted directly toward students, as opposed to institutions. Even if it decreases social welfare, the introduction of market conditions that are friendly to for-profit universities will allow a government to fulfill its objective of increasing participation in the higher education system.

[The Economic Value of Iowa's Public Universities](#)

Swenson, David A.

This analysis measures the economic value of Iowa's public universities – The University of Iowa, Iowa State University, and the University of Northern Iowa. There are two dimensions evaluated: the overall worth of operating the universities as educational and service institutions and the value of student spending in their respective area economies. This analysis incorporates a number of best practices for measuring the worth of universities to regional economies.

[How Risky Is the Choice of a University Major?](#)

Kässsi, Otto

This paper estimates the monetary returns to different university majors and the risks related to them. The residuals from a Mincer-type income regression are decomposed into unobserved heterogeneity (known to the individual when making her education choice) and risk (unknown to the individual). The risk estimates are corrected for selection by applying the selection correction model of Lee (1983) and an instrument based on the local supply of education in different majors. The differences in risks between different majors are found to be mostly statistically insignificant but

differences in returns to majors are larger and significant. Both, income uncertainty and mean returns are found to be larger for men than for women.

[Career Prospects of Overeducated Americans](#)

Brian Clark ; Arnaud Maurel (Duke University) ; Clement Joubert (University of North Carolina at Chapel H)

In this paper we analyze career dynamics for the nearly 30% of U.S. workers who are deemed overeducated in the literature. We use data from the National Longitudinal Survey of Youth 1979 combined with the pooled 1989-1991 waves of the Current Population Survey to analyze overeducation status transitions and the corresponding effects on wages. We find that overeducation is a persistent phenomenon at the aggregate and individual levels, with 73% of workers remaining overeducated after one year. Further, the hazard rate out of overeducation drops by about 60% during the first 5 years spent overeducated. However, the estimation of a mixed proportional hazard model suggests that this is attributable to selection on unobservables rather than true duration dependence. Finally, overeducation is associated with lower current as well as future wages, which points to the existence of scarring effects.

[Economics of Migration of Students from the Arab Region to OECD countries](#)

Driouchi, Ahmed

Abstract: Economic studies on migration of skilled labor are mainly related to those trained in the country of origin but are increasingly including students trained abroad that return or not to their home countries. There are incentives and constraints that are provided by both origin and destination countries but the living conditions and the expected relative wages appear to be the most important sources of attraction of students to migrate. The restrictions of access to some schools such as those of medical sciences and architecture could be also driving further migration. The internationalization of the education system and the delocalization of universities in relation to globalization and trade in services are also encouraging these movements. These directions are likely to be expanded under the high levels of unemployment and the expected low local wages. This paper expands early models of skilled labor migration to account for students. Empirical investigations based on Arab countries are pursued. They show clearly the importance of this movement and its determination mainly by the differences in relative expected wages and the anticipated living conditions.

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Nico Hirtt. [Intelligences, savoirs, pédagogies... Réconcilier la théorie et la pratique](#). L'école démocratique, n°59, septembre 2014.

Dans ce dossier, nous abordons trois questions étroitement liées, en rapport avec la relation entre théorie et pratique dans l'enseignement. Primo, la division hiérarchique entre théorie et pratique à l'école peut-elle se justifier par l'existence d'intelligences inégales ou différentes ? Secundo, comment comprendre la relation dialectique entre théorie et pratique dans la genèse du savoir ? Tertio, comment reproduire cette unité théorie-pratique dans nos rapports pédagogiques et didactiques en classe ?

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- Teaching the teachers: emotional intelligence training for teachers
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- Learning other people's history: pre-service teachers' developing African American historical knowledge
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[World Development, Volume 65, January 2015](#)

- A Global Assessment of Human Capital Mobility: The Role of Non-OECD Destinations
Erhan Artuc, Frédéric Docquier, Çağlar Özden, Christopher Parsons

3. Livres intéressants



Laetitia Gérard, **Le doctorat : un rite de passage. Analyse du parcours doctoral et post-doctoral**, Paris, Téraèdre, coll. « L'anthropologie au coin de la rue », 2014, 211 p., Avec la contribution de Stéphanie Simonian ; préface de David Le Breton, ISBN : 978-2-36085-055-6.

En quoi le doctorat constitue-t-il un rite de passage ? Le parcours doctorant est une aventure extrêmement riche dans laquelle le doctorant doit faire face à de nouveaux défis, difficultés ou obstacles : la découverte des implicites et l'appropriation de la culture scientifique, l'intégration dans la communauté scientifique, la relation duale avec son directeur de thèse, l'apprentissage de l'écriture scientifique, les incompréhensions de l'entourage, la gestion du stress, la gestion de ses identités multiples, le vide de l'après – doctorat ou le douloureux choix de l'abandon.

L'auteure fait une analyse sociologique du parcours doctoral et post doctoral en s'appuyant sur ses propres recherches, sur les recherches francophones et anglophones qui ont été menées sur le thème du doctorat et en s'appuyant sur des extraits de journaux de bord de doctorants et de jeunes docteurs. La problématique de l'insertion professionnelle des docteurs est également abordée, notamment sous l'angle des compétences. Le jeune docteur ressort grandi de l'expérience doctorale avec un enrichissement professionnel et personnel qu'il peut faire valoir sur le marché du travail en dehors de la sphère académique. La finalité du doctorat n'est plus uniquement de former des chercheurs, mais aussi des professionnels qui seront des vecteurs essentiels de l'innovation et ce, dans tous les secteurs d'activités. Quelles compétences les docteurs développent-ils et comment peuvent-ils les valoriser en dehors de la sphère académique ?

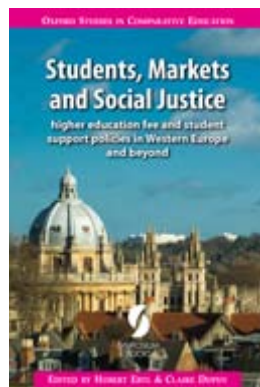


Philippe Guimard et Catherine Sellenet (coord.). **Évaluation des besoins des enfants et qualité de vie Regards croisés France – Canada**. Paris : L'harmattan, novembre 2014.

D'un continent à l'autre, des chercheurs et praticiens se répondent pour travailler ensemble à l'amélioration des conditions de vie des enfants. De tous les enfants, dans tous les lieux où ils se trouvent : dans la famille à l'origine de la socialisation primaire ; à l'école dans laquelle l'enfant s'inscrit pour un nombre d'années de plus en plus long ; en Protection de l'enfance qui vient en aide aux enfants les plus vulnérables.

Dans cet ouvrage, l'accent a été mis sur les études les plus récentes, celles qui concernent la place du père et son influence dans le bien-être des enfants. Mais aussi celles qui pénètrent au coeur de l'école en interrogeant la satisfaction des enfants, leur préparation scolaire à la maternelle, les troubles du Comportement. Enfin, le champ de la Protection de l'enfance est bien illustré pour connaître le présent et le devenir des enfants placés, opérer une évaluation plus objective des compétences parentales et surtout soutenir les parents dans leur quotidien.

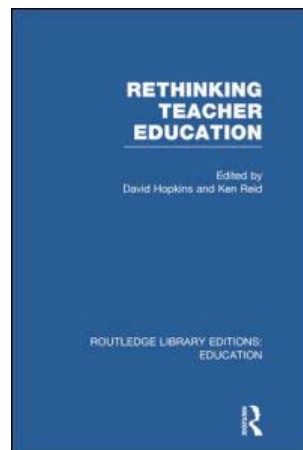
Transversal et pluridisciplinaire, ce livre, tourné vers l'avenir de l'homme, propose de nouvelles méthodologies où les intéressés, parents et enfants, deviennent acteurs de la recherche



HUBERT ERTL & CLAIRE DUPUY. *Students, Markets and Social Justice : higher education fee and student support policies in Western Europe and beyond*. Oxford : Symposium Books, 2014. 216 p. (Oxford Studies In Comparative Education. ISBN 978-1-873927-57-1

This volume examines tuition fees as the most prominent and most visible trend among higher education policies that embodies recent neoliberal trends in the policy area of education. Tuition fee policies and the accompanying provisions for student support illustrate the contemporary tensions between marketisation and social justice. Among the major transformations higher education systems have undergone in the last two decades, the emergence of marketisation, and in particular the introduction of tuition fees, have received a lot of attention. In Europe, these trends seemingly break with a long-dominant representation of higher education as a public good, which has been at the centre of the process of massification of higher education access in most European countries since the 1960s.

Against this background, the volume examines recent changes in tuition fee policies in a number of western European countries, Canada, the United States and China, and investigates the impacts of these changes on access to higher education. There are two main contributions the volume makes: first, it provides an overview of recent reforms in a comparative perspective, including a diverse range of national contexts; second, it elaborates a systematic analysis of tuition fee policies' rationales, instruments and outcomes in terms of access to higher education. The volume argues that tuition fee policies provide fruitful grounds to explore the variety of neoliberal trends in higher education, that is, how marketisation and concerns regarding social justice are intertwined in contemporary higher education systems.



David Hopkins, Ken Reid. **Rethinking Teacher Education**. Routledge, 2012. 280 p. (Routledge Library Editions)

In recent years there has been a new mood in teacher education. The emphasis is on professional studies, on encouraging trainee teachers to think intelligently about how to tackle problems of the classroom. This book surveys the developments which are taking it further in both Britain and North America. It goes on to argue the case for consolidating the new approach in a thoughtful, structured and comprehensive way. It argues that teacher education should be regarded as a discipline in its own right; that teacher education should be increasingly school focused and problem-centered; that it needs to blend theory more effectively with practice. It argues that teacher training programmes should prepare teachers for an uncertain future in a changing world. This calls for an emphasis on process rather than content in programmes and the preparing of teachers who are self-directed.