



# Veille de l'IREDU n°40

15 janvier 2015

<b>1. Ressources sur le Web .....</b>	<b>2</b>
<b>2. Sommaires de revues en éducation .....</b>	<b>57</b>
<b>3. Livres intéressants .....</b>	<b>81</b>
<b>4. Tableaux statistiques .....</b>	<b>82</b>

## 1. Ressources sur le Web

**Repéré sur : [alternatives-economiques.fr](http://alternatives-economiques.fr)**

Christian Chavagneux. [En quoi les inégalités sont-elles mauvaises pour la croissance ?](#) Alternatives Economiques n° 342, janvier 2015

La littérature économique avance plusieurs arguments pour expliquer que les inégalités peuvent avoir une influence positive ou négative sur la croissance. Une étude empirique récente de l'OCDE conclut à un impact négatif.

Naïri Nahapétian. ["L'insertion des jeunes est de plus en plus complexe"](#). Alternatives Economiques, n° 342, janvier 2015 : entretien avec Valentine Henrard, responsable du département entrées et évolutions dans la vie active du Céreq

L'enquête Génération 2010 montre que l'entrée sur le marché du travail des jeunes a pâti de la crise. Et les inégalités se sont creusées entre niveaux de diplôme.

[Entrer dans la vie active, Hors série Poche, n°71, janvier 2015](#)

- De l'école à l'emploi
- Les premiers pas d'une génération
- "Les inégalités se sont accentuées"
- Comment professionnaliser les formations ?
- Les débouchés, filière par filière
- Les non-diplômés
- Les CAP et BEP du tertiaire
- Les CAP et BEP industriels
- Les bacs professionnels du tertiaire
- Les bacs professionnels industriels
- Les bacs technologiques du tertiaire
- Les bacs technologiques industriels
- Les titulaires d'un bac général
- Les BTS et DUT du tertiaire
- Les BTS et DUT industriels
- Les bac + 2 et bac + 3 de la santé et du social
- Les licences professionnelles du tertiaire
- Les licences professionnelles industrielles
- Les licences et masters 1 de lettres, sciences humaines, gestion et droit
- Les licences et masters 1 de mathématiques, sciences et techniques
- Les masters de lettres, sciences humaines, gestion et droit
- Les masters de mathématiques, sciences et techniques
- Les sortants d'écoles de commerce

- Les sortants d'écoles d'ingénieurs
- Les titulaires d'un doctorat
- L'insertion selon les régions
- Les secteurs qui accueillent les jeunes débutants
- Les métiers porteurs
- Economie, gestion : fac ou école de commerce ?
- Le lien avec les entreprises en lycée professionnel
- Bien choisir son BTS
- Que faire avec une licence ?
- L'université actrice de l'insertion
- Des stages aux multiples facettes
- Ces jeunes qui reprennent des études
- "Le diplôme protège des inégalités hommes-femmes"
- S'insérer quand on est issu de l'immigration
- Les secteurs où les jeunes sont nombreux
- Les métiers verts ne sont pas là où l'on pense les trouver
- Les métiers ciblés par les bacs pro vente et commerce
- L'hôtellerie-restauration, un secteur d'insertion
- Métiers cherchent jeunes désespérément
- L'intérim, une porte d'entrée vers un emploi ?
- Quelle reconnaissance des diplômés dans les branches professionnelles ?

***Repéré sur : Amue.fr***

[Avez vous lu le rapport « Innovating Pedagogy 2014 » ?](#)

A lire sur le site « Technologies innovantes pour le supérieur » un retour en détails sur le rapport publié par l'Open University qui traite des tendances à suivre dans les innovations pédagogiques. Huit nouveautés font ainsi leur apparition dont les démarches « Flipped classroom » et « BYOD (Apportez vos Appareils Numériques) », qui reconnaissent une certaine autonomie aux étudiants et promeuvent plus d'interactions entre pairs.

Sandrine Prost-Dambélé. [La validation des acquis de l'expérience \(VAE\) dans les établissements d'enseignement supérieur en 2013](#). Note d'information, n°43, décembre 2014

3 925 personnes ont validé en 2013 tout ou partie de diplôme au titre de la validation des acquis de l'expérience (V.A.E.) dans les établissements d'enseignement supérieur (universités et Conservatoire national des arts et métiers). Cela représente une baisse de 2,3% par rapport à 2012. Les deux tiers des validations ont conduit directement à la délivrance d'un diplôme complet. Cette part a augmenté de 6 points sur un an.

***Repéré sur : cafepedagogique.net***

N Mons : ["Déségréguer l'Ecole est une demande forte des milieux populaires](#). L'expresso du 17 décembre 2014

L'intérêt des 10% d'élèves les plus favorisés peut-il rester la loi de l'Ecole ? " Je veux faire de la politique éducative une politique publique au service de l'égalité et de la solidarité", affirme N Vallaud-Belkacem. Prenons au mot la ministre ! Puisque, à juste titre, elle dénonce les fortes inégalités d'un système éducatif qui trie et sépare les élèves entre des établissements scolaires que tout oppose, osons parler de mixité sociale. N. Vallaud-Belkacem veut rééquilibrer les moyens entre les établissements ? Et si on rééquilibrerait aussi la répartition sociale des élèves ? La région Ile-de-France a entamé une réflexion en ce sens pour lutter contre une ségrégation scolaire qu'on sait encore plus poussée que celle des quartiers. Le thème de la mixité sociale s'est imposé au premier Forum organisé par le Cnesco, Canopé, France Culture et la Ligue de l'enseignement à Amiens le 6 décembre. Pour Nathalie Mons, sociologue de l'éducation et présidente du Cnesco, Arnaud Tiercelin, responsable national des questions d'éducation à la Ligue de l'enseignement et Louise Turret, journaliste sur France Culture, l'intérêt de la majorité doit primer.

[Quand les études de genre révolutionnent l'évaluation.](#) L'expresso du 17 décembre 2014

Et si les notes étaient en elles-mêmes un outil pour changer l'Ecole ? En plein débat sur "l'école bienveillante", plusieurs recherches venues des études de genre sont en train de modifier en profondeur notre conception de l'évaluation. Au final, le laboratoire LIEEP Sciences Po sur les politiques éducatives proposent d'utiliser les notes comme un levier pour améliorer les résultats et non comme un indicateur. Il s'interroge aussi sur le rapport que l'Ecole doit entretenir avec les cultures adolescentes.

[Pierre Merle : L'échelle de notation des élèves : un faux problème ?](#) L'expresso du 18 décembre 2014

Dans son discours de clôture de la Conférence nationale sur l'évaluation des élèves, Étienne Klein, le président du jury, a avancé une affirmation pour le moins surprenante : « La question du système de notation sur laquelle on ne cesse pas de m'interroger depuis deux jours - Est-ce que nous allons proposer de remplacer l'échelle de 0 à 20 par 4 à 20 ou par 8 à 20 ou par ABCDE ? - est un faux problème (...) puisque tous ces systèmes sont convertibles les uns dans les autres et, en tant que physicien, je puis témoigner du fait qu'on ne change pas la nature d'un problème par un changement de variables. » Cette affirmation qui ne semble souffrir d'aucune contestation, puisque semble-t-il confortée par l'expérience du physicien spécialiste de la philosophie des sciences, pose plusieurs problèmes.

[L'orientation au regard des origines sociales.](#) L'expresso du 18 décembre 2014

Nina Guyon et Elise Huillery publient un rapport réalisé par Sciences Po sur les biais sociaux dans l'orientation. Elles concluent au fait que " pour les élèves faibles, l'origine sociale modifie l'arbitrage entre voie professionnelle et CAP d'une part, et redoublement et sortie du public ou privé sous contrat d'autre part. Les élèves d'origine favorisée évitent la voie professionnelle et le CAP plus que ne le font les élèves d'origine modeste." Le rapport souligne aussi que Les préférences pour les études supérieures sont également différenciées selon l'origine sociale à niveau égal. Par rapport aux élèves d'origine favorisée de même niveau scolaire, les élèves d'origine modeste ont une probabilité 17% plus importante de ne pas donner de préférence et 20% plus importante de préférer ne pas faire d'études supérieures. Inversement, ils ont une probabilité 37% plus faible de préférer des études supérieures de 3 ans et plus.

[Une nouvelle étude invite à réduire le nombre d'élèves par classe.](#) L'expresso du 5 janvier 2015

"Les politiciens devraient peser soigneusement l'efficacité d'une réduction du nombre d'élèves par classe". Une nouvelle étude, la troisième en un an, vient à nouveau démontrer l'efficacité de la réduction du nombre d'élèves par classe. Sa particularité est de venir d'un pays où on rend les enseignants seuls responsables de l'échec scolaire : les Etats-Unis. Son efficacité vient aussi du fait qu'elle est la 3ème en un an. Intéressée à la lutte contre les inégalités scolaires, l'éducation nationale peut-elle continuer à faire la sourde oreille ?

[Les diplômes restent plus importants que les compétences.](#) L'expresso du 5 janvier 2015.

"Les diplômes sont plus reconnus que les compétences : l'élévation du niveau de formation a un impact positif plus fort sur les revenus du travail que l'élévation du niveau de compétence en littérature", constate l'Ocde dans un nouveau numéro des Indicateurs de l'éducation. L'OCDE se penche aussi sur l'inflation de diplômes et ses effets. Selon l'OCDE le niveau de formation paye d'autant plus que les diplômés sont rares.

[Le projet éducatif territorial décrypté par l'OZP.](#) L'expresso du 13 janvier 2015

Deux responsables Education et Jeunesse du Conseil général de la Seine-Saint-Denis sont invités le 14 janvier par l'Observatoire des Zones Prioritaires pour évoquer la contractualisation d'un projet éducatif territorialisé.

[Pilotage par les résultats : "Les affres du pseudolibéralisme et les défauts du dirigisme étatique" pour Yves Dutercoq.](#) L'expresso du 6 janvier 2015

Installées dans tous les pays développés, mais avec des variantes, les politiques "d'accountability" (pilotage par les résultats) se présentent comme une rupture avec la gestion étatique traditionnelle de l'Ecole. Elles tournent la page en promettant de rendre les systèmes éducatifs plus "efficaces". Mais qu'en est-il vraiment ? Et quelles conséquences ont-elles pour les élèves et les enseignants ? Yves Dutercoq (CREN Nantes) et Christian Maroy (Université de Montréal) ont coordonné un numéro de la revue Education comparée qui fait le point. Regroupant des études transatlantiques, il met en valeur les spécificités de l'accountabilty "à la française"...

[Les devoirs et les inégalités scolaires.](#) L'expresso du 6 janvier 2015

Les devoirs donnés à la maison sont bien un facteur d'accroissement des inégalités sociales de réussite scolaire, souligne l'OCDE dans un Pisa à la loupe. " Les devoirs représentent une possibilité supplémentaire d'apprentissage ; toutefois, ils sont susceptibles de creuser les inégalités socio-économiques dans les résultats des élèves. Les établissements d'enseignement et les enseignants devraient trouver les moyens d'encourager les élèves en difficulté et défavorisés à faire leurs devoirs. Ils pourraient, par exemple, proposer d'aider les parents à motiver leurs enfants pour qu'ils fassent leurs devoirs et offrir aux élèves défavorisés la possibilité de faire leurs devoirs dans un endroit calme lorsqu'ils n'y ont pas accès à la maison", déclare l'OCDE.

[Quand l'école virtuelle fait la preuve de son efficacité.](#) L'expresso du 9 janvier 2015

L'école virtuelle va-t-elle bouleverser la donne scolaire ? En effet, une nouvelle étude publiée par Harvard Kennedy School démontre l'efficacité de cours donnés à distance au lycée. Basée sur l'étude de milliers d'élèves de la plus grande école virtuelle américaine, la Florida Virtual School, elle prend à contrepied l'idée souvent répandue que l'école virtuelle obtient de moins bons résultats que l'école

traditionnelle. Alors est-ce la fin de l'école classique et des profs ? Pas vraiment. Mais aux Etats-Unis on entrevoit déjà des économies, des avantages pour les élèves et de nouveaux marchés pour l'enseignement à distance.

[Enseignement virtuel : Quels résultats en France ?](#) L'expresso du 9 janvier 2015

L'enseignement virtuel obtient-il d'aussi bons résultats en France qu'en Floride ? Deux expériences, fort différentes, ont retenu notre attention. "Finalement j'ai plus de contact avec mes élèves virtuels que ceux de mes classes", nous a dit Chantal Larrory, professeure d'allemand dans le cadre du dispositif LOREAD. A Toulouse, Béatrice Crabère juge que l'enseignement à distance a changé sa façon de faire cours.

[Bruno Devauchelle : L'enseignement virtuel une nouvelle forme de concurrence entre établissements.](#) L'expresso du 9 janvier 2005

Spécialiste du numérique, Bruno Devauchelle a suivi de près l'expérience de LOREAD, un dispositif d'enseignement à distance développé en Lorraine. Il répond à nos questions sur les compétences nécessaires chez les enseignants et les élèves pour tirer parti de l'enseignement à distance. Il s'interroge aussi sur la concurrence entre enseignement virtuel et enseignement traditionnel ?

***Repéré sur : campusfrance.org***

[Azerbaïdjan.](#) FOCUS PAYS DE CAMPUS France. Décembre 2014. 6 p.

La Collection des Focus Pays de Campus France a pour objet de porter l'attention sur des pays qui développent la mobilité internationale de leurs étudiants. Destinés à l'ensemble des acteurs de la coopération universitaire, les Focus Pays présentent un état des lieux synthétique de la mobilité internationale, des priorités du gouvernement en termes de formation et des actions de promotion menées par d'autres pays. Ils contiennent également quelques informations sur l'état de la coopération universitaire avec la France. Cette collection complète la palette de documents publiés par Campus France sur la mobilité internationale

***Repéré sur : Cereq.fr***

Frédéric Lainé, Aline Valette-Wursthén. [La prospective des métiers et des qualifications, un outil pour renforcer la concertation régionale.](#) Bref, n° 327, décembre 2014, 4 p.

Anticiper les mutations économiques et les évolutions des métiers et des compétences constitue un enjeu majeur. En région, le pilotage et l'orientation de l'offre de formation sont de plus en plus alimentés par les démarches de prospective des métiers et des qualifications (PMQ). Au-delà des éléments de cadrage qu'elles fournissent, elles sont un outil au service de la concertation dans un domaine où la gouvernance est partagée entre différents acteurs.

## ***New from ECS***

### **The more things change ...**

“Here we are in the 1990s, witnesses and actors in one of the great dramas of this century. ... Wouldn't it be ironic if at this wonderful moment the United States could no longer participate as a world leader because we were not well-enough educated?” Frank Newman, highly regarded former president of ECS, included these words in a memorable commencement [speech](#) in 1991. Prior to beginning a new year, it seems like a good time to read and reflect on what Newman had to say nearly 24 years ago. (*published by Worcester Polytechnic Institute -- WPI, May 1991*)

### **College counseling in high schools**

The [latest issue](#) of *The Progress of Education Reform* explores current state approaches to college advising that may not provide the hoped-for gains in college-going, recent research on approaches correlated with increased postsecondary enrollment, including approaches with traditionally underrepresented students, and promising state approaches to triage counselors' efforts with other means to provide college counseling.

### **Trends in teacher certification**

To make sure that they are up to the task, several states now require that early education teacher candidates pass a reading instruction test before being licensed. This is a shift in focus, according to a new ECS [report](#). Typically, states have concentrated on the student rather than the teacher by pursuing policies that identify struggling readers for special instruction.

## ***More from ECS***

### **States lag in college counseling**

High schools that send more students to four-year postsecondary institutions have different [practices](#) and counselor attitudes than those high schools sending fewer students to four-year institutions. There are high-impact, low-cost approaches that can especially help low-income and first-generation college goers.

### **Supporting transitions from high school to postsecondary**

Alignment between K-12 and postsecondary systems can reinforce and support student transitions. ECS identifies seven [strategies](#), grounded in policy analysis and research, as options to increase the likelihood of successful transitions from K-12 to postsecondary education.

### **Teachers who enter education from outside the profession**

Have midcareer entrants -- teachers who enter the profession from careers outside of education -- reduced the gender imbalance among first-year teachers nationally? A recent [study](#) in the journal *Educational Policy* is the first to use national data to assess the potential of midcareer entrants to diversify teaching, staff public schools and fill vacancies in high-need subjects. (*New to the ECS Research Studies Database*)

### Retaining first-graders

Though many U.S. schools retain first-graders to improve academic success, evidence to support the practice is weak. This [study](#) explores a secondary effect of retention -- that parents of retained students had lower expectations of their children and that effect lasted. (New to the Research Studies Database)

### Teaching to the test

While the phrase “teaching to the test” means different things to different people, researchers took one definition -- predictability -- and [found](#) the design of state tests used to hold schools accountable created incentives for teachers to perform one variant of teaching to the test: focusing on predictably tested content.

## What States Are Doing

### Graduation rate ahead of schedule

**Alabama's** high school graduation rate rose to a record high of 86 percent, the State Department of Education [announced](#) this week. PLAN 2020, the state's plan for public education reform, which calls for a graduation rate of 90 percent by the year 2020, expected to reach 86 percent by 2018. The 90 percent goal will not only help youth become college and career ready, but also contribute to the state's economy.

### Two high school and college programs to launch in 2015

**Connecticut** Gov. Dannel Malloy [announced](#) that two more integrated high school and college programs will open next year. Called Connecticut Early College Opportunity (CT-ECO), the Grade 9-14 experiences will allow students to earn an associate degree in addition to a high school diploma. Located in Windham and New London, the Eastern CT-ECO programs represent partnerships among local school districts, two community colleges, and the Eastern Manufacturing Alliance.

### Free work readiness modules

**Virginia** Gov. Terry McAuliffe [launched](#) workforce readiness modules with the first five of 21 courses identified by the University of Virginia as needed by employees for career entry and advancement. They are applied mathematics; reading for information; locating information; Internet use and safety/digital citizenship; and understanding health, wellness and safety.

### North Dakota launches preschool proposal

A state that hadn't funded preschool, **North Dakota** lawmakers decided on a bipartisan basis to end that policy with a [proposal](#) for a \$6 million plan to pay for half the cost of preschool for an estimated 6,000 4-year-olds.

### Rescuing adult dropouts

**Ohio** has 1.1 million citizens 22 years of age and older who dropped out of high school. This week, the Ohio Department of Education launched a \$2.5 million pilot [program](#) at five institutions to find them, assess their current knowledge and get them into a chosen career pathway involving an earned high school diploma and an industry credential. Tuition will be free.



### **Building schools' technology infrastructure**

**Massachusetts** schools districts will receive \$5 million in grants for technology infrastructure to improve students' access to digital learning, according to a [release](#) from the administration of Gov. Duval Patrick. Forty-seven schools -- 13 rural, 16 suburban and 18 urban -- in 14 districts will get the grants, impacting some 25,000 students.

### **Microsoft IT Academies in 25 high schools**

High-level information technology [academies](#) are coming to **Maryland** schools, courtesy of Microsoft and the Maryland State Department of Education. Students in 25 high schools in 10 districts will get access to online classes and tutorials; teachers will receive unlimited access to instructional tools. All students in Maryland Public Schools can download Microsoft Office's 365 ProPlus.

## **Good Reads**

### **Aging out**

Some 26,000 youth in foster care will turn 18 and "age out" annually, facing such obstacles as homelessness, unemployment, difficulty accessing higher education and financial instability. This [brief](#) highlights best practices and policies and makes recommendations to support youth in transition from foster care in three areas of need -- sustainable social capital, permanency supports and access to education. (*American Youth Policy Forum*)

### **New teachers unprepared to get students college and career ready**

This edition of the NCTQ's [Yearbook](#) finds states haven't done enough to prepare new teachers responsible for teaching to the college and career standards states adopted. A state-by-state review is provided, as well as a policy issues overview. In overall ratings, Indiana, New York, North Carolina, Rhode Island and Texas led the pack. (*National Council on Teacher Quality*)

### **Evaluating teacher prep**

Looking at teacher preparation evaluation, researchers [found](#) all seven central states (Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota and Wyoming) have evaluation procedures for approving and reauthorizing teacher preparation programs. Six were implementing or planning changes to their evaluation procedures. Other changes included statewide data collection tools, investing in data systems and exploring new approaches for reporting findings. (*REL-Central*)

### **Progress and challenges in implementing new standards**

Whether they adopted the Common Core or implemented their own standards, states are using similar [strategies](#) to implement college- and career-readiness standards, namely professional development, curricula and assessments aligned with the new standards. Challenges include concerns about the technology needed to administer tests and falling test scores. (*GAO*)

### **Next-generation assessments**

In 1996, Cisco Systems, a networking corporation, discovered a shortage of qualified candidates to design, build, manage and secure computer networks. So they founded an academy at 64 educational institutions that now has grown to 9,000 worldwide. In so doing, they developed an inexpensive online [formative assessment](#) system partly based on traditional assessment, partly

based on simulation tasks and game-based assessments. That system holds hope for K-12. (*Clayton Christensen Institute for Disruptive Innovation*)

### **When districts go to multiple raters for teacher evaluation**

Evidence suggests making principals solely responsible for teacher observation isn't effective. Moving toward better teacher observation systems, several districts use multiple raters to evaluate teacher performance. This [report](#) looks at the design, implementation and challenges of multiple rater systems in 16 districts. (*Taylor White, Carnegie Foundation, December 2014*)

### **Early college for all**

In one of the most impoverished districts in the county -- Pharr-San Juan-Alamo in south Texas -- students are graduating from high school and going to college at a record rate. It happened by changing the [relationship](#) between the high school and South Texas College, in which the lines between the two were blurred, an early college-for-all strategy. (*Jobs for the Future and Educate Texas*)

### **State higher ed funding**

State funding for all public colleges decreased by 12 percent from fiscal years 2003 to 2012 while tuition rose 55 percent, according to this [report](#). Federal support for higher education is primarily aimed at funding student financial aid rather than at programs involving states. Several potential approaches the federal government could take to expand state incentives to improve affordability include creating new grants, providing more information on affordability or changing federal student aid programs. (*GAO*)

### **Higher ed in state legislatures**

Look for these [issues](#) to provoke considerable activity in state legislatures in 2015: tuition policy, state appropriations for higher education, campus sexual assault, veterans' education benefits, undocumented students, guns on campus, secondary-postsecondary alignment, state student aid programs, performance-based funding and tuition-free community college. (*AASCU*)

### **Dynamic use of labor market information**

States are encouraged to use labor market information in an ongoing way in this [brief](#), making it quickly available to community colleges and other stakeholders. That means state-level data systems need to be strengthened and institutions' use of labor market information should be supported by technical assistance and professional development. (*Jobs for the Future and Achieving the Dream*)

### **Another Good Read**

#### **Postsecondary enrollment continues decline**

At a time when policymakers are trying to ratchet up the number of college graduates, university [enrollment](#) continued to drop, led this fall by private, for-profit colleges. Overall, the skid down was about 1.3 percent from a year ago and included two-year colleges; part of their slide occurred because some were reclassified as four-year institutions. (*National Student Clearinghouse Research Center*)

## **Repéré sur : Esen.education.fr**

Inspection générale de l'éducation nationale - Inspection générale de l'administration de l'éducation nationale et de la recherche. [Structuration des établissements publics locaux d'enseignement : lycées polyvalents, lycées des métiers](#). Paris : IGEN ; IGAENR, Octobre 2014

Ce rapport analyse l'impact de la création des lycées polyvalents (LPO) et de la labellisation "lycée des métiers" sur les résultats des élèves et leur parcours de formation, sur la mobilisation des personnels, sur les relations avec les différents partenaires du système éducatif et sur la mutualisation des bonnes pratiques.

Inspection générale de l'éducation nationale - Inspection générale de l'administration de l'éducation nationale et de la recherche. [Suivi de l'expérimentation du choix donné à la famille dans la décision d'orientation au collège](#). Paris : IGEN ; IGAENR, Septembre 2014

Ce rapport d'étape est consacré à la première année de mise en œuvre de l'expérimentation consistant à laisser la décision d'orientation aux responsables légaux de l'élève. Les inspections générales ont analysé les organisations mises en place et cherché à identifier les premiers effets sur le déroulement de la procédure d'orientation, sur les modalités d'information et d'accompagnement des élèves et des parents concernés.

Sarah Abdouni. [Les élèves du premier degré : 930 classes supplémentaires à la rentrée 2014](#). Note d'information, n° 41, Décembre 2014

À la rentrée 2014, les écoles publiques et privées scolarisent 6 788 600 élèves dans le premier degré, soit une hausse de 28 000 élèves par rapport à l'année précédente. Le nombre de classes augmente malgré la baisse du nombre d'écoles. Le nombre moyen d'élèves par classe reste stable.

Evelyne Blanché, Paul-Olivier Gasq et Mustapha Touahir. [Les élèves du second degré : toujours plus de passages en seconde](#). Note d'information, n° 42, Décembre 2014

Cette publication de la DEPP fait apparaître que les établissements publics et privés du second degré accueillent 5 497 000 élèves à la rentrée 2014, soit 24 400 élèves de plus que l'année précédente. La croissance globale de 0,4 % de la population scolaire est moins prononcée qu'en 2013 en raison d'une augmentation plus faible du nombre de collégiens et d'une diminution des effectifs dans les formations professionnelles.

Ghislaine Cormier et Marguerite Rudolf. [Équipement informatique des collèges publics](#). Note d'information, n°01, janvier 2015

Cette étude montre que les équipements et ressources pédagogiques numériques ont doublé dans les collèges publics entre 2005 et 2014. Cependant, les niveaux d'équipements, d'un établissement à l'autre, restent très variables.

Camille Terrier. [Évaluation des élèves : un coup de pouce pour les filles ?](#) Les notes de l'IPP, n°14, décembre 2014

À l'entrée au collège, les résultats des filles sont meilleurs que ceux des garçons en français, mais moins bons en mathématiques. Ces écarts de réussite s'estompent au court du temps en mathématiques, de telle sorte qu'en fin de troisième les filles réussissent aussi bien que les garçons.

Cette note IPP contribue à expliquer ces différences de réussite et leur évolution au cours du temps en répondant à deux questions importantes : existe-t-il des biais dans les notes attribuées par les enseignants en fonction du genre des élèves ? Ces biais influencent-ils le progrès des filles par rapport à celui des garçons ?

Marie Gausse. [Production et valorisation des savoirs scientifiques sur l'éducation](#). Dossier de veille de l'IFÉ, n°97, décembre 2014

Ce dossier donne quelques éléments de réponse sur la façon dont les résultats des recherches sont produits, diffusés et valorisés dans un contexte de mutation du paysage de l'information scientifique, avec en particulier le développement des publications en libre accès.

OCDE. [Les devoirs entretiennent-ils les inégalités en matière d'éducation ?](#) PISA à la loupe, n°46, Décembre 2014

Cette étude montre que le temps que les élèves consacrent à faire leurs devoirs a diminué entre 2003 et 2012 et que les élèves issus d'un milieu socio-économique favorisé et ceux qui fréquentent un établissement favorisé sur le plan socio-économique consacrent en général davantage de temps aux devoirs. Par ailleurs, la quantité de devoirs donnés aux élèves est associée à la performance en mathématiques des élèves et des établissements. Cependant, PISA montre également que le nombre moyen d'heures que les élèves consacrent aux devoirs ou autres leçons donnés par leurs enseignants ne présente en général aucun lien avec la performance des systèmes d'éducation dans leur ensemble.

Eurydice. [Le financement des écoles en Europe](#) : mécanismes, méthodes et critères de financement public. Commission européenne – Eurydice, Juin 2014

Cette étude étudie les mécanismes, méthodes et critères de financement public de l'enseignement primaire et secondaire général dans 27 des 28 États membres de l'UE ainsi qu'en Islande, au Liechtenstein, en Norvège et en Turquie.

***Repéré sur : Eurydice.org***

European Commission/EACEA/Eurydice, 2015. [Assuring Quality in Education: Policies and Approaches to School Evaluation in Europe](#). Eurydice Report. Luxembourg: Publications Office of the European Union. 208 p.

***Repéré sur : halshs.archives-ouvertes.fr***

Pauline Daquin. [Le regard des étudiants de l'ESPE sur le professorat](#). Education. 2014. Ce mémoire a pour objectif de s'intéresser au regard des étudiants de l'École Supérieure du Professorat et de l'Éducation (ESPE) sur le professorat des écoles. Ainsi, ma problématique générale est : quel est le regard des étudiants de l'ESPE sur le professorat des écoles ? Afin d'affiner mon thème de recherche, j'ai opté pour la problématique de recherche suivante : les relations sociales influencent-elles le regard des étudiants de l'ESPE sur le professorat des écoles ?

Aurore Deschodt. [L'investissement des parents dans les devoirs des enfants : une question de structure familiale ?](#). Education. 2014.

Cette étude s'intéresse à l'investissement des parents dans les devoirs de leurs enfants. En quoi cet investissement dépend-il de la structure familiale (nombre d'enfants, famille recomposée...) et du milieu social des parents (niveau d'études, en activité ou non...). Elle étudie également le partage de cette tâche entre les deux parents.

Julie Bekaert. [Le regard des élèves sur la sanction](#). Education. 2014.

La sociologie peut être définie comme étant « la branche des sciences humaines qui s'intéresse aux différents phénomènes sociaux de notre société ». Je suppose que c'est cet aspect qui m'a donné envie de travailler dans ce domaine. En effet, chercher à comprendre les comportements humains, les façons de penser de l'être humain me semble être une activité complexe, mais riche en informations. S'ajoute à cela le fait que les thèmes sont très variés et permettent donc de choisir un objet d'études qui plaît réellement. Les sociologues s'intéressent à beaucoup d'éléments comme le travail, les relations sociales, la famille, l'éducation, les rapports de genre ou encore l'évolution des mentalités. De plus, les outils utilisés comme le questionnaire, le sondage, l'observation ou l'entretien pour réaliser les investigations de recherche me semblent intéressants à concevoir puis à exploiter.

Christophe Morace, Alison Gourvès-Hayward. [How do French Engineers Learn from their International Experience? A dialogue between Engineers and Researchers](#). SEFI 40th Annual Conference 2012, "Engineering Education 2020: Meet the Future, Dec 2014, Thessaloniki, Greece.

Christophe Morace, Alison Gourvès-Hayward. [Between humanism and competitiveness - Towards an intercultural ethos for engineers](#). SEFI 42nd Annual Conference 2014, Sep 2014, Birmingham, United Kingdom.

Michel Ambert. [Éducation collaborative : « Vous pouvez tout apprendre »](#). Document de travail

Dans cet article, il est mis l'accent sur le savoir collaboratif : l'un des quatre piliers de l'économie collaborative. La connaissance collaborative se base sur l'idée de savoirs libres. Elle concerne l'éducation, la recherche, la création, les réseaux d'échanges ... C'est un mouvement impressionnant et les modèles actuels d'éducation et d'enseignement s'apprêtent à être fortement transformés (notamment via le web 3.0). « Tout comme la loi, fruit de l'écrit, a changé la société, l'enseignement en ligne, fruit de la télématique, la changera lui aussi, et de façon d'autant plus positive qu'il est bien conçu et mis en oeuvre. » (MASSET D. et LUYCKX E., 2014). Aujourd'hui, comme le dit le slogan du réseau de la Kahn Academy : « Vous pouvez tout apprendre » gratuitement. Nous allons montrer en quoi l'éducation est un secteur que bouleverse le collaboratif.

Aline Branche-Seigeot, J.-F. Giret. [Le niveau de compétences de base peut-il expliquer le déclassement ou le surclassement sur le marché du travail ?](#). Économies et Sociétés ; Série Socio-économie du Travail, 2014, pp. 1439-1471.

Cet article porte sur le lien entre le déclassement et le surclassement sur le marché du travail et les compétences de base qu'ont pu acquérir les individus au cours de leurs parcours scolaire et professionnel. En observant une certaine hétérogénéité des compétences de base par niveau de diplôme, nous faisons l'hypothèse que ces différences peuvent expliquer les situations de



déclassement ou de surclassement. Nos travaux, à partir des données de l'enquête nationale " Information et Vie Quotidienne " (2004), montrent effectivement que les situations de déclassement (surclassement), pour un même niveau de diplôme, peuvent résulter d'un plus faible (fort) niveau de compétences de base, notamment en numératie et dans certains secteurs. Les compétences de base semblent donc être de bons indicateurs de la capacité à être formé dans un emploi et peuvent expliquer la position des individus dans les files d'attente pour accéder aux emplois les plus qualifiés.

Anaïs Gawron. [L'intégration des enfants Roms dans le système scolaire français : comparaison entre accueil en camion-école et en classe ordinaire](#). Education. 2014.  
Résumé : Étude comparative de deux dispositifs en vue de l'intégration sociale des enfants Roms. Les "camions-écoles" et l'école classique. Il en résulte que les "camion-écoles" ou "antenne scolaire mobile" ne sont pas une solution à long terme. Ils existent pour permettre à ces enfants d'avoir une première approche de l'école sans toutefois entrer en contradiction avec leur mode de vie. L'objectif est d'apporter aux enfants une base en français afin qu'il puissent rejoindre une école ordinaire.

***Repéré sur : ife.ens-lyon.fr***

Terra nova (France). [La sélection à l'université : un engagement de réussite](#), décembre 2014  
La sélection à l'université est un débat ancien, souvent crispé. Pourtant, elle semble déjà être en place : l'université non sélective attire à peine plus de la moitié des bacheliers généraux (51 % en 2012). A la différence de certaines idées reçues, cette note démontre que la sélection à l'entrée en licence et en première année de Master peut avoir pour objectif d'augmenter le nombre de jeunes obtenant un diplôme d'enseignement supérieur, de lutter contre les déterminismes sociaux de l'orientation et de diminuer le taux d'échec à l'université.

Thomas Breda, Son-Thierry Ly. [Les filles sont-elles discriminées en science ?](#) Les enseignement du concours d'entrée à l'ENS. Paris : Institut des politiques publiques, 12/2014  
Les stéréotypes et les normes sociales poussent les filles à s'orienter vers des études littéraires plutôt que scientifiques. L'objet de cette note IPP est d'examiner dans quelle mesure les professeurs sont susceptibles de renforcer cette auto-sélection en discriminant les jeunes femmes qui tentent d'intégrer les disciplines dominées par les hommes. En utilisant le concours d'entrée de l'École normale supérieure de Paris comme une « expérience naturelle », nous montrons que c'est en réalité le phénomène inverse qui est à l'œuvre. La discrimination s'exerce au bénéfice des filles dans les disciplines traditionnellement dominées par les hommes (mathématiques ou philosophie, par exemple), alors qu'elle joue en faveur des garçons dans les matières réputées plus « féminines » (biologie ou littérature), réduisant ainsi légèrement la ségrégation de genre entre disciplines. La tendance des examinateurs à discriminer les candidats en fonction de leur sexe est identifiée à partir des différences entre les résultats aux épreuves écrites anonymes (qui neutralisent la discrimination de genre) et aux épreuves orales (où le sexe des candidats est connu des examinateurs). Cette discrimination va à l'encontre des stéréotypes de genre. Elle est susceptible de s'expliquer par le fait que les examinateurs tentent d'aider – consciemment ou inconsciemment – le sexe en minorité dans leur discipline. Ces résultats suggèrent que les filles peuvent s'engager dans les filières d'études traditionnellement réservées aux hommes sans craindre d'y être discriminées.

JELLAB Aziz, TAUPIN Alain, BISSON-VAIVRE Claude, COLLIGNON Jean-Pierre, GAUBERT-MACON Christine, MIRAUX Jean-Luc, VIN-DATICHE Didier, ZAYANA Karim. [Suivi de l'expérimentation du choix donné à la famille dans la décision d'orientation du collège : rapport d'étape 2013-2014](#). Paris : Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche, 12/2014

Ce rapport est consacré à la première année de mise en œuvre de l'expérimentation consistant à laisser la décision d'orientation aux responsables légaux de l'élève. Elle concerne 12 académies et une centaine de collèges. Les inspections générales ont analysé les organisations mises en place, cherché à identifier les premiers effets sur le déroulement de la procédure d'orientation, sur les modalités d'information et d'accompagnement des élèves et des parents concernés. Elles ont porté leur attention sur la place des parents dans la préparation de l'orientation en interrogeant la notion de "co-éducation". A ce jour, on observe une diversité de pratiques mais aussi de possibles malentendus entre le choix d'orientation et l'affectation, ainsi que des points de tension quant au suivi des élèves à l'issue de la classe de troisième. L'accueil des parents et leurs attentes restent à consolider et à être inscrits dans un partenariat qui ne se focalise pas sur la seule classe de troisième mais s'élargit aux autres niveaux du collège. Des recommandations ont été formulées pour la suite de la conduite de l'expérimentation.

RAGE Michel, SULTAN Philippe, BENAC Miriam, COSTA Pascal, LE BRETHON Brigitte, DUMON Jean-Pascal, LUGNIER Michel, BRESSON Patrice. [Structuration des établissements publics locaux d'enseignement : lycées polyvalents, lycées des métiers](#). Paris : Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche, décembre 2014

Le présent rapport analyse l'impact de la création des lycées polyvalents (LPO) et de la labellisation « lycée des métiers » sur les résultats des élèves et leurs parcours de formation, sur la mobilisation des personnels, sur les relations avec les différents partenaires du système éducatif et sur la mutualisation de bonnes pratiques. Il fait aussi un premier état des campus des métiers et des qualifications mis en place à partir de 2013. Le rapport fait en effet apparaître que les lycées polyvalents, les lycées des métiers et les campus des métiers et des qualifications constituent trois formes de structuration des établissements aux leviers et aux champs d'application très différents.

Chantal JOUANNO et M. Roland COURTEAU. [Rapport d'information fait au nom de la délégation aux droits des femmes et à l'égalité des chances entre les hommes et les femmes sur l'importance des jouets dans la construction de l'égalité entre filles et garçons](#). Paris : Sénat, décembre 2014

La délégation aux droits des femmes souhaite attirer l'attention tant des professionnels de l'industrie du jouet (fabricants et distributeurs) que des parents et des acteurs du service public de l'enfance (auxiliaires de puériculture, assistants maternels, pédiatres, professeur(e)s des écoles, animateurs et animatrices des temps périscolaires) sur l'intérêt de proposer aux enfants des jouets et des jeux qui ne soient pas porteurs de messages sexistes. L'enjeu est double : revenir sur l'existence d'univers de jeux séparés entre filles et garçons et préparer par les jouets une société d'égalité entre femmes et hommes et faire en sorte que jouets et jeux, en eux-mêmes ou par la présentation qui en est faite, ne contribuent pas à limiter la créativité des filles. La délégation formule dix recommandations pour faire des jouets la première initiation à l'égalité.

GAUZERE Mireille, MAGNIER Antoine, VAYSSE Emilie. [Evaluation des groupements d'employeurs pour l'inspection et la qualification](#). Paris : Inspection générale des Affaires sociales, décembre 2014

"L'IGAS a été saisie d'une mission d'évaluation des groupements d'employeurs pour l'insertion et la qualification (GEIQ) par le ministre du travail, de l'emploi, de la formation professionnelle et du dialogue social. Les GEIQ sont des associations regroupant des entreprises, qui ont pour objet d'organiser des parcours d'insertion et de qualification au profit de personnes rencontrant des difficultés d'insertion professionnelle et en vue de satisfaire les besoins de main d'œuvre de leurs membres. A cette fin, les GEIQ s'appuient principalement sur des formations en alternance. La loi du 5 mars 2014 relative à la formation professionnelle, l'emploi et la démocratie sociale a introduit une reconnaissance des GEIQ au niveau législatif, dans des conditions qui devront être précisées par décret. La mission a procédé à un état des lieux des GEIQ existants et à une analyse de leurs résultats et de leur positionnement territorial. Elle propose des scénarios d'adaptation à la suite de l'adoption de la loi du 5 mars 2014 en vue du développement des GEIQ, de l'optimisation du système de soutien public et de la lisibilité de cet accompagnement."

Mike Sharples, Anne Adams, Rebecca Ferguson, Mark Gaved, Patrick McAndrew, Bart Rienties, Martin Weller, Denise Whitelock. [Innovating pedagogy 2014](#). The Open University ; Institute of educational technology, 12/2014

Cette troisième édition du rapport sur la pédagogie innovante explore de nouvelles formes d'enseignement, l'apprentissage et évaluation pour un monde interactif, à l'attention des enseignants et des décideurs.

Les dix innovations présentées ne sont pas forcément "nouvelles" mais elles n'ont pas encore pleinement influencé les pratiques pédagogiques. Les dix pédagogies en question sont :

- L'apprentissage social massif en ligne (Massive online social learning)
- Le design pédagogique fondé sur l'analyse de données (learning design informed by analytics)
- La classe inversée (flipped classroom)
- l'usage des appareils personnels en cours (bring your own device)
- Apprendre à apprendre (learning to learn)
- L'évaluation dynamique (dynamic assessment)
- L'apprentissage "événementiel" (event-based learning)
- Apprendre par la narration (learning through storytelling)
- Les concepts-clé (threshold concepts) (sorte de seuil minimum de compréhension, intégrable pour les niveaux d'apprentissage suivants)
- La construction (bricolage)

BERGERON Pierric. [Anciens-nes élèves du lycée pilote innovant de Jaunay – Clan : trajectoires et constructions identitaires](#). Thèse en sciences de l'éducation, soutenue en 2013, sous la dir. de Marie-Anne HUGON

« Cette recherche étudie, dans une démarche inductive, ce que sont devenus les lycéens passés par une structure scolaire différente dont les pratiques pédagogiques et le projet d'établissement inspirés par l'éducation nouvelle affichent l'ambition de « former des jeunes autonomes responsables, ouverts, créatifs, capables de s'adapter, d'évoluer et de travailler en équipe ». Le dispositif méthodologique de recueil des données est constitué de quarante-deux récits de vie d'anciens élèves sortis de l'établissement entre 1990 et 2005, d'analyses secondaires de questionnaires existants, de statistiques produites par l'institution scolaire et du suivi de 450 anciens élèves sur les réseaux sociaux numériques depuis 2008. Les résultats montrent comment les élèves



ont construit leur identité dans une expérience scolaire singulière et en quoi cette scolarité a joué, d'après eux, sur ce qu'ils sont devenus. Plus loin, ils montrent aussi que ce qui a été déterminant sur le long terme dans le devenir des élèves et la réussite de leur insertion sociale et professionnelle se serait passé en dehors de la classe, dans les relations et les apprentissages autonomes entre pairs, entre jeunes et adultes, la construction de réseaux sociaux durables et dans le développement de compétences psychosociales où la dimension collective est centrale. Enfin, cette étude atteste que cet établissement n'est pas à l'écart du monde mais au contraire que la parole des anciens élèves renseigne sur ce que seront les lycéens français demain. »

RAQUIMAN ORTEGA Patricia. [Représentation du changement dans les pratiques pédagogiques des professeurs de l'enseignement technico-professionnel lié à l'emploi des TIC](#). Thèse en Sciences de l'éducation, soutenue en 2013, sous la dir. de Jacques WALLET & Hilda RUBY VIZCARRA.

« Cette thèse est centrée sur la représentation du changement dans les pratiques pédagogiques à l'occasion de l'utilisation des TIC par les professeurs qui exercent dans des lycées d'enseignement secondaire technico-professionnel, à Santiago du Chili.

Elle s'inscrit dans le cadre d'un paradigme compréhensif basé sur des études de cas. Il a été utilisé la technique de l'entretien approfondi, de caractère narratif, ainsi que la transcription des récits de vie, dans le champ professionnel, de chaque participant(e). À cet égard, ces récits constituent une approche qui permet de rechercher dans la dimension personnelle la clé de la manière dont les professeur(e)s construisent et développent leur pratique professionnelle dans l'utilisation des TIC.

Pour l'analyse et l'interprétation des données, il a été recouru à la méthodologie de la théorie enracinée ou grounded theory. Lors de la première phase, a été réalisée une codification ouverte de laquelle va émerger un certain nombre de catégories ; au cours de la deuxième phase, il a été procédé à un codage axial établi sur la base d'une analyse approfondie de chacune des catégories émergentes ; enfin, lors de la troisième phase, il a été réalisé une codification sélective pour intégrer les catégories et les propriétés en cours d'étude, à partir de laquelle ont été créés quatre schémas d'analyse : 1) l'approche des enseignants dans l'utilisation des TIC; 2) leur opinion sur l'emploi des TIC et l'acquisition de ces techniques ; 3) la comparaison des représentations dans la pratique des TIC entre les professeur(e)s de « formation différenciée » (issus de la formation et/ou de la vie professionnelles) et ceux ayant reçu une formation générale ; 4) les événements marquants, les impasses et les points de rupture, dans les processus de changement. Ultérieurement, il a été réalisé une caractérisation des professeur(e)s sur la base de deux référents qui livrent des linéaments quant à l'emploi des TIC : un référent national des standards pour la formation initiale du Centro de Educación y Tecnología del Ministerio de Educación de Chile (Enlaces) ; un référent international qui correspond aux standards de l'Organisation des Nations unies pour l'éducation, la science et la culture (Unesco). Enfin, deux récits de vie significatifs ont été reconstruits et sont présentés dans le but de mettre en évidence le contexte personnel des processus de changement expérimentés par les professeur(e)s.

À partir des résultats obtenus, ont été mis en lumière certains aspects qui n'avaient pas été pris en considération lorsqu'il s'est agi de comprendre quand l'enseignant(e) acquiert ses compétences technologiques et surtout quelles sont ses motivations pour les acquérir. Quatre champs ont été construits en ce qui concerne les représentations sociales que portent les professeur(e)s lors des processus de changement dans leur pratique des TIC : 1) le champ personnel, dans lequel sont identifiés des acteurs significatifs pour les professeurs et qui participent activement à leurs expériences de changement ; 2) le champ des études, est en relation directe avec les différents

niveaux de formation qu'ont pu recevoir les professeur(e)s ; 3) le champ du travail, compris à la fois comme celui du monde de l'entreprise et celui des centres d'enseignement ; 4) le champ des pratiques pédagogiques, où ont pu être identifiées des différences entre les professeur(e)s qui exercent pour les uns dans le domaine de l'enseignement général et pour les autres dans celui de l'enseignement technique.

Cette thèse souligne l'importance d'une vision compréhensive du phénomène des TIC ; le propos a été de mettre en avant la parole des protagonistes eux-mêmes dans le but de faire entendre leurs expériences et de montrer comment ont émergé un usage et un sens des TIC à travers leurs pratiques quotidiennes. »

***Repéré sur : Ined.fr***

Christelle Hamel, Wilfried Rault. [Les inégalités de genre sous l'oeil des démographes](#). Population & sociétés, n° 517, décembre 2014

En matière d'égalité entre les femmes et les hommes, des avancées se sont produites au cours des dernières décennies. En est-on arrivé à l'égalité complète ? Les études menées par l'unité de recherche Démographie, genre et sociétés de l'Ined confirment l'importance des évolutions en la matière et font aussi apparaître l'ampleur du chemin qui reste à parcourir.

***Repéré sur : Nber.org***

Victor Lavy. [Long Run Effects of Free School Choice: College Attainment, Employment, Earnings, and Social Outcomes at Adulthood](#). NBER Working Paper No. 20843, January 2015

Research in economics of education about the effectiveness of educational programs and interventions have centered primarily on standardized test scores as a measure of success. However, since the ultimate goal of education is to improve lifetime well-being, attention shifted recently to long term consequences at adulthood, for example post-secondary schooling. However, the type of educational interventions studied is still limited and much remained to be unraveled. In this paper I study the long term consequences of free school choice by taking advantage of an experiment conducted two decades ago in the city of Tel Aviv, Israel. This school choice program was very effective in improving high school attainment and cognitive achievements six years later (Lavy 2010) and now I examine whether these effects persist beyond high school. The results indicate that treated students experience significant gains in post-secondary enrollment and in completed years of education and also have higher earnings at age 30. These significant positive treatment effects reflect mainly an increase in academic education, through increased enrollment in three-years academic colleges but not in research universities, and some shift away from vocational education at adulthood. Additional gains are reductions in eligibility and reciprocity of disability welfare allowances.

George B. Bulman, Caroline M. Hoxby. [The Returns to the Federal Tax Credits for Higher Education](#). NBER Working Paper No. 20833, January 2015

Three tax credits benefit households who pay tuition and fees for higher education. The credits have been justified as an investment: generating more educated people and thus more earnings and externalities associated with education. The credits have also been justified purely as tax cuts to benefit the middle class. In 2009, the generosity of and eligibility for the tax credits expanded enormously so that their 2011 cost was \$25 billion. Using selected, de-identified data from the population of potential filers, we show how the credits are distributed across households with different incomes. We estimate the causal effects of the federal tax credits using two empirical strategies (regression kink and simulated instruments) which we show to be strong and very credibly valid for this application. The latter strategy exploits the massive expansion of the credits in 2009. We present causal estimates of the credits' effects on postsecondary attendance, the type of college attended, the resources experienced in college, tuition paid, and financial aid received. We discuss the implications of our findings for society's return on investment and for the tax credits' budget neutrality over the long term (whether higher lifetime earnings generate sufficient taxes to recoup the tax expenditures). We assess several explanations why the credits appear to have negligible causal effects.

Anirban Basu, Andrew M. Jones, Pedro Rosa Dias. [The Roles of Cognitive and Non-Cognitive Skills in Moderating the Effects of Mixed-Ability Schools on Long-Term Health](#). NBER Working Paper No. 20811, December 2014

We examine heterogeneity in the impacts of exposure to mixed-ability 'comprehensive' schools in adolescence on long-term health and smoking behaviour. We explore the roles that cognitive and non-cognitive skills may play in moderating these impacts. We use data from the 1958 National Child Development Study (NCDS) cohort, whose secondary schooling years lay within the transition years of a major reform that transformed secondary education in England and Wales from a selective system of schooling to mixed-ability comprehensive schools. We adopt a local instrumental variables approach to estimate person-centred treatment (PeT) effects of comprehensive over selective schooling system. Our results indicate that the newer comprehensive schooling system produced significant negative effects on long-term health and increased smoking behavior among a small fraction of individuals, for whom the effects were persistent over time. The ATE and TT were quantitatively similar and statistically insignificant indicating that cognitive abilities, the major driver for selection in to comprehensive schools, did not moderate the effects. The PeT effects indicate that individuals with lower non-cognitive skills were most likely to be negatively affected by exposure to mixed-ability schools. Our results also show that cigarette smoking could be a leading transmission channel of the long-term impact on health outcomes.

Alexander Gelber, Adam Isen, Judd B. Kessler. [The Effects of Youth Employment: Evidence from New York City Summer Youth Employment Program Lotteries](#), NBER Working Paper No. 20810, December 2014

Programs to encourage labor market activity among youth, including public employment programs and wage subsidies like the Work Opportunity Tax Credit, can be supported by three broad rationales. They may: (1) provide contemporaneous income support to participants; (2) encourage work experience that improves future employment and/or educational outcomes of participants; and/or (3) keep participants "out of trouble." We study randomized lotteries for access to New York City's Summer Youth Employment Program (SYEP), the largest summer youth employment program in the U.S., by merging SYEP administrative data on 294,580 lottery participants to IRS data on the

universe of U.S. tax records and to New York State administrative incarceration data. In assessing the three rationales, we find that: (1) SYEP participation causes average earnings and the probability of employment to increase in the year of program participation, with modest contemporaneous crowdout of other earnings and employment; (2) SYEP participation causes a moderate decrease in average earnings for three years following the program and has no impact on college enrollment; and (3) SYEP participation decreases the probability of incarceration and decreases the probability of mortality, which has important and potentially pivotal implications for analyzing the net benefits of the program.

Sandra E. Black, Kalena E. Cortes, Jane Arnold Lincove. [Efficacy vs. Equity: What Happens When States Tinker with College Admissions in a Race-Blind Era?](#) NBER Working Paper No. 20804, December 2014

College admissions officers face a rapidly changing policy environment where court decisions have limited the use of affirmative action. At the same time, there is mounting evidence that commonly used signals of college readiness, such as the SAT/ACTs, are subject to race and socioeconomic bias. Our study investigates the efficacy and equity of college admissions criteria by estimating the effect of multiple measures of college readiness on freshman college grade point average and four-year graduation. Importantly, we take advantage of a unique institutional feature of the Texas higher education system to control for selection into admissions and enrollment. We find that SAT/ACT scores, high school exit exams, and advanced coursework are predictors of student success in college. However, when we simulate changes in college enrollment and college outcomes with additional admissions criteria, we find that adding SAT/ACT or high school exit exam criteria to a rank-based admissions policy significantly decreases enrollment among minorities and other groups, with the most negative effects generated by the SAT/ACT, while inducing only minimal gains in college GPA and four-year graduation rates.

***Repéré sur : OCDE.fr***

OCDE. [New Insights from TALIS 2013 : Teaching and Learning in Primary and Upper Secondary Education](#). Paris : OCDE, décembre 2014

The Teaching and Learning International Survey (TALIS) asks teachers and principals who they are, where they teach and how they feel about their work. The results on lower secondary schools were published in *TALIS 2013 Results: An International Perspective on Teaching and Learning*. A few countries chose to also conduct the survey in primary and/or upper secondary education. This report presents the results of these options and offers a broader view of teachers and school principals across all levels of compulsory education, and all the similarities and differences in the issues they are facing.

OCDE. [Improving School Climate and Students' Opportunities to Learn](#). Teaching in focus, n°9, Janvier 2015.

Kevin Kinser, Jason E. Lane. [Managing the oversight of international branch campuses in higher education](#). Higher Education Management and Policy, Vol. 24, n°3

Over the past two decades, many colleges and universities established physical presences in foreign countries. The development of such foreign educational outposts has meant that institutions have had to learn how to manage across geopolitical borders. This study used interviews with senior officials at institutions operating one or more international branch campuses to identify the three primary areas of oversight of concern to multinational universities: faculty, curriculum and finances. In each of these areas, the authors identify differing managerial strategies used by institutions and explore how these strategies relate to whether the branch is viewed as an integrated or separated component of the institution's governance structure.

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

#### [Struggling Schools, Principals, and Teachers](#)

Eric A. Hanushek

This testimony before the Legislative Finance Committee of the New Mexico Legislature discusses the educational attainment of students in New Mexico and the research containing the development of human capital through education.

#### [Enrollment and degree completion in higher education without admission standards](#)

Declercq, Koen ; Verboven, Frank

Many countries organize their higher education system with limited or no ex ante admission standards. They instead rely more heavily on an ex post selection mechanism, based on the students' performance during higher education. We analyze how a system with ex post selection affects initial enrollment and final degree completion, using a rich dataset for Belgium (region of Flanders). We develop a dynamic discrete choice model of college/university and major choice, where the outcome of the enrollment decision is uncertain. Upon observing past performance, students may decide to continue, reorient to another major, or drop out. We find that ex post student selection is very strong: less than half of the students successfully complete their course work in the first year. Unsuccessful students mainly switch from university to college majors, or from college majors to drop-out. We use the estimates of our model to evaluate the effects of alternative, ex ante admission policies. We find that a suitably designed ex ante screening system (with moderate admission thresholds) can considerably increase degree completion in higher education. A discriminatory screening system for universities only, can raise total degree completion even more, though it implies a shift from university to college degrees.

#### [The impact of teacher characteristics on student performance: An analysis using hierarchical linear modelling](#)

Paula Armstrong (Department of Economics, University of Stellenbosch)

This paper makes use of hierarchical linear modelling to investigate which teacher characteristics impact significantly on student performance. Using data from the SACMEQIII study of 2007, an interesting and potentially important finding is that younger teachers are better able to improve the mean mathematics performance of their students. Furthermore, younger teachers themselves perform better on subject tests than do their older counterparts. Changes in teacher education in the late 1990s and early 2000s may explain the differences in the performance of younger

teachers relative to their older counterparts. However, further investigation is required to fully understand these differences.

#### [Teacher Pay and Student Performance: Evidence from the Gambian Hardship Allowance](#)

Pugatch, Todd (Oregon State University) ; Schroeder, Elizabeth (Oregon State University)

We evaluate the impact of the Gambian hardship allowance, which provides a salary premium of 30-40% to primary school teachers in remote locations, on student performance. A geographic discontinuity in the policy's implementation provides identifying variation. We find no effects of the hardship allowance on average student performance. These null average effects hide important heterogeneity, with learning gains for students at the top of the distribution and losses for those at the bottom. With over two dozen developing countries implementing similar policies to increase teacher compensation in rural schools, this study offers important evidence on their effectiveness.

#### [Best Education Money Can Buy? Capitalization of School Quality in Finland](#)

Mika Kortelainen ; Tuukka Saarimaa ; Oskari Harjunen

By international comparison, Finnish pupil achievement is high and school achievement differences small. The Finnish education system is unusual also because there are no national testing programs and information on school quality measures is not publicly disclosed. Is school quality capitalized into house prices in this environment? Using a boundary discontinuity research design and data from Helsinki, we find that it is: a one standard deviation increase in average test scores increases prices by roughly 2.5 percent, which is comparable to findings from the U.K and the U.S. This price premium is related to pupils' socioeconomic background rather than school effectiveness.

#### [Estimating the Returns to Schooling Using Cohort-Level Maternal Education as an Instrument](#)

Winters, John V. (Oklahoma State University)

Formal education is widely thought to be a major determinant of individual earnings. This paper uses the American Community Survey to examine the effect of formal schooling on worker wages. Given the potential endogeneity of education decisions, I instrument for individual schooling using cohort-level mean maternal years of schooling from previous decennial censuses. The instrumental variables results suggest that schooling has a significant positive effect on worker wages. Specifically, an additional year of schooling is estimated to increase hourly wages by 10 percent for men and 12.6 percent for women.

#### [Does Management Matter in Schools?](#)

Bloom, Nicholas (Stanford University) ; Lemos, Renata (University of Cambridge) ; Sadun, Raffaella (Harvard Business School) ; Van Reenen, John (CEP, London School of Economics)

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.

### [Optimizing Public Expenditure Allocations between Secondary and Higher Education](#)

Vijay P. Ojha (Centre for International Trade and Development, Jawaharlal Nehru University) ;  
Joydeep Ghosh (International Food Policy Research Institute)

With a view to define a balance in the allocation of public expenditure across secondary education and higher education, we compare, in this paper, the relative contributions of public expenditures on secondary and higher education to growth as well as equity, employing a computable general equilibrium (CGE) model of India. Our policy simulations show that reducing allocations for secondary education and correspondingly increasing allocations of public education expenditure for higher education, produce monotonically decreasing growth and equity outcomes, if expansion of higher education does not foster technological progress. On the other hand, if higher education is well integrated with technological innovation, the former can become a powerful engine of inclusive growth. However, the growth and equity outcomes are not monotonically increasing with respect to expenditures on higher education when the latter is closely linked with technological innovation. Further, when higher education is a facilitator of technological innovation, the optimal allocation proportion for higher education in public educational spending is most likely to be within the range 40%-50%. Length: 38 pages

### [Ranking Teachers when Teacher Value-Added is Heterogeneous Across Students](#)

Stacy, Brian

The typical measure used by researchers and school administrators to evaluate teachers is based on how the students' achievement increases after being exposed to the teacher, or based on the teacher's "value-added". When teacher value-added is heterogeneous across her students, the typically used measure reflects differences in the average value-added the teacher provides. However, researchers, administrators, and parents may care not just about the average value-added, but also its dispersion. In this paper, I examine the robustness of typical teacher quality measures to alternate ranking systems factoring in the variance of value-added. Encouragingly, ranking systems factoring in the variance produce similar rankings as the ranking system based only on the mean. I also examine whether classroom characteristics and teacher experience affect a teacher's value-added variance and find that they explain little of the variation in value-added variances.

### [Political Inclusivity and the Aspirations of Young Constituents: Identifying the Effects of a National Empowerment Policy](#)

Stephen D. O'Connell (CUNY Graduate School and University Center)

Using two dimensions of exogenous geographic variation in exposure to 1992 reforms that introduced seat quotas for women in local government in India, I find a one percentage-point increase in the school enrollment rate of young women for each additional year of exposure to women leaders. This effect is sizeable given a mean level of exposure of 11 years and pre-policy enrollment rates averaging 80 percent. The use of a border discontinuity identification strategy with nationally representative survey data greatly extends the generalizability of earlier studies. I also show that effects are non-linear in cumulative exposure, appearing only several years after the introduction of reservations. School quality and schooling infrastructure do not appear to be a potential mechanism for the effect to occur; the strongest evidence is that local women leaders changed the educational aspirations of young women and possibly enhanced the support of young women in school. To this end, I provide novel empirical evidence suggesting the media to be one channel for the "role-model effect" to be transmitted.

### [Long-run effects on poverty of public expenditure in education](#)

Marisa Hidalgo Hidalgo (Universidad de Alicante) ; Iñigo Iturbe-Ormaetxe Kortajarene (Universidad de Alicante)

Household characteristics may have long-run effects on individual outcomes in adulthood. For instance, individuals who lived when young in households experiencing financial problems are more likely to be poor when adults. Public intervention in education is one of the most important means by which governments try to reduce these effects and to promote equality of opportunity. The objective of this paper is to check whether public expenditure in education has an effect in reducing the probability of being poor when adult, and to what extent. Our main finding is that public expenditure in primary education has a strong long-run effect on reducing incidence of poverty in adulthood. We also find that this effect is concentrated mainly among individuals who have parents with a low level of education.

### [Gender & High Frequency vs. Low Frequency tasks in a context of Joint-Liability Incentives.](#)

Marianne Bernatzky ; José María Cabrera ; Alejandro Cid

We study the impact of high and low frequency incentives in a joint-liability framework on six academic outcomes of undergraduate students using a randomized field experiment. As recently documented in health literature, incentives to exercise are effective in developing healthy habits. Therefore, we design groups of three students and provide a premium to the homework's grade if all the members of the group (three) meet some requirements. We investigate how the frequency of these take home tests affect the students study habits and thus, the academic outcomes. We find that there are no differences in the student's educational outcomes between the high and low frequency groups. We also explore if male and female students respond differently to a joint-liability incentives scheme. We find that this treatment improves the accumulated grade average of male students, but not for females. This finding is in line with previous research on joint-liability and gender behavior, but now we present it in a new context. Finally, the paper outlines the main evaluation challenges associated with a field experiment in the classroom and provide some lessons in order to improve evaluation designs and to foster future randomized controlled trials in this area.

### [Steering Dubai's Education Reform through Incentive and Accountability Drivers](#)

Simon Thacker

Keywords: Teaching and Learning Access and Equity in Basic Education Education - Primary Education Education - Education For All Tertiary Education

### [The Long-term Earnings Consequences of General vs. Specific Training of the Unemployed](#)

Stenberg, Anders (SOFI, Stockholm University) ; Westerlund, Olle (Umeå University)

Training programs for the unemployed typically involve teaching specific skills in demand amongst employers. In 1997, Swedish unemployed could also choose general training at the upper secondary school level. Despite the dominance of programs offering specific training, long-term relative earnings effects of general vs. specific training are theoretically ambiguous. Analyzing detailed administrative data 1990-2010, we find specific training associated with higher earnings in the short run, but that earnings converge over time. Results also indicate that individuals act on their comparative advantages. Long-run earnings advantages of general training are found for females with limited prior education and among metropolitan residents.



### [How Aid Helps Achieving MDGs in Africa: the Case of Primary Education](#)

Yogo, Urbain Thierry ; Mallaye, Douzounet

Since 2000, Official Development Assistance has played a crucial role in efforts related to the achievement of MDGs. This is especially the case in Sub-Saharan Africa (SSA) which is the world's largest recipient of foreign aid. This paper assesses the effectiveness of aid and its efficient use in achieving universal primary education in Sub-Saharan Africa. The impact of aid is assessed for a sample of 35 SSA countries over the decade 2000-2010. The results suggest that higher aid to education significantly increases primary completion rate. This result is robust to the use of various methods of estimation, the inclusion of instrument to account for the endogeneity of aid and the set of control variables included in regressions. In addition, this paper shows that there is strong heterogeneity in the efficient use of aid across countries in SSA.

### [Developing social-emotional skills for the labor market : the PRACTICE model](#)

Guerra, Nancy ; Modecki, Kathryn ; Cunningham, Wendy

Although there is a general agreement in the literature of the importance of social-emotional skills for labor market success, there is little consensus on the specific skills that should be acquired or how and when to teach them. The psychology, economics, policy research, and program implementation literatures all touch on these issues, but they are not sufficiently integrated to provide policy direction. The objective of this paper is to provide a coherent framework and related policies and programs that bridge the psychology, economics, and education literature, specifically that related to skills employers value, non-cognitive skills that predict positive labor market outcomes, and skills targeted by psycho-educational prevention and intervention programs. The paper uses as its base a list of social-emotional skills that employers value, classifies these into eight subgroups (summarized by PRACTICE), then uses the psychology literature -- drawing from the concepts of psycho-social and neuro-biological readiness and age-appropriate contexts -- to map the age and context in which each skill subset is developed. The paper uses examples of successful interventions to illustrate the pedagogical process. The paper concludes that the social-emotional skills employers value can be effectively taught when aligned with the optimal stage for each skill development, middle childhood is the optimal stage for development of PRACTICE skills, and a broad international evidence base on effective program interventions at the right stage can guide policy makers to incorporate social-emotional learning into their school curriculum.

### [More Schooling, Less Youth Crime? Learning from an Earthquake in Japan](#)

Aoki, Yu (University of Aberdeen)

This paper aims to identify the causal effect of schooling on youth crime. To identify the causal effect, I use the policy interventions that occurred after the Kobe earthquake that hit Japan in 1995 as a natural experiment inducing exogenous variation in schooling. Based on a comparison of the arrest rates between municipalities exposed to similar degrees of earthquake damage but with and without the policy interventions, I find that a higher high school participation rate reduces juvenile arrest rates for violent crime but not for property crime. The estimates of social benefits show that it is less expensive to reach a target level of social benefits by improving schooling than by strengthening the police force.

### [When Does Education Matter? The Protective Effect of Education for Cohorts Graduating in Bad Times](#)

Cutler, David M. ; Huang, Wei ; Lleras-Muney, Adriana

Using Eurobarometer data, we document large variation across European countries in education gradients in income, self-reported health, life satisfaction, obesity, smoking and drinking. While this variation has been documented previously, the reasons why the effect of education on income, health and health behaviors varies is not well understood. We build on previous literature documenting that cohorts graduating in bad times have lower wages and poorer health for many years after graduation, compared to those graduating in good times. We investigate whether more educated individuals suffer smaller income and health losses as a result of poor labor market conditions upon labor market entry. We confirm that a higher unemployment rate at graduation is associated with lower income, lower life satisfaction, greater obesity, more smoking and drinking later in life. Further, education plays a protective role for these outcomes, especially when unemployment rates are high: the losses associated with poor labor market outcomes are substantially lower for more educated individuals. Variation in unemployment rates upon graduation can potentially explain a large fraction of the variance in gradients across different countries.

#### [An Empirical Analysis of Racial Segregation in Higher Education](#)

Hinrichs, Peter (Federal Reserve Bank of Cleveland)

This descriptive paper documents how segregation between blacks and whites across colleges in the United States has evolved since the 1960s. It also explores potential channels through which changes are occurring, and it uses recent data to study the issue of segregation within colleges. The main findings are as follows: (1) White exposure to blacks has been rising since the 1960s, whereas black exposure to whites increased sharply in the late 1960s and early 1970s and has fluctuated since then. Meanwhile, black-white dissimilarity and the Theil index fell sharply in the late 1960s and early 1970s and have fallen more gradually since. (2) There has been regional convergence, although colleges in the South remain more segregated than those in any other region when measured by dissimilarity, by the Theil index, or by black exposure to whites. (3) A major channel for the decline in segregation is the declining share of blacks attending historically black colleges and universities. (4) Although there is segregation within universities, most segregation across major  $\times$  university cells occurs across universities. )

#### [Cross-border relationships of Central-European higher education institutions](#)

Andrea Uszkai ; Zsolt Dăjnos

This paper focuses on the Central-European (so called „centrope“) region. This region was created by a co-operation project 10 years ago, and also functions today including Vienna and other Austrian provinces such as Lower Austria and Burgenland, the region of South-Moravia in the Czech Republic, the region of Bratislava and Trnava in Slovakia, Győr-Moson-Sopron and Vas counties in Hungary, and cities of Eisenstadt, St. Pölten, Brno, Bratislava and Trnava. The main objective of this study is to examine the implementing sectoral co-operation projects of R&D and tertiary education activities between the higher education institutions of the region and the intensity of these relations. Furthermore, we also concentrate on the depth of regional integration and networking from the point of view of the relationships in higher education, particularly the strength and the weaknesses of bilateral and multilateral relations, and also the absence of co-operation in different areas. Recent mobility surveys found that the rate of student mobility is low between the institutions in the region and there are no mutual exchange programs. The language barriers and the deficiency of the institutions' attractiveness were defined as the main reasons of the low mobility besides the lack of

frequent relations. Although sectoral clusters were established inside the region with the membership of higher education institutions, the demand of regional co-operation in the institutions' strategies is unknown, and there are no available pieces of information about data sharing and long-term co-operation between the institutions in the functioning clusters (i.e. automotive industry). It must be examined what the main criteria are in the election of partners for current projects and how extended is the mutual partnership in the projects of the regional institutions. It is an essential analysis viewpoint whether there is a difference between higher education institutions with regard to the above depending on the location of the institution (including the relationships between the HEI's in own countries) and how this affects cross-border regional relationships. To sum up, the study intends to provide answers to how and in what areas does sectoral co-operation exist in the region among the higher education institutions and what is the rate of these projects comparing all projects of the institution, as well as to define the leading sectors of the co-operations.

#### [Returns to Skills Around the World: Evidence From PIAAC](#)

Eric A. Hanushek ; Guido Schwerdt ; Simon Wiederhold ; Ludger Woessmann

This paper updates estimations of labor-market returns to human capital by re-examining traditional measures that rely exclusively on school attainment and put too much weight on early-career earnings by incorporating adult skills over full lifecycle earnings in 22 countries.

#### [Implementation of a New School Supervision System in Poland](#)

Grzegorz Mazurkiewicz ; Bartłomiej Walczak ; Marcin Jewdokimow

This case study explores the strategies, processes and outcomes of an education reform in Poland which was introduced in 2009 and substantively changed the school inspection system. Its analysis looks in particular at the co-operation between the central and the local level throughout the implementation of the programme. In order to address the shortcomings of the prior inspection system, the reform combined internal and external evaluation in school supervision practice and put greater emphasis on collaboration among stakeholders. The results of the analysis show that the reform has had a great impact on the organisation of inspectorates, introducing modern principles such as teamwork and self-evaluation. Also, it affected the attitudes of important actors in the education system regarding the relevance of data to support internal and external school evaluation. The overall goals and aims of the reform gained the support of the various stakeholders. However, the implementation and communication processes were seen as deficient, especially in terms of a lack of capacity to roll out the reform as well as a lack of trust/disbelief that evaluation can be used for improvement, rather than the expected punitive purposes. Nevertheless, the reform achieved first structural steps towards building a culture of self-evaluation, which had thus far not been part of the Polish education system.

L'étude de cas présentée ici examine l'amélioration des performances du système scolaire polonais au moyen d'un nouveau mécanisme d'évaluation introduit en 2009. Ce dernier s'appuie sur des structures conçues pour se substituer au dispositif d'inspection existant, ce qui rend la mise en oeuvre de la réforme difficile à plusieurs égards : aspects logistiques et structurels, changements d'allégeance et problèmes d'orgueil professionnel, ainsi que luttes de pouvoir entre les niveaux central/régional/local. Tandis que la majorité des enseignants et des directeurs touchés par la réforme soutenaient les objectifs généraux du programme, des doutes s'élevaient quant à la procédure de mise en oeuvre elle-même. Dans de telles configurations, un échange structuré entre les acteurs clés faciliterait l'alignement des stratégies de mise en oeuvre avec les objectifs globaux de la réforme. La critique principale fustigeait un manque de capacités

(moyens financiers ou connaissances) au niveau local pour la mise en oeuvre de la réforme, et un certain scepticisme quant à la possibilité d'utiliser l'évaluation pour susciter des améliorations sans recourir aux sanctions habituellement prévues. Néanmoins, la réforme a effectué les premières démarches vers le développement d'une culture de l'auto-évaluation, jusqu'à présent absente du système éducatif polonais.

#### [Cannabis Use and its Effects on Health, Education and Labor Market Success](#)

van Ours, J.C. (Tilburg University, Center For Economic Research) ; Williams, J. (Tilburg University, Center For Economic Research)

Cannabis is the most popular illegal drug. Its legal status is typically justified on the grounds that cannabis use has harmful consequences. Empirically investigating this issue has been a fertile topic for research in recent times. We provide an overview of this literature, focusing on studies which seek to establish the causal effect of cannabis use on health, education and labor market success. We conclude that there do not appear to be serious harmful health effects of moderate cannabis use. Nevertheless, there is evidence of reduced mental well-being for heavy users who are susceptible to mental health problems. While there is robust evidence that early cannabis use reduces educational attainment, there remains substantial uncertainty as to whether using cannabis has adverse labor market effects.

#### [Skills mismatch and informal sector participation among educated immigrants: Evidence from South Africa](#)

Alexandra Doyle ; Amos C Peters ; Asha Sundaram (SALDRU and School of Economics, University of Cape Town)

Using South African census data, we show that immigrants with tertiary education from different origin country groups differ in their likelihood of obtaining a skilled job. Immigrants from advanced country groups outperform native internal migrants, while those from many African country groups underperform them. Immigrants with advanced degrees from certain country groups are also more likely to be employed in unskilled, informal sector jobs. Variation in outcomes across origin country groups is smaller at higher levels of education. We further explore characteristics of origin country groups correlated with immigrant outcomes. Our results suggest under-utilization of immigrant skills, which has particular implications for emerging economies grappling with skills shortages.

#### [Academics' Motivations and Depth and Breadth of Knowledge Transfer Activities](#)

Roberto Iorio (Department of Economics and Statistics (DISES), University of Salerno) ; Sandrine Labory (Department of Economics and Management, University of Ferrara) ; Francesco Rentocchini (University of Valencia)

The debate on the entrepreneurial university has raised questions about what motivates academics to engage with industry as well as what forms these knowledge transfer activities can take. This paper analyses the relationship between different forms of motivations, namely mission (following the entrepreneurial mission of the university), learning (access to wider knowledge base for research enhancement) and funding (obtaining financial resources), and the depth and breadth of knowledge transfer activities, measured by the combination of various formal and informal activities and the frequency of interactions. The study is focused on the case of Italian academics but it covers all disciplines. We find that the learning motivation appears to be less important in Italy while mission

and funding prevail, probably due to the peculiarities of the Italian industrial system and to the necessity for Italian academics to look for external funding sources for their research.

#### [The academic and labor market returns of university professors](#)

Braga, Michela ; Paccagnella, Marco ; Pellizzari, Michele

This paper estimates the impact of college teaching on students' academic achievement and labor market outcomes using administrative data from Bocconi University matched with Italian tax records. The estimation exploits the random allocation of students to teachers in a fixed sequence of compulsory courses. We find that the academic and labor market returns of teachers are only mildly positively correlated and that the professors who are best at improving the academic achievement of their best students are not always also the ones who boost their earnings the most, especially for the least able students.

#### [Does Homework Perpetuate Inequities in Education?](#)

OECD

While most 15-year-old students spend part of their after-school time doing homework, the amount of time they spend on it shrank between 2003 and 2012. Socio-economically advantaged students and students who attend socio-economically advantaged schools tend to spend more time doing homework. While the amount of homework assigned is associated with mathematics performance among students and schools, other factors are more important in determining the performance of school systems as a whole.

#### [The impact of students' part-time work on educational outcomes](#)

Rokicka, Magdalena

This paper addresses the issue of school students' part-time employment in the last year of compulsory education, and its impact on educational outcomes. Estimating the causal effect is not straightforward. Firstly, those who obtain part-time employment could have certain unobservable characteristics, which also have an impact on their educational outcomes. Secondly, the decisions to work part-time while still in school and to continue education after age 16 might be made simultaneously, which leads to a problem with endogeneity. To account for this, I apply an instrumental approach and a recursive bivariate probit estimation. My results suggest that working part-time during the last year of compulsory education has a negative impact on educational achievements and on participation in education in the subsequent year.

#### [Gender Peer Effects in School, a Birth Cohort Approach](#)

Cicccone, Antonio ; Garcia-Fontes, Walter

We propose estimating gender peer effects in school by exploiting within-school variation in gender composition across birth cohorts. Our approach differs from the existing literature, which exploits variation in gender composition at a given grade level in different years. We argue that the birth cohort approach is a useful alternative as the grade level approach generally yields spurious gender peer effects when there is grade retention. The birth cohort approach applied to primary schools in Spain indicates statistically significant positive gender peer effects of girls on boys' academic achievement and statistically insignificant effects of girls on girls' achievement.

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

Bertocchi, Graziella ; Bozzano, Monica

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.

### [The Illusion of School Choice: Empirical Evidence from Barcelona](#)

Calsamiglia, Caterina ; Güell, Maia

School choice aims to improve (1) the matching between children and schools and (2) students' educational outcomes. Yet, the concern is that disadvantaged families are less able to exercise choice, which raises (3) equity concerns. The Boston mechanism (BM) is a procedure that is widely used around the world to resolve overdemand for particular schools by defining a set of priority points based on neighborhood and socioeconomic characteristics. The mechanism design literature has shown that under the BM, parents may not have incentives to provide their true preferences, thereby establishing a trade-off between preferences and perceived safety. However, the set of possible Nash equilibria arising from the BM is large and has varying properties, and what will actually happen is an empirical question. We exploit an unexpected change in the definition of neighborhood in Barcelona, which provides an exogenous change in the set of schools perceived as safe and allows us to separate housing and schooling decisions to assess the importance of this trade-off in the data. We find that safety carries a large weight in family choice. The huge majority of parents opt for schools for which they have the highest priority—the neighborhood schools—excluding other preferred schools. Similar to the previous literature, we also find that some parents seem naive, but using school registry data, we find that a significant fraction of them have the outside option of private schools, which allows them to take higher risks to access the best public schools. At the other extreme, some of the naive are not matched to any of the schools they applied for. Our results suggest that when allowing school choice under the BM with priorities: (1) the gains in terms of matching seem limited, because the equilibrium allocation is not very different from a neighborhood-based assignment, (2) estimating the effect of choice on outcomes by implementing such a mechanism may lead to a lower bound on the potential effects of having choice, and (3) important inequalities emerge beyond parents' naivete found in the literature.

### [Does Secular Education Impact Religiosity, Electoral Participation and the Propensity to Vote for Islamic Parties? Evidence from an Education Reform in a Muslim Country](#)

Resul Ceur (University of Connecticut) ; Naci Mocan (Louisiana State University, NBER and IZA)

Using a unique survey of adults in Turkey, we find that an increase in educational attainment, due to an exogenous secular education reform, decreased women's propensity to identify themselves as religious, lowered their tendency to wear a religious head cover (head scarf, turban or burka) and increased the tendency for modernity. We also find that education has a negative impact on women's propensity to vote for Islamic parties. The impact of education on religiosity and voting preference is not working through migration, residential location or labor force participation. There is no statistically significant impact of education on men's tendency to vote for Islamic parties and

education does not influence the propensity to cast a vote in national elections for either men or women.

### [The Value of Smarter Teachers: International Evidence on Teacher Cognitive Skills and Student Performance](#)

Hanushek, Eric A. ; Piopiunik, Marc ; Wiederhold, Simon

Differences in teacher quality are commonly cited as a key determinant of the huge international student performance gaps. However, convincing evidence on this relationship is still lacking, in part because it is unclear how to measure teacher quality consistently across countries. We use unique international assessment data to investigate the role of teacher cognitive skills as one main dimension of teacher quality in explaining student outcomes. Our main identification strategy exploits exogenous variation in teacher cognitive skills attributable to international differences in relative wages of nonteacher public sector employees. Using student-level test score data, we find that teacher cognitive skills are an important determinant of international differences in student performance. Results are supported by fixed-effects estimation that uses within-country between-subject variation in teacher skills.

### [Evidence on Credit Constraints, University Attendance and Income Contingent Loans](#)

Buly A. Cardak (School of Economics, La Trobe University) ; Chris Ryan (Melbourne Institute of Applied Economic and Social Research, The University of Melbourne)

The effects of credit constraints on university participation are investigated in a setting where income contingent tuition loans are available to students. Students most likely to face credit constraints have the same or higher probability of attending university as all other students, given their high school achievement. A novel approach to handle potential bias arising from unobserved heterogeneity is proposed. An estimate of unobservable heterogeneity based on post-secondary plans reported during ninth grade is constructed. This estimate is found to explain university attendance but does not overturn results regarding the effects of credit constraints.

### [School quality and the performance of disadvantaged learners in South Africa](#)

Marisa Coetzee (Department of Economics, University of Stellenbosch)

In South Africa, school quality within the public school system is heterogeneous and highly stratified along race, socio-economic status and geographic location. Because of the lingering effect of racial segregation, schools which historically served the white minority and accordingly received a much higher endowment of inputs are still out-performing schools which historically served the black population, 20 years after the end of apartheid. Under-privileged black children who select into these former white schools are typically from richer households than their counterparts who remain in the former black part of the school system, although significantly poorer than their white peers. In this paper, I use longitudinal data from the National School Effectiveness Study which collected test scores and background information on children in grades 3, 4 and 5 in both school systems in order to estimate the effect of attending a historically white school on the numeracy and literacy scores of black children. The models are estimated using a value-added approach in order to control for unobserved child-specific heterogeneity in the form of individual ability by controlling for lagged test scores. In addition, the various household covariates available in the data are used to control for household-level differences among children. I find a slightly larger effect for attending a former white school in South Africa than has previously been estimated for private schools in India and Pakistan

and assess the validity of the estimates using various robustness checks. I also discuss the potential bias which may remain.

### [The Value of Smarter Teachers: International Evidence on Teacher Cognitive Skills and Student Performance](#)

Eric A. Hanushek ; Marc Piopiunik ; Simon Wiederhold

Differences in teacher quality are commonly cited as a key determinant of the huge international student performance gaps. However, convincing evidence on this relationship is still lacking, in part because it is unclear how to measure teacher quality consistently across countries. We use unique international assessment data to investigate the role of teacher cognitive skills as one main dimension of teacher quality in explaining student outcomes. Our main identification strategy exploits exogenous variation in teacher cognitive skills attributable to international differences in relative wages of nonteacher public sector employees. Using student-level test score data, we find that teacher cognitive skills are an important determinant of international differences in student performance. Results are supported by fixed-effects estimation that uses within-country between-subject variation in teacher skills.

### [Matching higher education offer with labour market needs till 2020 - the case of Lodzkie region](#)

Lukasz Arendt ; Agnieszka Rzenca

Transformation to post-industrial or knowledge-based economies causes changes in the structure of labour markets with growing demand on highly-qualified workforce. In XXI century human capital has become one of the most important production factors determining competitiveness and innovativeness of countries and regions. Creation of adequate stock of human capital requires smart investments. Therefore the higher education system, which is supposed to supply people with high-level skills and knowledge, plays crucial role in this process. The paper focuses on the linkage between higher education offer and labour market needs in the regional perspective. The goal of this paper is to analyse the extent to which higher education is able to response to demand-driven changes on the Polish labour market, especially in the Lodzkie region, till 2020. We use the newest employment forecast data to 2020 to present the development patterns of the labour demand in Poland and in the Lodzkie region. The analysis of data seems to confirm, that shifts in the sectoral and occupational structure of employment will follow the path consistent with the hypothesis of the skill-biased technical change. This implies growing demand on skills, and thus growing importance of the ability of higher education system to meet this challenge in coming years. We elaborate on the reforms of the Polish system of higher education that have been introduced since 1990ties. The main focus is put on the two groups of determinants - external, like the Bologna process, and introduction of the European Qualifications Framework, and internal - those, which are related to the specific socio-economic drivers at national and regional level. This analysis takes into account the outcomes of the recent debate, that emphasizes the linkage between higher education and labour market - it is generally acknowledged, that higher education should support labour market by adapting curricula and learning environment to the contemporary needs of the demand-side of this market. To assess this issues, we present unique data collected within primary research study carried out in the Lodzkie region (especially calculations of HRSTE and description of structure of education offer in the field of science and technology). We propose actions and recommendations to cope with the problem of matching higher education outcomes with the labour market needs



### [Bridging the Gaps: Inequalities in Childrens' Educational Outcomes in Ireland](#)

David Madden (University College Dublin)

Recent developments in the inequality literature has stressed the importance of inequality of opportunity as opposed to inequality of outcome. In this paper we investigate the presence of ex post inequality of opportunity in two measures of educational achievement for a representative sample of Irish 9 year olds. Students are partitioned into four groups according to maternal education levels and gaps in outcomes are calculated between each group. Quantile decompositions of the pairwise gaps reveal that almost half of the gaps can be explained by differences in characteristics between the groups Detailed decompositions show consistently significant effects for income, number of childrens' books in the home and maternal age.

### [Did Tuition Fees in Germany Constrain Students' Budgets? New Evidence from a Natural Experiment](#)

Thomsen, Stephan L. (NIW Hannover, Leibniz Universität Hannover) ; von Haaren, Friederike (NIW Hannover, Leibniz Universität Hannover)

Less than a decade ago, several German states introduced tuition fees for university education. Despite their comparatively low level, fees were perceived by the public to increase social injustice, and have been abolished. Whereas other studies have shown no effect on enrollment, we analyze the effects on students' budgets. To identify causal effects, we exploited the natural experiment established by the introduction of fees. They did not affect students' spending behavior independently of social background, but females experienced a small negative effect. Effects on other outcomes indicate that students increased their budgets only marginally; fees did not increase social inequality.

### [Perceived benefits and barriers to the use of high-speed broadband in Ireland's second-level schools](#)

Devitt, Niamh ; Lyons, Sean ; McCoy, Selina

As part of Ireland's National Digital Strategy high-speed broadband is being rolled-out to all second-level schools to support greater use of ICT in education. This programme signals a move from slow and unreliable broadband connection for many schools to a guaranteed high-speed connection with technical support. Theoretically, this should allow for behaviours and pedagogies to adapt incorporating ICT into education. Research shows that integrating ICT into teaching and learning is a gradual process for most teachers and is influenced by a complex mix of socio-technical factors. Our dataset consists of survey data from teachers and principals from a sample of second-level schools. The survey collected factual and attitudinal variables including attitudes towards ICT integration, current availability of infrastructure and barriers to ICT use, before schools received high-speed broadband connectivity. We examine the factors influencing teachers' attitudes to ICT and their perceived barriers in adopting new technologies in their day-to-day teaching. Analysis of this baseline period is essential in an iterative digital strategy, informing future strategies, targeting policy most effectively and achieving policy objectives. While attitudes towards the potential of high-speed broadband and use of ICT are consistently positive across sub-groups of schools and teachers, perceived barriers to ICT usage differ.

### [Does Reading During the Summer Build Reading Skills? Evidence from a Randomized Experiment in 463 Classrooms](#)

Jonathan Guryan ; James S. Kim ; David M. Quinn

There are large gaps in reading skills by family income among school-aged children in the United States. Correlational evidence suggests that reading skills are strongly related to the amount of reading students do outside of school. Experimental evidence testing whether this relationship is causal is lacking. We report the results from a randomized evaluation of a summer reading program called Project READS, which induces students to read more during the summer by mailing ten books to them, one per week. Simple intent-to-treat estimates show that the program increased reading during the summer, and show significant effects on reading comprehension test scores in the fall for third grade girls but not for third grade boys or second graders of either gender. Analyses that take advantage of within-classroom random assignment and cross-classroom variation in treatment effects show evidence that reading more books generates increases in reading comprehension skills, particularly when students read carefully enough to be able to answer basic questions about the books they read, and particularly for girls.

### [Comparative analysis of the implementation of Triple Helix Theory in Greece and Hungary and lessons learned from both cases](#)

Chrysanthi Balomenou ; Aniko Kalman ; Konstantinos Kolovos

In the theoretical part of our paper focused on a) The role of the Knowledge / Universities as a leader of Technological change ? Knowledge transfer dynamics and its influence on Regional Development, b) the Entrepreneurship education: The role of the Entrepreneurial University, c) Knowledge Spillovers and regional Innovation System (RIS): empirical evidence of some European Regions, d) the current situation in Greek Higher Education, focusing on the New Educational Law and especially on the plan "Athena" of the Ministry of Education, for the restructure / reallocation of the Greek Universities and Technological Institutions e) The new Law for Research Technology and Innovation in Greece (Horizon 2020 program) c) The Hungarian case study. In the empirical part of our paper, we are studying the restructure / reallocation of the Greek Universities and Technological Institutions. Our research methodology, based on the data extracted from targeted questionnaires addressed both to Greek entrepreneurs and Greek universities ? Scientific Institutions, attempts to show on one hand how the Universities assess the business environment and their new role in the relevant new institutional framework and on the other hand how the Greek industries evaluate their cooperation with the universities sector and their new role in terms of supporting the local entrepreneurship, as well. The used method for analyzing the results is the one of SPSS (descriptive statistics, correlation ? convexity indicators). The main findings coming by the processing of the statistical data of our scientific research, reveal that in crisis period the universities can find a new source of funding by "advertising" their main mission, which is the diffusion of Knowledge, and especially, the innovative one that enterprises need, in order to succeed and to overcome the crisis bad effects. Thus, we can observe that the results of our empirical analysis are strongly related to the relevant literature presented in the theoretical part of our paper. Finally, considerable general conclusions, policy proposals and questions/ challenges for further research will be presented at the end of our study. Finally, we would like to draw your attention on the fact that during this period is taking place an ongoing relevant research in Hungary and we are expecting the results in order to be able to make a comparative analysis and consequently the appropriate SWOT ANALYSIS.

### [The Effectiveness of Apprenticeship Training - a within track comparison of workplace-based and school-based vocational training in Hungary](#)

Daniel Horn (Institute of Economics, Center for Economic and Regional Studies, Hungarian Academy of Sciences and ELTE, Department of Economics)

Although apprenticeship training has been praised for its effectiveness in smoothing the school-to-work transition of non-college bound students, most studies rely on cross country or cross track comparisons. This study compares apprenticeship training students with non-apprentices within educational track using a rich database and a unique set of observable individual level characteristics as well as local labor market fixed effects to control for the potential selection bias. The results show that there are no significant differences in employment chances between apprentices and non-apprentices within just a year after graduation. Although, in small subsamples of the population, significant differences can be found, these are most likely due unobserved heterogeneity. However, even if these observed differences are unbiased, they are more likely due to the superior screening of the larger firms rather than their superior training.

#### [Estimating the human capital stock for Cape Verde, 1950-2012](#)

Silves J.C. Moreira (Faculdade de Economia, Universidade do Porto) ; Pedro Cosme Vieira (Faculdade de Economia, Universidade do Porto) ; Aurora A.C. Teixeira (CEF.UP, Faculdade de Economia, Universidade do Porto; INESC TEC; OBEGEF)

Despite the importance of human capital stock to the economic growth of countries, its analysis has been restricted to more developed countries or to cross-country samples from a set of countries. Due to a lack of estimates for this variable in less developed countries, it has not been possible to assess the importance of this determinant for their growth and development. The aim of this study is to partly fill this gap, determining human capital stock in terms of average formal schooling for the Cape Verdean economy in the period 1950-2012. To this end, we resorted to an adaption of the methodology proposed by Barro and Lee (1993), based on past schooling values. We found that between 1950 and 2012 the Cape Verdean working-age population showed a gradual improvement in the levels of schooling, rising from 0.7 years of schooling in the 1950s to 5.4 in late 2012. However, this means that, in each year, the average years of schooling increased only 0.08 years, meaning that, in net terms and on average, only 7.6% of the working-age population was attending some level of formal education. The availability of a time series of number of average schooling years in Cape Verde opens up possibilities for assessing the impact of human capital on the country's economic growth.

#### [The length of exposure to antipoverty transfer programmes: what is the relevance for children's human capital formation?](#)

Juan M. Villa

Within social protection, antipoverty transfer programmes have significantly emerged in developing countries since the late 1990s. The effects of long-term participation and the assessment of the response of children's human capital formation to different levels of exposure are still unclear. This paper initially takes into consideration the Baland and Robinson (2000) human capital investment model to look into the economics of the length of exposure to antipoverty transfers. The model is presented in a framework shaped by the participation of households in a human development conditional cash transfer programme (CCT). An empirical contribution is made by estimating a dose-response function following Hirano and Imbens (2004). In this empirical setting, the length of exposure to Colombia's Familias en Accion CCT programme is employed as a continuous treatment affecting parental investment in children's human capital. The theoretical and empirical results show

that a longer exposure to antipoverty programmes leads to a higher accumulation of years of education and school registration rates.

#### [One Size does not Fit All: Multiple Dimensions of Ability, College Attendance and Wages](#)

María F. Prada ; Sergio S. Urzúa

We investigate the role of mechanical ability as another dimension that, jointly with cognitive and socio-emotional, affects schooling decisions and labor market outcomes. Using a Roy model with a factor structure and data from the NLSY79, we show that the labor market positively rewards mechanical ability. However, in contrast to the other dimensions, mechanical ability reduces the likelihood of attending four-year college. We find that, on average, for individuals with high levels of mechanical and low levels of cognitive and socio-emotional ability, not attending four-year college is the alternative associated with the highest hourly wage (pages 25-30).

#### [Early Maternal Time Investment and Early Child Outcomes](#)

del Bono, Emilia ; Francesconi, Marco

Using large longitudinal survey data from the UK Millennium Cohort Study, this paper estimates the effect of maternal time inputs on early child development. We find that maternal time is a quantitatively important determinant of skill formation and that its effect declines with child age. There is evidence of a long shadow of the effect of early maternal time inputs on later outcomes, especially in the case of cognitive skill development. In the case of non-cognitive development, this effect disappears when we account for skill persistence.

#### [Heterogeneous Returns to U.S. College Selectivity and the Value of Graduate Degree Attainment](#)

Seki, Mai

Existing studies on the returns to college selectivity have mixed results, mainly due to the difficulty of controlling for selection into more-selective colleges based on unobserved ability. Moreover, researchers have not considered graduate degree attainment in the analysis of labour market returns to college selectivity. In this paper, I estimate the effect of a U.S. four-year undergraduate program's selectivity on wages, including graduate degree attainment. I control for both observed and unobserved selection by extending the model of Carneiro, Hansen and Heckman (2003). There are two channels through which college selectivity affects future labour market outcomes. The first is the wage returns to college selectivity conditional on graduate degree attainment. The second is the effect of college selectivity on the probability of graduate degree attainment and the wage returns to graduate degree attainment. The results show that the former effects dominate the latter, but both are small in magnitude.

#### [Alfabetismo financiero en jóvenes mexicanos de 15 a 18 años.](#)

F. Alejandro Villagómez (Division of Economics, CIDE)

In an increasingly complex world, individuals have a more limited ability to take optimal decisions due to the lack of knowledge of basic financial concepts. This leads to severe mistakes in key decisions throughout an individual's life. Moreover, financial illiteracy is greater in the young population, which is financially less sophisticated. Since 2012, the OECD included a fourth section on financial literacy in the PISA test. In this paper we study the level of financial literacy of Mexicans between 15 and 18 years old attending high school. We designed a survey following the OECD methodology and the approach of Lusardi and Mitchell, and applied it to students in Mexico City as

well as the State of Mexico. In general, the results show low levels of financial literacy, mainly in women and students in the public school system.

### [The German vocational education and training system: Its institutional configuration, strengths, and challenges](#)

Solga, Heike ; Protsch, Paula ; Ebner, Christian ; Brzinsky-Fay, Christian

Germany is widely known for its high-quality vocational education and training (VET) system. The two key features of that system are (a) firm-based training programs accompanied by a schoolbased component (of one to two days per week), in which apprentices acquire upper secondary general education in core subjects (like math and German) and theoretical knowledge in their training occupation. This duality of practical and theoretical knowledge acquired at the workplace and at vocational schools is (b) accompanied by the private-public duality in the governance structure (i.e., public governance of the vocational schools, private governance of the firm-based training). In the recent recession, this so-called dual system has received much international attention, for instance in the US, UK, or Spain. Whereas youth unemployment has increased enormously in the last years in many (European) countries, this has not been the case in Germany. From the outside, therefore, it may look as if Germany's low youth unemployment rate is to be credited to the dual system. That observation, however, is only partly correct, as we will discuss in this paper. The aim of this paper is to provide information on the German VET system, enabling international readers to better understand its institutional setting, its strengths and appeal, but also its challenges and weaknesses. Therefore, the paper is structured as follows. We will start with the institutional configuration of the German VET system (Section 2), describing its institutional prerequisites and its different sectors. As we will see, there is more to Germany's VET system than the well-known dual system. We will proceed by presenting some historical developments, necessary to understand the longevity of Germany's VET system and the ways in which it has dealt with the challenges of transitioning towards a "knowledge-based" society (Section 3). In Section 4, we will discuss both the potential and the problems of the apprenticeship system with regard to including low-achieving or disabled youth. Afterwards, we will briefly compare Germany to the dual systems of Austria, Denmark and Switzerland (Section 5). This comparison will reveal that the framework of a dual system allows for a variety of configurations - an information that might be of special interest to international readers who want to better understand Germany's "exceptionalism" regarding the divide between vocational and general higher education. We will conclude the paper with some findings regarding the importance of the German VET system in terms of labor market entry (Section 6) and some lessons that can be learnt from the insights presented in the paper.

### [The Shaping of Skills: Wages, Education, Innovation](#)

Valeria Cirillo (Department of Statistical Sciences, Sapienza University of Rome) ; Mario Pianta (Department of Economics, Society & Politics, Università di Urbino "Carlo Bo") ; Leopoldo Nascia (Istituto Nazionale di Statistica)

This paper investigates the role of wages, education and innovation in shaping employment structures in manufacturing and services of five European countries (Germany, France, Spain, Italy and United Kingdom), with specific respect to skills in the long term (1999-2011). Using data on employment by skill level and several measures of industries' technological efforts provided by four waves of Community Innovation Survey, we study the relationship between micro and macro factors and employment dynamics by skill. As micro factors, we consider the role of education and wages by

employee; as macro elements we study the role of technologies and demand shaping job growth by skill group. Relying on a sectoral demand curve deriving from a translog cost function, we empirically estimate the relationship between wages, education, technologies, demand and employment. The results reveal that skills are differently affected by education, wages and technologies and a variety of employment patterns has to be detected. In 1999-2011, manufacturing shows a pattern of relative skill upgrading; conversely a smoothed polarizing trend is detected in services. While a process of relative skill upgrading is detected in manufacturing; conversely a smoothed polarizing trend is detected in services.

#### [Location of research-based spin-offs: how relevant are regional effects?](#)

Oscarina Conceição (DINÂMIA-CET, University Institute of Lisbon, Lisbon, Portugal & Polytechnic Institute of Cavado and Ave) ; Ana Paula Faria (Universidade do Minho - NIPE) ; Margarida Fontes (LNEG – National Laboratory of Energy and Geology, Lisbon, Portugal & DINÂMIA-CET, University Institute of Lisbon, Lisbon, Portugal)

Using a unique self-collected dataset that comprehends the population of research-based spin-offs created in Portugal from 1995 until to 2007, we investigate the location choices of these firms. In order to do so we control for both university- and region-related mechanisms. Our results suggest that the latter play a lesser role than university-related mechanisms. Although the availability of qualified human capital and urbanization economies seem to exert some effect on the location choices of research-based spin-offs, our results suggest that the quality and prestige of the universities located in a region, as well as the presence of university-affiliated incubators and/or university research parks have a stronger impact on the intensity of RBSO location across regions.

#### [All or Nothing? The Impact of School and Classroom Gender Composition on Effort and Academic Achievement](#)

Soohyung Lee ; Lesley J. Turner ; Seokjin Woo ; Kyunghee Kim

We estimate the causal impact of school and classroom gender composition on achievement. We take advantage of the random assignment of Korean middle school students to single-sex schools, co-educational (coed) schools with single-sex classes, and coed schools with mixed-gender classes. Male students attending single-sex classes within coed schools score 0.10 of a standard deviation below male students in mixed-gender classes, and this achievement gap is entirely accounted for by classroom gender composition. Conversely, male students attending single-sex schools outperform their counterparts in mixed-gender classes by 0.15 of a standard deviation. The significant impact of single-sex schools on male students' achievement are not driven by classroom gender composition, but largely accounted for by increases in student effort and study-time. We find little evidence that classroom or school gender composition affect the outcomes of female students.

#### [What TALIS Reveals About Teachers Across Education Levels](#)

OECD

The report *New insights from TALIS 2013: Teaching and learning in primary and upper secondary education* (OECD, 2014a) presents an overview of teachers and teaching in primary and upper secondary education for a sample of countries that participated in the OECD Teaching and Learning International Survey (TALIS) in 2013. Women represent the majority of the teaching workforce for most countries at all levels of education. Despite this and the fact that most principals are former teachers, significantly fewer principals are women at all education levels.

Primary teachers tend to work in schools where principals report material and personnel shortages that hinder the delivery of quality education more often than upper secondary teachers. Moreover, schools with high proportion of socio-economically disadvantaged students face greater shortages in terms of key resources in many countries. This further exacerbates the already-challenging circumstances for teachers and students.

#### [Hope and commitment. Lessons from a randomized control trial in a shanty town.](#)

Marianne Bernatzky ; Alejandro Cid

This paper documents the impact of an after-school program called Apoyo Escolar, sited in the most vulnerable neighborhood of a developing country. The outcomes of interest are academic achievement, behavior in the classroom and grade repetition. We designed a field experiment exploiting the existence of oversubscription to the program. We found a novel result that should guide policy design for vulnerable children: increasing time spent in safe, supervised settings does not guarantee academic success. The after-school program is effective in improving academic performance when children have committed parents. This finding is crucial for policy because it is not enough to merely take children off of the streets, parents' commitment is needed. Interestingly, results show that students' performance at school is highly correlated with parents' educational expectations. This correlation fosters future research that may be designed specifically to explore the causal impact of expectations on educational attainment among disadvantaged children.

#### [Assessing Teacher Quality in India](#)

Azam, Mehtabul (Oklahoma State University) ; Kingdon, Geeta (Institute of Education, University of London)

Using administrative data from linked private schools from one of districts in India that matches 8,319 pupils to their subject specific teachers at the senior secondary level, we estimate the importance of individual teachers on student outcomes in the high-stake senior secondary exam (at the end of twelfth-grade). We control for prior achievement at the secondary level (at the end of tenth-grade) to estimate the value added of a teacher over a two year course, and define a good teacher as one who consistently gets higher achievement for students. In addition to the prior achievement, we exploit the fact that students took exams in multiple subjects during their senior secondary exam to control for pupil fixed effects. We find a considerable variability in teacher effectiveness over a two year course – a one standard deviation improvement in teacher quality adds 0.38 standard deviation points in students score. Furthermore, consistent with studies in the US, we find that although teacher quality matters, the observed characteristics explain little of the variability in teacher quality.

#### [Student Awareness of Costs and Benefits of Educational Decisions: Effects of an Information Campaign and Media Exposure](#)

Martin McGuigan (Centre for Economic Performance, London School of Economics & Queen's Management School, Belfast) ; Sandra McNally (Centre for Economic Performance, London School of Economics & University of Surrey) ; Gill Wyness (Department of Quantitative Social Science, UCL Institute of Education and Centre for Economic Performance, London School of Economics)

University fees have recently trebled in England, prompting fears that young people may be put off from participating in higher education. We investigate students' knowledge and their receptiveness to information campaigns about the costs and benefits of staying on in education. We compare the

effects of a specially designed information campaign to the effects of media exposure about the increase in tuition fees. The latter has a stronger effect on relevant outcomes. However, we find that an inexpensive information campaign can be effective in improving information and reducing perceived financial barriers to university participation, especially for students from disadvantaged backgrounds.

#### [Education attainment in the Middle East and North Africa : success at a cost](#)

Iqbal, Farrukh ; Kiendrebeogo, Youssouf

This paper reviews the experience of the Middle East and North Africa region in education attainment over the past four decades (1970-2010). It documents the following main findings: (a) all countries in the region experienced significant improvements in educational attainment over this period; (b) most countries in the region did better in this regard than comparators that had roughly the same education stocks in 1970; (c) collectively, the region achieved a greater percentage increase in education than other regions; (d) the region's better performance was in part because of higher rates of public spending on education, better food sufficiency status, and a lower initial stock of education in 1970 in comparison with most other developing country regions; and (e) the region had among the lowest payoffs to public spending in terms of increments in education stock; the impressive advance in education was achieved at high cost.

#### [Curriculum and Ideology](#)

Cantoni, Davide ; Chen, Yuyu ; Yang, David Y. ; Yuchtman, Noam ; Zhang, Y. Jane

We study the causal effect of school curricula on students' stated beliefs and attitudes. We exploit a major textbook reform in China that was rolled out between 2004 and 2010 with the explicit intention of shaping youths' ideology. To measure its effect, we present evidence from a novel survey we conducted among 2000 students at Peking University. The sharp, staggered introduction of the new curriculum across provinces allows us to identify the effects of the new educational content in a generalized difference in differences framework. We examine government documents articulating desired consequences of the reform, and identify changes in textbook content and college entrance exams that reflect the government's aims. These changes were often effective: study under the new curriculum is robustly associated with changed views on political participation and democracy in China, increased trust in government officials, and a more skeptical view of free markets.

#### [Evaluating the Weights and Factors Used in the New Zealand School Decile Funding System](#)

Jeremy Clark (University of Canterbury) ; Susmita Roy Das (University of Canterbury)

In New Zealand, the primary means of addressing the disparities that exist in educational outcomes by students' socio-economic status is the "decile" funding system. The country's Ministry of Education uses census data on five socio-economic deprivation factors of the households containing school-aged children in the meshblocks of the children attending each public or public-integrated school. In this paper, we look for evidence whether the decile funding system is using the best weights possible on the five socio-economic characteristics used in the funding formula, and whether other neighbourhood factors should also be included. Using school fixed effects regressions, we test whether the effectiveness of Ministry of Education funding per student in raising school leaver qualification achievement rates is affected more by some deprivation factors than others. We also explore whether additional factors such as health, crime, languages spoken, marital status,



immigration status, and others have additional explanatory power on qualification achievement rates. We find that under the current practice of equally weighting the five factors, “low skill occupation” raises the effectiveness of government spending on achievement, while “receiving a benefit” reduces it. This suggests that raising the relative weight on “low skill occupation” and lowering the weight on “receiving a benefit” would increase the effectiveness of decile-adjusted school funding on raising achievement rates.

#### [Does Employer Learning Vary by Schooling Attainment? The Answer Depends on How Career Start Dates Are Defined](#)

Light, Audrey (Ohio State University) ; McGee, Andrew (Simon Fraser University)

We demonstrate that empirical evidence of employer learning is sensitive to how one defines the career start date and, in turn, measures cumulative work experience. Arcidiacono, Bayer, and Hizmo (2010) find evidence of employer learning for high school graduates but not for college graduates, and conclude that high levels of schooling reveal true productivity. We show that their choice of start date – based on first-observed school exit and often triggered by school vacations – systematically overstates experience and biases learning estimates towards zero for college-educated workers. Using career start dates tied to a more systematic definition of school exit, we find that employer learning is equally evident for high school and college graduates.

#### [Managerial Practices and Students' Performance](#)

Di Liberto, Adriana ; Schivardi, Fabiano ; Sulis, Giovanni

We study the effects of managerial practices in schools on students' outcomes. We measure managerial practices using the World Management Survey, a methodology that enables us to construct robust measures of management quality comparable across countries. We find substantial heterogeneity in managerial practices across six industrialized countries, with more centralized systems (Italy and Germany) lagging behind the more autonomous ones (Canada, Sweden, the UK, the US). For Italy, we are able to match organizational practices at the school level with students' outcomes in a math standardized test. We find that managerial practices are positively related to students' outcomes. The estimates imply that if Italy had the same managerial practices as the UK (the best performer), it would close the gap in the math OECD-PISA test with respect to the OECD average. We argue that our results are robust to selection issues and show that they are confirmed by a set of IV estimates and by a large number of robustness checks. Overall, our results suggest that policies directed at improving students' cognitive achievements should take into account principals' selection and training in terms of managerial capabilities.

#### [The Earnings Returns to Graduating with Honors: Evidence from Law Graduates](#)

Ronny Freier ; Mathias Schumann ; Thomas Siedler

This paper studies the causal effects of graduating from university with an honors degree on subsequent earnings. While a rich body of literature has focused on estimating returns to human capital, few studies have analyzed returns at the very top of the education distribution. We highlight the importance of honors degrees for future labor market success in the context of German law graduates. Using a difference-in-differences research design combined with entropy balancing, we find that students of law who passed the state bar exam with an honors degree receive a significant earnings premium of about 14 percent. The results are robust to various sensitivity analyses.

### [The Need for a Shift in Higher Education: the Case of Malakand Division](#)

Ullah, Abd ; Bibi, Uzma

The prime aim of this study was to find out sufficiency of higher education institutes at Malakand division along with the quality of education in the universities. This study also examined the sufficiency of government spending on higher education at Malakand division. The study was based on questionnaires and is developed in such a way that it captures the desired objectives of the study. The data was collected from 150 respondents from university of Malakand. The data is analyzed by using frequency distribution. The analyses show that the current higher institutes in this area are not sufficient for this area. Most of the respondent disagrees to the sufficiency of present higher education institutes (Mean = 2.33). Further the respondents also were disagree with the level of spending on higher education institute in this area (Mean =2.02). While analyzing the quality of education this study found that up to certain level the level of education provided is good. However the respondents were disagree to level of resources in terms of infrastructure, laboratory, research, library and technology. This study has certain recommendations.

### [Human capital development, knowledge spillovers and local growth: Is there a quality effect of university efficiency?](#)

Zotti, Roberto ; Barra, Cristian

In this paper, we test whether economic growth depends on human capital development using data disaggregated at territorial level and propose the use of efficiency estimates, measured using a non-parametric technique, as an alternative quality measure of higher education institutions (HEIs). The nature of knowledge spillovers is also taken into account to examine the existence of geographically localized spillovers, from the presence of efficient universities, on local growth. Results show that the efficiency of universities has a positive and significant effect on GDP per worker. Moreover, we find evidence that productivity gains are larger in areas in which the most efficient universities are located, suggesting that investment in tertiary education may affect geographical distribution of economic activity as well as its level.

### [The Long Reach of Education: Early Retirement](#)

Steven Venti ; David A. Wise

The goal of this paper is to draw attention to the long lasting effect of education on economic outcomes. We use the relationship between education and two routes to early retirement – the receipt of Social Security Disability Insurance (DI) and the early claiming of Social Security retirement benefits – to illustrate the long-lasting influence of education. We find that for both men and women with less than a high school degree the median DI participation rate is 6.6 times the participation rate for those with a college degree or more. Similarly, men and women with less than a high school education are over 25 percentage points more likely to claim Social Security benefits early than those with a college degree or more. We focus on four critical “pathways” through which education may indirectly influence early retirement – health, employment, earnings, and the accumulation of assets. We find that for women health is the dominant pathway through which education influences DI participation. For men, the health, earnings, and wealth pathways are of roughly equal magnitude. For both men and women the principal channel through which education influences early Social Security claiming decisions is the earnings pathway. We also consider the direct effect of education that does not operate through these pathways. The direct effect of education is much greater for early claiming of Social Security benefits than for DI participation, accounting for 72 percent of the

effect of education for men and 67 percent for women. For women the direct effect of education on DI participation is not statistically significant, suggesting that the total effect may be through the four pathways.

### [Starting Behind and Staying Behind in South Africa: The case of insurmountable learning deficits in mathematics](#)

Nicholas Spaull (Department of Economics, University of Stellenbosch) ; Janeli Kotze (Department of Economics, University of Stellenbosch)

This study quantifies a year's worth of mathematics learning in South Africa (0.3 standard deviations) and uses this measure to develop empirically-calibrated learning trajectories. Two main findings are, (1) only the top 16% of South African Grade 3 children are performing at an appropriate Grade 3 level. (2) The learning gap between the poorest 60% of students and the wealthiest 20% of students is approximately three Grade-levels in Grade 3, growing to four Grade-levels by Grade 9. The paper concludes by arguing that the later in life we attempt to repair early learning deficits in mathematics, the costlier the remediation becomes.

### [Student politics: A Game-theoretic exploration](#)

Soumyanetra Munshi (Indira Gandhi Institute of Development Research)

Students in institutes of higher education often engage in campus-politics. Typically there are student-parties who electorally compete with each other to gain control of the union which is usually the apex student body dealing directly with the higher authorities on student-related and other academic issues. Often however, campus politics act as fertile breeding grounds for future politicians of the country. As a result there is often direct intervention by larger political parties into student affairs. In fact, the student parties on campus are essentially student wings of larger national parties, which command huge amounts of resources that are used during elections, often instigating conflict and violence on-campus. This paper game-theoretically models the interplay of such 'extra-electoral' investments and electoral outcomes in an otherwise standard probabilistic voting model. We find that the political party who is likely to be more popular is also more likely to expend greater resources towards 'extra-electoral' elements, in turn spawning greater violence on-campus, even when such investments are disliked by student-voters. We also look at some plausible extensions of the benchmark model where this basic conclusion still holds true. The essential flavor and predictions of the model are borne out by several historical and contemporary instances of student politics in some countries like India, Burma, and Latin America.

### [What differentiates future entrepreneurship? Developing entrepreneurial competencies in higher education](#)

Sara Bonesso (Dept. of Management, Università Ca' Foscari Venice) ; Fabrizio Gerli (Dept. of Management, Università Ca' Foscari Venice) ; Claudio Pizzi (Dept. of Economics, Università Ca' Foscari Venice) ; Laura Cortellazzo (Dept. of Management, Università Ca' Foscari Venice)

### [What Kind of Teachers Are Schools Looking For? Evidence from a Randomized Field Experiment](#)

Hinrichs, Peter (Federal Reserve Bank of Cleveland)

Teacher quality is a pressing public policy concern, yet there is little evidence on what types of teachers schools actually prefer to hire. This paper reports the results of an experiment that involved sending schools fictitious resumes with randomly-chosen characteristics in an attempt to determine

what characteristics schools value when hiring new teachers. The results of the study suggest that an applicant's academic background has little impact on the likelihood of success at private and charter schools, although public schools respond more favorably to candidates from more selective colleges. Additionally, private schools demonstrate a slight preference for female candidates, and all three sectors demonstrate a preference for in-state candidates.

#### [Skill formation, public expenditure on education and wage inequality: theory and evidence](#)

[Biswas, Anindya ; Chaudhuri, Sarbajit](#)

As per the conventional wisdom there should be provision for public assistance for skills acquirement for improving relative wage inequality in the future. Empirical observations on some prominent small OECD countries, however, indicate that the relationship between wage inequality and public spending on education is not necessarily unambiguous. A theoretical underpinning of this empirical observation has been provided in this study in terms of a 2x3 general equilibrium model for a small open economy. Later, the correctness of the theoretical framework and its result have been empirically examined with the help of an unbalanced panel dataset of 13 small developed countries from 2000-2011. This empirical analysis supports the main theoretical result that the relationship between wage inequality and public expenditure could indeed be ambiguous. This finding questions the desirability of providing subsidy on education at least from the perspective of reduction in earnings inequality among the different sections of the working population.

#### [Gross Inequality and Inequality of Opportunities in Basic Education: Were they affected by Latin America's Economic Boom?](#)

[Natalia Krüger ; Luis Fernando Gamboa ; Fábio Waltenberg](#)

In the context of economic growth and recovering socio-economic conditions, many Latin American countries have implemented deep educational reforms since the beginning of the century. This paper aims to analyse whether these changes have promoted equality of educational opportunities in the region. Both the access and knowledge and skills dimensions are evaluated for six important countries, deepening the analysis for Argentina, Brazil and Colombia, in order to better understand the trends observed. Results point to reasonable progress in access, but reflect an unsatisfactory evolution of the level and distribution of knowledge and skills –as reflected by PISA test scores-.

#### [All or Nothing? The Impact of School and Classroom Gender Composition on Effort and Academic Achievement](#)

[Soohyung Lee ; Lesley J. Turner ; Seokjin Woo ; Kyunghee Kim](#)

We estimate the causal impact of school and classroom gender composition on achievement. We take advantage of the random assignment of Korean middle school students to single-sex schools, co-educational (coed) schools with single-sex classes, and coed schools with mixed-gender classes. Male students attending single-sex classes within coed schools score 0.10 of a standard deviation below male students in mixed-gender classes, and this achievement gap is entirely accounted for by classroom gender composition. Conversely, male students attending single-sex schools outperform their counterparts in mixed-gender classes by 0.15 of a standard deviation. The significant impact of single-sex schools on male students' achievement are not driven by classroom gender composition, but largely accounted for by increases in student effort and study-time. We find little evidence that classroom or school gender composition affect the outcomes of female students.

### [Hope and commitment. Lessons from a randomized control trial in a shanty town.](#)

Marianne Bernatzky ; Alejandro Cid

This paper documents the impact of an after-school program called Apoyo Escolar, sited in the most vulnerable neighborhood of a developing country. The outcomes of interest are academic achievement, behavior in the classroom and grade repetition. We designed a field experiment exploiting the existence of oversubscription to the program. We found a novel result that should guide policy design for vulnerable children: increasing time spent in safe, supervised settings does not guarantee academic success. The after-school program is effective in improving academic performance when children have committed parents. This finding is crucial for policy because it is not enough to merely take children off of the streets, parents' commitment is needed. Interestingly, results show that students' performance at school is highly correlated with parents' educational expectations. This correlation fosters future research that may be designed specifically to explore the causal impact of expectations on educational attainment among disadvantaged children.

### [Assessing Teacher Quality in India](#)

Azam, Mehtabul (Oklahoma State University) ; Kingdon, Geeta (Institute of Education, University of London)

Using administrative data from linked private schools from one of districts in India that matches 8,319 pupils to their subject specific teachers at the senior secondary level, we estimate the importance of individual teachers on student outcomes in the high-stake senior secondary exam (at the end of twelfth-grade). We control for prior achievement at the secondary level (at the end of tenth-grade) to estimate the value added of a teacher over a two year course, and define a good teacher as one who consistently gets higher achievement for students. In addition to the prior achievement, we exploit the fact that students took exams in multiple subjects during their senior secondary exam to control for pupil fixed effects. We find a considerable variability in teacher effectiveness over a two year course – a one standard deviation improvement in teacher quality adds 0.38 standard deviation points in students score. Furthermore, consistent with studies in the US, we find that although teacher quality matters, the observed characteristics explain little of the variability in teacher quality.

### [Education attainment in the Middle East and North Africa : success at a cost](#)

Iqbal, Farrukh ; Kiendrebeogo, Youssef

This paper reviews the experience of the Middle East and North Africa region in education attainment over the past four decades (1970-2010). It documents the following main findings: (a) all countries in the region experienced significant improvements in educational attainment over this period; (b) most countries in the region did better in this regard than comparators that had roughly the same education stocks in 1970; (c) collectively, the region achieved a greater percentage increase in education than other regions; (d) the region's better performance was in part because of higher rates of public spending on education, better food sufficiency status, and a lower initial stock of education in 1970 in comparison with most other developing country regions; and (e) the region had among the lowest payoffs to public spending in terms of increments in education stock; the impressive advance in education was achieved at high cost.

### [Curriculum and Ideology](#)

Cantoni, Davide ; Chen, Yuyu ; Yang, David Y. ; Yuchtman, Noam ; Zhang, Y. Jane

We study the causal effect of school curricula on students' stated beliefs and attitudes. We exploit a major textbook reform in China that was rolled out between 2004 and 2010 with the explicit intention of shaping youths' ideology. To measure its effect, we present evidence from a novel survey we conducted among 2000 students at Peking University. The sharp, staggered introduction of the new curriculum across provinces allows us to identify the effects of the new educational content in a generalized difference in differences framework. We examine government documents articulating desired consequences of the reform, and identify changes in textbook content and college entrance exams that reflect the government's aims. These changes were often effective: study under the new curriculum is robustly associated with changed views on political participation and democracy in China, increased trust in government officials, and a more skeptical view of free markets.

### [Evaluating the Weights and Factors Used in the New Zealand School Decile Funding System](#)

Jeremy Clark (University of Canterbury) ; Susmita Roy Das (University of Canterbury)

In New Zealand, the primary means of addressing the disparities that exist in educational outcomes by students' socio-economic status is the "decile" funding system. The country's Ministry of Education uses census data on five socio-economic deprivation factors of the households containing school-aged children in the meshblocks of the children attending each public or public-integrated school. In this paper, we look for evidence whether the decile funding system is using the best weights possible on the five socio-economic characteristics used in the funding formula, and whether other neighbourhood factors should also be included. Using school fixed effects regressions, we test whether the effectiveness of Ministry of Education funding per student in raising school leaver qualification achievement rates is affected more by some deprivation factors than others. We also explore whether additional factors such as health, crime, languages spoken, marital status, immigration status, and others have additional explanatory power on qualification achievement rates. We find that under the current practice of equally weighting the five factors, "low skill occupation" raises the effectiveness of government spending on achievement, while "receiving a benefit" reduces it. This suggests that raising the relative weight on "low skill occupation" and lowering the weight on "receiving a benefit" would increase the effectiveness of decile-adjusted school funding on raising achievement rates.

### [Does Employer Learning Vary by Schooling Attainment? The Answer Depends on How Career Start Dates Are Defined](#)

Light, Audrey (Ohio State University) ; McGee, Andrew (Simon Fraser University)

We demonstrate that empirical evidence of employer learning is sensitive to how one defines the career start date and, in turn, measures cumulative work experience. Arcidiacono, Bayer, and Hizmo (2010) find evidence of employer learning for high school graduates but not for college graduates, and conclude that high levels of schooling reveal true productivity. We show that their choice of start date – based on first-observed school exit and often triggered by school vacations – systematically overstates experience and biases learning estimates towards zero for college-educated workers. Using career start dates tied to a more systematic definition of school exit, we find that employer learning is equally evident for high school and college graduates.

### [Managerial Practices and Students' Performance](#)

Di Liberto, Adriana ; Schivardi, Fabiano ; Sulis, Giovanni

We study the effects of managerial practices in schools on students' outcomes. We measure managerial practices using the World Management Survey, a methodology that enables us to construct robust measures of management quality comparable across countries. We find substantial heterogeneity in managerial practices across six industrialized countries, with more centralized systems (Italy and Germany) lagging behind the more autonomous ones (Canada, Sweden, the UK, the US). For Italy, we are able to match organizational practices at the school level with students' outcomes in a math standardized test. We find that managerial practices are positively related to students' outcomes. The estimates imply that if Italy had the same managerial practices as the UK (the best performer), it would close the gap in the math OECD-PISA test with respect to the OECD average. We argue that our results are robust to selection issues and show that they are confirmed by a set of IV estimates and by a large number of robustness checks. Overall, our results suggest that policies directed at improving students' cognitive achievements should take into account principals' selection and training in terms of managerial capabilities.

#### [The Earnings Returns to Graduating with Honors: Evidence from Law Graduates](#)

Ronny Freier ; Mathias Schumann ; Thomas Siedler

This paper studies the causal effects of graduating from university with an honors degree on subsequent earnings. While a rich body of literature has focused on estimating returns to human capital, few studies have analyzed returns at the very top of the education distribution. We highlight the importance of honors degrees for future labor market success in the context of German law graduates. Using a difference-in-differences research design combined with entropy balancing, we find that students of law who passed the state bar exam with an honors degree receive a significant earnings premium of about 14 percent. The results are robust to various sensitivity analyses.

#### [The Need for a Shift in Higher Education: the Case of Malakand Division](#)

Ullah, Abd ; Bibi, Uzma

The prime aim of this study was to find out sufficiency of higher education institutes at Malakand division along with the quality of education in the universities. This study also examined the sufficiency of government spending on higher education at Malakand division. The study was based on questionnaires and is developed in such a way that it captures the desired objectives of the study. The data was collected from 150 respondents from university of Malakand. The data is analyzed by using frequency distribution. The analyses show that the current higher institutes in this area are not sufficient for this area. Most of the respondent disagrees to the sufficiency of present higher education institutes (Mean = 2.33). Further the respondents also were disagree with the level of spending on higher education institute in this area (Mean =2.02). While analyzing the quality of education this study found that up to certain level the level of education provided is good. However the respondents were disagree to level of resources in terms of infrastructure, laboratory, research, library and technology. This study has certain recommendations.

#### [Human capital development, knowledge spillovers and local growth: Is there a quality effect of university efficiency?](#)

Zotti, Roberto ; Barra, Cristian

In this paper, we test whether economic growth depends on human capital development using data disaggregated at territorial level and propose the use of efficiency estimates, measured using a non-parametric technique, as an alternative quality measure of higher education institutions (HEIs). The

nature of knowledge spillovers is also taken into account to examine the existence of geographically localized spillovers, from the presence of efficient universities, on local growth. Results show that the efficiency of universities has a positive and significant effect on GDP per worker. Moreover, we find evidence that productivity gains are larger in areas in which the most efficient universities are located, suggesting that investment in tertiary education may affect geographical distribution of economic activity as well as its level.

### [The Long Reach of Education: Early Retirement](#)

Steven Venti ; David A. Wise

The goal of this paper is to draw attention to the long lasting effect of education on economic outcomes. We use the relationship between education and two routes to early retirement – the receipt of Social Security Disability Insurance (DI) and the early claiming of Social Security retirement benefits – to illustrate the long-lasting influence of education. We find that for both men and women with less than a high school degree the median DI participation rate is 6.6 times the participation rate for those with a college degree or more. Similarly, men and women with less than a high school education are over 25 percentage points more likely to claim Social Security benefits early than those with a college degree or more. We focus on four critical “pathways” through which education may indirectly influence early retirement – health, employment, earnings, and the accumulation of assets. We find that for women health is the dominant pathway through which education influences DI participation. For men, the health, earnings, and wealth pathways are of roughly equal magnitude. For both men and women the principal channel through which education influences early Social Security claiming decisions is the earnings pathway. We also consider the direct effect of education that does not operate through these pathways. The direct effect of education is much greater for early claiming of Social Security benefits than for DI participation, accounting for 72 percent of the effect of education for men and 67 percent for women. For women the direct effect of education on DI participation is not statistically significant, suggesting that the total effect may be through the four pathways.

### [Starting Behind and Staying Behind in South Africa: The case of insurmountable learning deficits in mathematics](#)

Nicholas Spaul (Department of Economics, University of Stellenbosch) ; Janeli Kotze (Department of Economics, University of Stellenbosch)

This study quantifies a year’s worth of mathematics learning in South Africa (0.3 standard deviations) and uses this measure to develop empirically-calibrated learning trajectories. Two main findings are, (1) only the top 16% of South African Grade 3 children are performing at an appropriate Grade 3 level. (2) The learning gap between the poorest 60% of students and the wealthiest 20% of students is approximately three Grade-levels in Grade 3, growing to four Grade-levels by Grade 9. The paper concludes by arguing that the later in life we attempt to repair early learning deficits in mathematics, the costlier the remediation becomes.

### [Student politics: A Game-theoretic exploration](#)

Soumyanetra Munshi (Indira Gandhi Institute of Development Research)

Students in institutes of higher education often engage in campus-politics. Typically there are student-parties who electorally compete with each other to gain control of the union which is usually the apex student body dealing directly with the higher authorities on student-related and other



academic issues. Often however, campus politics act as fertile breeding grounds for future politicians of the country. As a result there is often direct intervention by larger political parties into student affairs. In fact, the student parties on campus are essentially student wings of larger national parties, which command huge amounts of resources that are used during elections, often instigating conflict and violence on-campus. This paper game-theoretically models the interplay of such 'extra-electoral' investments and electoral outcomes in an otherwise standard probabilistic voting model. We find that the political party who is likely to be more popular is also more likely to expend greater resources towards 'extra-electoral' elements, in turn spawning greater violence on-campus, even when such investments are disliked by student-voters. We also look at some plausible extensions of the benchmark model where this basic conclusion still holds true. The essential flavor and predictions of the model are borne out by several historical and contemporary instances of student politics in some countries like India, Burma, and Latin America.

#### [What differentiates future entrepreneurship? Developing entrepreneurial competencies in higher education](#)

Sara Bonesso (Dept. of Management, Università Ca' Foscari Venice) ; Fabrizio Gerli (Dept. of Management, Università Ca' Foscari Venice) ; Claudio Pizzi (Dept. of Economics, Università Ca' Foscari Venice) ; Laura Cortellazzo (Dept. of Management, Università Ca' Foscari Venice)

#### [What Kind of Teachers Are Schools Looking For? Evidence from a Randomized Field Experiment](#)

Hinrichs, Peter (Federal Reserve Bank of Cleveland)

Teacher quality is a pressing public policy concern, yet there is little evidence on what types of teachers schools actually prefer to hire. This paper reports the results of an experiment that involved sending schools fictitious resumes with randomly-chosen characteristics in an attempt to determine what characteristics schools value when hiring new teachers. The results of the study suggest that an applicant's academic background has little impact on the likelihood of success at private and charter schools, although public schools respond more favorably to candidates from more selective colleges. Additionally, private schools demonstrate a slight preference for female candidates, and all three sectors demonstrate a preference for in-state candidates.

#### [Skill formation, public expenditure on education and wage inequality: theory and evidence](#)

Biswas, Anindya ; Chaudhuri, Sarbajit

As per the conventional wisdom there should be provision for public assistance for skills acquirement for improving relative wage inequality in the future. Empirical observations on some prominent small OECD countries, however, indicate that the relationship between wage inequality and public spending on education is not necessarily unambiguous. A theoretical underpinning of this empirical observation has been provided in this study in terms of a 2x3 general equilibrium model for a small open economy. Later, the correctness of the theoretical framework and its result have been empirically examined with the help of an unbalanced panel dataset of 13 small developed countries from 2000-2011. This empirical analysis supports the main theoretical result that the relationship between wage inequality and public expenditure could indeed be ambiguous. This finding questions the desirability of providing subsidy on education at least from the perspective of reduction in earnings inequality among the different sections of the working population.

#### [How individual characteristics shape the structure of social networks](#)

Yann Girard (GSEFM, Goethe University Frankfurt, Germany) ; Florian Hett (GSEFM, Goethe University Frankfurt, Germany) ; Daniel Schunk (Department of Economics, Johannes Gutenberg-Universitaet Mainz, Germany)

We study how students' social networks emerge by documenting systematic patterns in the process of friendship formation of incoming students; these students all start out in a new environment and thus jointly create a new social network. As a specific novelty, we consider cooperativeness, time and risk preferences - elicited experimentally - together with factors like socioeconomic and personality characteristics. We find a number of robust predictors of link formation and of the position within the social network (local and global network centrality). In particular, cooperativeness has a complex association with link formation. We also find evidence for homophily along several dimensions. Finally, our results show that despite these systematic patterns, social network structures can be exogenously manipulated, as we find that random assignments of students to groups on the first two days of university impacts the students' friendship formation process.

#### [Gross Inequality and Inequality of Opportunities in Basic Education: Were they affected by Latin America's Economic Boom?](#)

Natalia Krüger ; Luis Fernando Gamboa ; Fábio Waltenberg

In the context of economic growth and recovering socio-economic conditions, many Latin American countries have implemented deep educational reforms since the beginning of the century. This paper aims to analyse whether these changes have promoted equality of educational opportunities in the region. Both the access and knowledge and skills dimensions are evaluated for six important countries, deepening the analysis for Argentina, Brazil and Colombia, in order to better understand the trends observed. Results point to reasonable progress in access, but reflect an unsatisfactory evolution of the level and distribution of knowledge and skills –as reflected by PISA test scores–.

#### [University knowledge and firm innovation. Evidence from European countries](#)

Andrea Bellucci ; Luca Pennacchio

In recent decades firms have intensified the exploration of external sources of knowledge to enhance their innovation capabilities. This paper presents an empirical analysis of the factors that affect the importance of academic knowledge for firms' innovative activities. An integrated approach that simultaneously considers country-level and firm-level factors is adopted. Regarding the former factors, the analysis shows that the entrepreneurial orientation of university and the quality of academic research increase the importance of knowledge transfers from universities to firms. This suggests that the environmental and institutional context contribute to explain cross-national disparities in university-industry interactions and in the effectiveness of knowledge transfer. In regard to the latter factors, the results indicate that firms oriented toward open search strategies and radical innovations are more likely to draw knowledge from universities. Furthermore, firms belonging to high technology sectors and firms with high absorptive capacity place greater value on the various links with universities. With respect to firm size the estimates show an inverted U-shaped relation with the importance of universities as a source of knowledge. However, the greatest benefits from interacting with universities are achieved by small and young research-active firms.

#### [The contribution of academic research to innovation and growth](#)

Reinhilde Veugelers

To better understand how academic research can contribute to innovative growth and to assess how Europe is and could be doing in this respect, we review the analysis and evidence of business science

links and Europe's record on this. The evidence and analysis shows that the link between science and industry is neither direct nor obvious. When looking at the evidence for Europe, there is a general lagging behind relative to the US, particularly on academic patenting and university spin-offs. Patenting and licensing is only two of a number of pathways for the transfer of knowledge from universities to industry, and perhaps not even the best forms. Student & researchers' mobility from academe to industry is a critical mechanism to transfer knowledge from the university to industry, particularly when the knowledge to be transferred is hard to codify and is embodied in human capital as is the case for science-based knowledge. Although this is an area of great importance to the study of the innovation process, only recently research has started to attempt to trace researchers' intersectoral mobility. When looking for ways to improve the transfers from science to innovation, most of the attention in the academic literature and policy is on finding the critical success factors on the science side. Most of this analysis looks at academic patenting and faculty spin-offs and comes from best US practices. These include proper intellectual property right regimes, where Bayh-Dole type of reforms which allocate property rights to the university, are considered to have cleared the path towards tech transfer in the US. Other best practices include having in place incentive schemes for tech transfers, with a fair share for researchers in royalties and spin-offs and having in place a dedicated technology transfer office, which critical scale, expertise and experience in mediating technology transfer. But perhaps the most important success factor for tech transfer identified is the quality of the research faculty and their created ideas. Overall, the most salient policy recommendations that stems from the analysis is that policy makers looking for ways to improve the contribution of universities to innovation based growth, should take a long-term perspective for developing an industry-science eco-system, avoiding the temptation of quick "success stories". A particular dangerous policy practice is a target focusing only on the commercialization of university technologies through academic patenting and spin-offs, ignoring the broader contribution to economic development with other pathways, most notably the research based training and mobility of human capital from universities. Policy makers should be more "innovative" in their search for effective policy interventions, venturing beyond the classic spin-off and incubator programs. At the same time, they should be more serious about evaluating their new and existing instruments. To progress, policy makers should support more systematic data collection and analysis on the various pathways for universities' contribution to economic prosperity.

#### [Economists: cheaters with altruistic instincts](#)

Muñoz-Izquierdo, Nora ; Gil-Gómez de Liaño, Beatriz ; Rin-Sánchez, Francisco Daniel ; Pascual-Ezama, David

Based on an experiment conducted with undergraduate students from three different majors (business economics, psychology and engineering), we study the relationship between honesty and altruism. We asked participants to toss a coin with a black and a white side. Participants won a chocolate if they reported the white outcome, whereas no gift was given if they reported black. It was done privately, so they could decide whether or not to cheat. Reporting the prize-losing side (that is, being honest when losing) could result in 3 effects, depending on the 3 conditions run: (i) no penalty, (ii) paying a penalty, or (iii) paying a penalty with an altruistic end (a donation to a non-profit organization). The amount of penalty was decided by each participant and the payment was also done in private. Although we cannot detect dishonesty on an individual level, we use statistical inference to determine cheating behavior. We find suggestive evidence that economics is significantly the most dishonest major when no penalty is involved. With economists in the lead, the

results also indicate that all majors cheat if a penalty is requested. Surprisingly, when altruism plays a role, economists tend to have the most altruistic behavior, followed by psychologists. However, altruism does not reduce engineers' propensity to lie. No significant differences are found regarding gender.

#### [The Long-Run Effects of Attending an Elite School: Evidence from the UK](#)

Clark, Damon (University of California, Irvine) ; Del Bono, Emilia (ISER, University of Essex)

This paper estimates the impact of elite school attendance on long-run outcomes including completed education, income and fertility. Our data consists of individuals born in the 1950s and educated in a UK district that assigned students to either elite or non-elite secondary schools. Using instrumental variables methods that exploit the school assignment formula, we find that elite school attendance had large impacts on completed education. For women, we find that elite school attendance generated positive effects on labor market outcomes and significant decreases in fertility; for men, we find no elite school impacts on any of these later-life outcomes.

#### [Impact of School Quality on Educational Attainment - Evidence from Finnish High Schools](#)

Heikki Pursiainen ; Mika Kortelainen ; Jenni Pääkkönen

We analyze differences in school quality using a comprehensive panel data set covering all upper secondary school graduates in Finland during the years 2002-2013. School quality is defined as the effect of the school on matriculation exam results controlling for quality of student intake. In other words, the quality difference between two schools is the expected difference in exam results for a randomly chosen student switching schools. Using methods similar to Chetty, Friedman and Rockoff (2013) we are able to measure both cross-sectional differences in school quality and the persistence of these differences over time. We also control for the uncertainty inherent in assessing the quality of smaller schools with a relatively low number of graduates. We use each pupil's comprehensive school grades to control for previous education / pupil quality. Also, comprehensive school fixed effects are used to control for differences in comprehensive school grading as well as unobserved socioeconomic factors. The method is potentially sensitive to bias induced by school selection. To assess the potential bias we partially match our student sample to a spatial database by home address and use this to assess bias. We find no evidence of significant bias. Our first result is that there are significant cross-sectional differences in school quality even after controlling for student intake quality. The quality difference between the top schools and bottom schools each year measured in average matriculation score points is around one grade point in a scale of 1 to 7. In Finland university entry is partly controlled by these matriculation exam results. A one-point difference in grade averages will significantly affect the chances of entry into the most competitive university curricula. This result must, however, be qualified in a number of ways. First, large differences are observed only between the very top and bottom institutions. Most schools are much closer to each other in quality: the interquartile range each year is only about a fifth of a grade average point. Most schools are thus clustered quite close to each other in quality. Also, while there is persistence over time in school quality, this is far from complete. This means that the ranking of the middling-quality majority of schools is highly unstable over time, making any yearly league tables highly suspect. There is more persistence in the very top and bottom institutions, which are roughly the same during the whole period under consideration. Finally, school quality seems to be for the most part evenly distributed regionally. While there are certainly good schools in the largest cities,

the success of the most selective institutions is mostly explained by quality of intake rather than teaching.

### [Educational Attainment of Second-Generation Immigrants: A U.S.-Canada Comparison](#)

Liu, Xingfei (IZA)

In this paper, I analyze educational outcomes for second generation immigrants and compare them to those of natives. I use a dynamic structural model and focus on transition paths from school to work for youths in Canada and the U.S. Using data extracted from the 1997 National Longitudinal Survey of Youth and the 2000 Youth in Transition Survey, I find that family background is closely related to educational attainment of white children of immigrants in both countries. Moreover, cognitive abilities seem to be more important in determining youths' educational attainment in the U.S. than in Canada. However, I find no evidence suggesting that the effects of key family environment variables on educational attainment differ between children of immigrants and children of natives. Results from counterfactual simulations suggest that incentive-based educational reforms, such as providing educational subsidies to reduce the costs of secondary and post-secondary education, are more effective in increasing overall educational attainment for both groups. In addition, the desired dollar amount of these educational subsidies are smaller in Canada than in the U.S. On the other hand, immigration policies designed to admit only highly educated individuals have modest effects on educational attainment of second generation immigrants. Finally, there is very little difference in educational outcomes between the two groups in Canada and the U.S. despite very different immigration policies, at least for the ethnic group (whites) considered in this paper.

### [Public School Choice: An Economic Analysis](#)

Levon Barseghyan ; Damon Clark ; Stephen Coate

Public school choice programs give households a free choice of public school and provide schools incentives to compete for students. Proponents of these programs argue that by the usual market logic, choice and competition will improve the quality of the education that schools provide. Critics counter that the usual market logic does not translate easily to schools, since households' perceptions of school quality depend not only on the efforts of school personnel but also on the composition of the student body (i.e., households have peer preferences). This paper advances this debate by developing and analyzing an economic model of public school choice. To capture the pro-choice argument, the model assumes that a neighborhood enrollment policy that provides schools with no incentives to exert effort is replaced by a prototypical public school choice policy in which households have a free choice of school and schools have incentives to compete for students. To capture the anti-choice argument the model assumes that households have peer preferences. The analysis of the equilibrium of this model generates three findings that highlight potential limitations of choice programs.

### [Advancing academic opportunities for disadvantaged youth: Third year impact evaluation of a privately-managed school in a poor neighbourhood in Montevideo.](#)

Ana I. Balsa ; Alejandro Cid

We study the three-year impact of a private tuition-free middle school on the academic outcomes of poor students. Several features of the treatment school fit with innovative paradigms that have delivered successful outcomes in poor urban areas. Our research design exploits the excess of

applicants over the school capacity and the fact that participants were selected randomly. Specifically, we follow a cohort of students that entered middle school in 2010 and that were randomly assigned to attend the treatment school or public school as usual. We find that the treatment school impacted favorably on students' academic advancement and math competencies. Also, the treatment school had a positive—and quite robust over time—impact on students' and their parents' academic expectations. This culture of high expectations has been previously identified in the literature as a key input for school success.

#### [Do Single-Sex Classes Affect Achievement? An Experiment in a Coeducational University](#)

Booth, Alison L ; Cardona Sosa, Lina ; Nolen, Patrick

We examine the effect of single-sex classes on the pass rates, grades, and continued enrollment of students in a coeducational university. We randomly assign students to all-female, all-male, and coed classes and, therefore, get around the selection issues present in studies on single-sex education done on students in primary and secondary school. We find that one hour a week of single-sex education benefits females: females are 7.5% more likely to pass their first year courses and score 8% higher overall. Furthermore, females in all-females classes are roughly 9% more likely to continue studying economics and business at university than females who studied in coed classes. There is evidence that single-sex education causes women to adopt behaviors associated with better academic outcomes: such as attending more classes and doing optional assignments. However, these behavioral changes can explain, at most 40% of the all-female effect, suggesting that there is a large direct effect of single-sex education on outcomes.

#### [Learning Begets Learning: Adult Participation in Lifelong Education](#)

OECD

In Denmark, Finland, the Netherlands, Norway and Sweden, participation rates in adult education and learning are over 60%, but they are one-third – or below – in Italy, the Russian Federation and the Slovak Republic. The more highly educated adults are, the more likely they are to continue with adult education and learning: about 70% of adults with a tertiary qualification participated, compared with just 27% among adults who did not complete upper secondary education. Employed adults are more likely to participate in adult education and learning: in half of the countries, the difference in participation between employed and unemployed individuals is more than 15 percentage points. Motivation encourages participation in adult education and learning: countries where a significant proportion of adults express a desire for more education also show the highest levels of participation.

#### [Sibling Spillover Effects in School Achievement](#)

Nicoletti, Cheti (University of York) ; Rabe, Birgitta (ISER, University of Essex)

We provide the first empirical evidence on direct sibling spillover effects in school achievement using English administrative data. Our identification strategy exploits the variation in school test scores across three subjects observed at age 11 and 16 and the variation in the composition of school mates between siblings. These two sources of variation have been separately used to identify school peer effects, but never in combination. By combining them we are able to identify a sibling spillover effect that is net of unobserved child, family and school characteristics shared by siblings. We find a modest spillover effect from the older sibling to the younger but not vice versa. This effect is considerable

higher for siblings from deprived backgrounds, where sibling sharing of school knowledge might compensate for the lack of parental information.

#### [Publish or Perish? Incentives and Careers in Italian Academia](#)

Checchi, Daniele ; De Fraja, Gianni ; Verzillo, Stefano

We derive a theoretical model of effort in the presence of career concern based on the multi-unit all-pay auction, and closely inspired by the Italian academic market. In this model, the number of applicants, the number of new posts, and the relative importance of the determinants of promotion determine academics' effort. Because of the specific characteristics of Italian universities, where incentives operate only through promotion, and where all appointment panels are drawn from strictly separated and relatively narrow scientific sectors, the model fits well Italian academia, and we test it in a newly constructed dataset which collects the journal publications of all Italian academics working in universities. We find that individual researchers respond to incentives in the manner predicted by the theoretical model: more capable researchers respond to increases in the importance of the measurable determinants of promotion and in the competitiveness of the scientific sector by exerting more effort; less able researchers do the opposite.

#### [Beyond the Average: Peer Heterogeneity and Intergenerational Transmission of Education](#)

Tanika Chakraborty ; Olga Nottmeyer ; Simone Schüller ; Klaus F. Zimmermann

Estimating the effect of 'ethnic capital' on human capital investment decisions is complicated by the endogeneity of location choice of immigrants and the reflection problem. We exploit a rare immigrant settlement policy in Germany to identify the causal impact of parental peer-heterogeneity on the educational outcomes of their children. To identify the direction of peer effect we restrict to no-child-adult-peers who completed their education much before the children in our sample of interest. We find that children of low-educated parents benefit significantly from the presence of high-educated neighbors, with more pronounced effects in more polarized neighborhoods and significant gender heterogeneity. In contrast, we do not find any negative influence coming from the low-educated neighbors. Our estimates are robust to a range of flexible peer definitions. Overall, the findings suggest an increase in parental aspirations as the possible mechanism rather than a direct child-to-child peer effect.

#### [How Does Peer Pressure Affect Educational Investments?](#)

Leonardo Bursztyn ; Robert Jensen

When effort is observable to peers, students may act to avoid social penalties by conforming to prevailing norms. To test for such behavior, we conducted an experiment in which 11th grade students were offered complimentary access to an online SAT preparatory course. Signup sheets differed randomly across students (within classrooms) only in the extent to which they emphasized that the decision to enroll would be kept private from classmates. In non-honors classes, the signup rate was 11 percentage points lower when decisions to enroll were public rather than private. Signup in honors classes was unaffected. To further isolate the role of peer pressure we examine students taking the same number of honors classes. The timing of our visits to each school will find some of these students in one of their honors classes and others in one of their non-honors classes; which they happen to be sitting in when we arrive to conduct our experiment should be (and, empirically, is) uncorrelated with student characteristics. When offered the course in a non-honors class, these students were 25 percentage points less likely to sign up if the decision was public rather

than private. But if they were offered the course in one of their honors classes, they were 25 percentage points more likely to sign up when the decision was public. Thus, students are highly responsive to who their peers are and what the prevailing norm is when they make decisions.

#### [The US Research University – Systemic Limits of a Model](#)

Stephan Bieri ; Franz Lehner

The US research university is a very successful model of higher education and research. We examine its core elements and follow the current discussion on a necessary reform. Focusing on the institutional structure, we review possible causes of shortcomings and frictions. During the last 50 to 60 years the environment of the research university changed. The single institution has become highly dependent on federal and industrial grants and of undergraduates' fees. This process has transformed the internal organization as well as the interaction with important stakeholders. It also had an effect on the relationship between university and faculty. As a result, the scientific production has grown remarkably but not necessarily the overall competitiveness. We discuss the systemic challenges that threaten the US university landscape and its contribution to scientific progress and innovation.

#### [How Does Ethiopia's Productive Safety Net Program Affect Livestock Accumulation and Children's Education?](#)

Debela, Bethelhem Legesse (Centre for Land Tenure Studies, Norwegian University of Life Sciences) ; Holden , Stein (Centre for Land Tenure Studies, Norwegian University of Life Sciences)

We use panel data from Northern Ethiopia to investigate the welfare impact of Ethiopia's Productive Safety Net Program. We assess whether the program raised livestock asset levels and children's education among participant households. Using treatment effects models, we find that participants in the public work component invested more in livestock and children's education than non-participant households after controlling for selection into the program. Participation in the program helps to protect beneficiaries from sacrificing their children's education in response to shocks. Our conclusion remains the same when we control for the extent of down sale of livestock to avoid graduation from the program.

#### [The equitable top trading cycles mechanism for school choice](#)

Hakimov, Rustamdjan ; Kesten, Onur

A particular adaptation of Gale's top trading cycles procedure to school choice, the so-called TTC mechanism, has attracted much attention both in theory and practice due to its superior efficiency and incentive features. We discuss and introduce alternative adaptations of Gale's original procedure that can offer improvements over TTC in terms of equity along with various other distributional considerations. Instead of giving all the trading power to those students with the highest priority for a school, we argue for the distribution of the trading rights of all slots of each school among those who are entitled to a slot at that school, allowing them to trade in a thick market where additional constraints can be accommodated. We propose a particular mechanism of this kind, the Equitable Top Trading Cycles (ETTC) mechanism, which is also Pareto efficient and strategy-proof just like TTC and eliminates justified envy due to pairwise exchanges. Both in simulations and in the lab, ETTC generates significantly fewer number of justified envy situations than TTC.

#### [Financial Inclusion, Regulation, and Education in Sri Lanka](#)



Kelegama, Saman (Asian Development Bank Institute) ; Tilakaratna, Ganga (Asian Development Bank Institute)

Sri Lanka has achieved a high level of financial inclusion compared to other South Asian countries. Its financial sector comprises a wide range of financial institutions providing financial services such as loans, savings, pawning, leasing and finance, and remittance and money transfer facilities. There is also evidence that a larger share of households in Sri Lanka accesses multiple financial institutions for their credit and savings needs. However, the use of insurance services, ATM facilities, e-payments, and mobile banking, is relatively low. Financial education is ad hoc and lags behind financial innovation and new products. The information technology (IT) literacy rate is only 35% in Sri Lanka , and with the growing IT–finance nexus, financial awareness and education have become all the more important. Strengthening the regulatory framework governing the microfinance sector and client protection is also crucial for improving financial inclusion in Sri Lanka. Much scope remains to improve financial inclusion, particularly related to cost and quality of financial services provided, and the sustainability of financial institutions.

### Overconfidence and career choice

Jonathan Schulz (University of Nottingham, School of Economics) ; Christian Thöni (University of Lausanne)

People self-assess their relative ability when making career choices. Thus, confidence in own abilities is likely an important factor for selection into various career paths. In a sample of 711 first-year students we examine whether there are systematic differences in confidence levels across fields of study. We find evidence for selection based on our experimental confidence measure: While Political Science students exhibit the highest confidence levels, students of Humanities range at the other end of the scale. This may have important implications for subsequent earnings and/or professions students select themselves in.

## 2. Sommaires de revues en éducation

### **Revue francophones :**

#### Education et sociétés, n° 34 - 2014/2

Dossier : Les relations école-familles à l'heure de la proximité

- Introduction. Les logiques scolaires de la proximité aux familles  
Frédérique Giuliani, Jean-Paul Payet
- "Votre enfant dans ma classe". Quel partenariat parents-enseignant à l'issue du premier entretien ?  
Laure Scalabrini, Tania Ogay
- Les enseignants dans l'entretien individuel avec les parents : entre souci de la relation et exigence d'efficacité  
Marie Chartier, et al.

- La relation école-familles socialement disqualifiées au défi de la constitution d'un monde commun : pratiques, épreuves et limites  
Jean-Paul Payet, Frédérique Giuliani
- Effets imprévus des dispositifs visant à rapprocher les parents éloignés de l'École  
Gilles Monceau
- La démultiplication des relations collège-famille face à des élèves décrocheurs  
Michèle Guigue
- Les déplacements de la critique et son incidence sur la culture scolaire au Québec. L'exemple du cours d'Histoire et éducation à la citoyenneté  
Louis Le Vasseur
- Les jeunes et leurs diplômes. Le déclassement à l'aune de la valeur des titres scolaires  
Yves Doazan, Henri Eckert
- Une ethnographie d'un club de devoirs initié par un groupe de parents immigrants. Un espace de mobilité sociale  
Nathalie Bélanger
- L'évaluation à l'université : un cas en sociologie  
Jacques Siracusa

#### [Recherches en éducation, n° 21, Janvier 2015](#)

Les démarches d'investigation et leurs déclinaisons en mathématiques, physique, sciences de la vie et de la Terre

- Édito - Les démarches d'investigation : utopie, mythe ou réalité ?  
Bernard Calmettes & Yves Matheron
- Quels critères pour quelles démarches d'investigation ? Articuler esprit créatif et esprit de contrôle  
Jean-Yves Cariou
- D'une auto-prescription à une mise en œuvre d'investigation. Étude de cas en SVT au collège  
Maryline Coquidé & Estelle Flatter
- Construire un problème : un premier pas vers l'investigation en sciences. Analyse d'une formation d'enseignants de primaire en contexte français et colombien  
Luz Helena Martinez Barrera, Cécile De Hosson & Nicolas Décamp
- L'évaluation au cours de séances d'investigation en mathématiques  
Michèle Gandit

- Usage des technologies et investigation en mathématiques : quels contrats didactiques possibles ?  
Ghislaine Gueudet & Marie-Pierre Lebaud
- Démarche d'investigation et problématisation en mathématiques et en SVT : des problèmes de démarcation aux raisons d'une union  
Magali Hersant & Denise Orange-Ravachol
- Les déterminants de la construction et de la mise en œuvre de démarches d'investigation chez deux enseignants de physique-chimie au collège  
Alain Jameau & Jean-Marie Boilevin
- Des normes professionnelles à caractère doxique aux difficultés de mise en œuvre de séquences d'investigation en classe de sciences : comprendre les déterminants de l'action  
Corinne Marlot & Ludovic Morge
- Démarche d'investigation et explication au collège  
Francesca Morselli, Élisabetta Panucci & Monica Testera
- La démarche d'investigation depuis la théorie anthropologique du didactique : les parcours d'étude et de recherche  
Floriane Wozniak
- Nouvelle professionnalité des enseignants d'éducation physique et sportive en lycée professionnel. Bonne distance, séquençage et extériorisation des règles du travail scolaire  
Sabine Coste
- Nouveau métier : enseignant dans le second degré. Récits de changements professionnels  
Sylvie Dozolme & Luc Ria
- Ni bon, ni mauvais. L'élève entre-deux en lecture écriture à l'école primaire  
Yolande Peigné
- L'enseignement du fait religieux : une enquête dans trois collèges  
Sébastien Urbanski
- Apprendre par corps l'empathie à l'école : tout un programme ?  
Omar Zanna

#### **Revues anglophones :**

##### [African Development Review, Volume 26, Issue 4, December 2014](#)

- Private Returns to Education, Migration and Development Policies: The Case of Zimbabwe

Prudence Kwenda and Miracle Ntuli

- Software Piracy and Scientific Publications: Knowledge Economy Evidence from Africa  
Simplice A. Asongu

[American Economic Review, Vol. 105, Issue 1, January 2015](#)

- Teacher Quality Policy When Supply Matters  
Jesse Rothstein

[American Educational Research Journal, February 2015; Vol. 52, No. 1](#)

- Districts' Responses to Demographic Change: Making Sense of Race, Class, and Immigration in Political and Organizational Context  
Erica O. Turner
- "Don't Leave Us Behind": The Importance of Mentoring for Underrepresented Minority Faculty  
Ruth Enid Zambrana, Rashawn Ray, Michelle M. Espino, Corinne Castro, Beth Douthirt Cohen, and Jennifer Eliason
- The Savage Origins of Child-Centered Pedagogy, 1871–1913  
Thomas Fallace
- Learning to See Teaching in New Ways: A Foundation for Maintaining Cognitive Demand  
Miray Tekkumru Kisa and Mary Kay Stein
- What Works in Gifted Education: Documenting the Effects of an Integrated Curricular/Instructional Model for Gifted Students  
Carolyn M. Callahan, Tonya R. Moon, Sarah Oh, Amy P. Azano, and Emily P. Hailey
- The Internal/External Frame of Reference Model of Self-Concept and Achievement Relations: Age-Cohort and Cross-Cultural Differences  
Herbert W. Marsh, Adel Salah Abduljabbar, Philip D. Parker, Alexandre J. S. Morin, Faisal Abdelfattah, Benjamin Nagengast, Jens Möller, and Maher M. Abu-Hilal

[Applied Measurement in Education, Volume 28, Issue 1, January-March 2015](#)

- Estimating Variance Components from Sparse Data Matrices in Large-Scale Educational Assessments  
Christine DeMars
- Erasure Analyses: Reducing the Number of False Positives  
Joseph Clair McClintock

- Impact of Design Effects in Large-Scale District and State Assessments  
Gary W. Phillips
- An Empirical Comparison of DDF Detection Methods for Understanding the Causes of DIF in Multiple-Choice Items  
Youngsuk Suh & Anna E. Talley
- Examinee Non-Effort on Contextualized and Non-Contextualized Mathematics Items in Large-Scale Assessments  
Daniel Van Nijlen & Rianne Janssen

[Asia-Pacific Journal of Teacher Education, Volume 43, Issue 1, February 2015](#)

- Understanding the lived experiences of novice out-of-field teachers in relation to school leadership practices  
Anna Du Plessis, Annemaree Carroll & Robyn M. Gillies
- From attrition to retention: a narrative inquiry of why beginning teachers leave and then rejoin the profession  
Gary James Harfitt
- Induction seminars as professional learning communities for beginning teachers  
Barbara Fresko & Fadia Nasser-Abu Alhija
- Teacher induction, identity, and pedagogy: hearing the voices of mature early career teachers from an industry background  
Annette Green
- Beginning teachers and diversity – why the need for extended critical professional support  
Vijaya M. Dharan
- Predicting the academic achievement of first-year, pre-service teachers: the role of engagement, motivation, ATAR, and emotional intelligence  
Gerald Wurf & Lindy Croft-Piggin

[Asian Journal of Social Psychology, Volume 18, Issue 1, March 2015](#)

- The effect of university ranking on learning satisfaction: Social identities and self-identity as the suppressor and mediators  
Li-Li Huang, Shun-Wen Chen and Chin-Lung Chien

[Assessment & Evaluation in Higher Education, Volume 40, Issue 2, March 2015](#)

- Course evaluation matters: improving students' learning experiences with a peer-assisted teaching programme

Angela Carbone, Bella Ross, Liam Phelan, Katherine Lindsay, Steve Drew, Sue Stoney & Caroline Cottman

- Evaluation of instruction: students' patterns of use and contribution to RateMyProfessors.com  
Adrian Villalta-Cerdas, Patrick McKenry, Todd Gatlin & Santiago Sandi-Urena
- Quality assessment for placement centres: a case study of the University of Barcelona's faculty of education  
Montse Freixa Niella, Ruth Vilà Baños & M. José Rubio Hurtado
- Reducing the need for guesswork in multiple-choice tests  
Martin Bush
- The quality of written peer feedback on undergraduates' draft answers to an assignment, and the use made of the feedback  
Mirabelle Walker
- Real GPA and Real SET: two antidotes to greed, sloth and cowardice in the college classroom  
Peter T. Koper, James Felton, Kenneth J. Sanney & John B. Mitchell
- Record of assessment moderation practice (RAMP): survey software as a mechanism of continuous quality improvement  
Genevieve Marie Johnson
- Private room as a test accommodation  
Lawrence Lewandowski, Whitney Wood & Tonya Lambert
- Concept maps for assessing change in learning: a study of undergraduate business students in first-year marketing in China  
Tania von der Heide
- Evaluating the impact of the Erasmus programme: skills and European identity  
Vittoria Jacobone & Giuseppe Moro

[Community College Journal of Research and Practice, Volume 39, Issue 4, April 2015](#)

Special Issue: Council for the Study of Community College (CSCC) Research 2014

- What We Can Learn From the Sixth Edition of The American Community College: CSCC Awards Luncheon Address  
Carrie B. Kisker
- Tempered Radicals: Faculty Leadership in Interdisciplinary Curricular Change Authors  
Andrea C. Goldfien & Norena Norton Badway

- Impacts of Intersection Between Social Capital and Finances on Community College Students' Pursuit of STEM Degrees  
Tracy Kruse, Soko S. Starobin, Yu (April) Chen, Tushi Baul & Frankie Santos Laanan
- Predicting Community College Student's Intention to Transfer and Major in STEM: Does Student Engagement Matter?  
Bianca Myers, Soko S. Starobin, Yu (April) Chen, Tushi Baul & Aurelia Kollasch
- Pathways to Engineering: The Validation Experiences of Transfer Students  
Yi (Leaf) Zhang & Taryn Ozuna
- Investigating the Potential of Community College Developmental Summer Bridge Programs in Facilitating Student Adjustment to Four-Year Institutions  
Claire E. Mitchell, Nonye M. Alozie & Heather D. Wathington
- Rural Mississippi Community College Students' Perceptions of Employability Skills  
Cortney R. Harris & Stephanie B. King
- The Emerging Community College Scholar: Transitioning and Actualizing Your Scholarly Agenda  
David Horton Jr. & C. Casey Ozaki
- Faculty Expectations for Student Success in Community College Developmental Math  
LaVerne W. Ellerbe

[Comparative Education, Volume 51, Issue 1, February 2015](#)

Special Issue: Religious Schools in Europe: Institutional Opportunities and Contemporary Challenges

- Non-governmental religious schools in Europe: institutional opportunities, associational freedoms, and contemporary challenges  
Marcel Maussen & Veit Bader
- The Danish free school tradition under pressure  
Tore Vincents Olsen
- Non-governmental religious schools in Germany – increasing demand by decreasing religiosity?  
Annette Scheunpflug
- The national management of public and Catholic schools in France: moving from a loosely coupled towards an integrated system?  
Xavier Pons, Agnès van Zanten & Sylvie Da Costa
- Religion and education in Ireland: growing diversity – or losing faith in the system?  
Nathalie Rougier & Iseult Honohan

- Liberal equality and toleration for conservative religious minorities. Decreasing opportunities for religious schools in the Netherlands?  
Marcel Maussen & Floris Vermeulen
- The continued existence of state-funded Catholics schools in Scotland  
Stephen J. McKinney & James C. Conroy
- What can international comparisons teach us about school choice and non-governmental schools in Europe?  
Jaap Dronkers & Silvia Avram
- The conundrum of religious schools in twenty-first-century Europe  
Michael S. Merry

[Economics Letters, Volume 126 , January 2015](#)

- Estimating the returns to schooling using cohort-level maternal education as an instrument  
John V. Winters

[Education Economics, Volume 23, Issue 2, April 2015](#)

- University rankings: do they matter in the UK?  
Stijn Broecke
- Do college students make better predictions of their future income than young adults in the labor force?  
John Jerrim
- Gender differences in numeracy in Indonesia: evidence from a longitudinal dataset  
Daniel Suryadarma
- Are grade expectations rational? A classroom experiment  
Belayet Hossain & Panagiotis Tsigaris
- The effect of family background, university quality and educational mismatch on wage: an analysis using a young cohort of Italian graduates  
Patrizia Ordine & Giuseppe Rose
- The impact of group diversity on class performance: evidence from college classrooms  
Zeynep Hansen, Hideo Owan & Jie Pan

[Educational Administration Quarterly, February 2015; Vol. 51, No. 1](#)



- State and Federal Policies for School Facility Construction: A Comparison of Michigan and Ohio  
Thomas E. Davis
- A Network Perspective on Dropout Prevention in Two Cities  
Rebecca Wells, Elizabeth Gifford, Yu Bai, and Ashley Corra
- The Interpersonal Challenges of Instructional Leadership: Principals' Effectiveness in Conversations About Performance Issues  
Deidre M. Le Fevre and Viviane M. J. Robinson
- One Size Does Not Fit All: Differentiating Leadership to Support Teachers in School Reform  
Kristina Brezicha, Ulrika Bergmark, and Dana L. Mitra
- Developing Organizational Capacity for Implementing Complex Education Reform Initiatives: Insights From a Multiyear Study of a Teacher Incentive Fund Program  
Betty Malen, Jennifer King Rice, Lauren K. B. Matlach, Amanda Bowsher, Kathleen Mulvaney Hoyer, and Laura H. Hyde

[Educational and Psychological Measurement, February 2015; Vol. 75, No. 1](#)

- A Note on the Specification of Error Structures in Latent Interaction Models  
Xiulin Mao, Jeffrey R. Harring, and Gregory R. Hancock
- Anchor Selection Strategies for DIF Analysis: Review, Assessment, and New Approaches  
Julia Kopf, Achim Zeileis, and Carolin Strobl
- Maximum Likelihood Item Easiness Models for Test Theory Without an Answer Key  
Stephen L. France and William H. Batchelder
- Multidimensional Classification of Examinees Using the Mixture Random Weights Linear Logistic Test Model  
In-Hee Choi and Mark Wilson
- Differentiation of Illusory and True Halo in Writing Scores  
Emily R. Lai, Edward W. Wolfe, and Daisy Vickers
- Investigating Measurement Invariance in Computer-Based Personality Testing: The Impact of Using Anchor Items on Effect Size Indices  
Iris J. L. Egberink, Rob R. Meijer, and Jorge N. Tendeiro
- A Direct Latent Variable Modeling Based Method for Point and Interval Estimation of Coefficient Alpha  
Tenko Raykov and George A. Marcoulides

- Item Response Theory Models for Wording Effects in Mixed-Format Scales  
Wen-Chung Wang, Hui-Fang Chen, and Kuan-Yu Jin

[Educational Management Administration & Leadership, January 2015; Vol. 43, No. 1](#)

- Review of research on educational leadership and management in Asia: A comparative analysis of research topics and methods, 1995–2012  
Philip Hallinger and Junjun Chen
- School leaders' gender strategies: Caught in a discriminatory web  
Jacky Lumby
- From one school to many: Reflections on the impact and nature of school federations and chains in England  
Christopher Chapman
- Support and challenge for school leaders: Headteachers' perceptions of school improvement partners  
Sue Swaffield
- From commissar to auctioneer? The changing role of directors in managing children's services in a period of austerity  
Rob Hulme, Jane McKay, and David Cracknell
- The importance of affective containment during unwelcome educational change: The curious incident of the deer hut fire  
Di Dale and Chris James
- Personal values of principals and their manifestation in student behaviour: A district-level study in Pakistan  
Christopher M Branson, Sharifullah Baig, and Abida Begum
- Principal preparedness for leading in demographically changing schools: Where is the social justice training?  
Catherine M Miller and Barbara N Martin
- Distributing leadership to establish developing and learning school organisations in the Swedish context  
Mette Liljenberg

[Educational Researcher, December 2014; Vol. 43, No. 9](#)

- Moving Through MOOCs: Understanding the Progression of Users in Massive Open Online Courses

Laura W. Perna, Alan Ruby, Robert F. Boruch, Nicole Wang, Janie Scull, Seher Ahmad, and Chad Evans

- Patterns and Trends in Grade Retention Rates in the United States, 1995–2010  
John Robert Warren, Emily Hoffman, and Megan Andrew
- Who Enters Teaching? Encouraging Evidence That the Status of Teaching Is Improving  
Hamilton Lankford, Susanna Loeb, Andrew McEachin, Luke C. Miller, and James Wyckoff

#### [Educational Theory, Volume 65, February 2015](#)

- Dewey and Video Games: From Education through Occupations to Education through Simulations  
David I. Waddington
- Friendship and the Public Stage: Revisiting Hannah Arendt's Resistance to “Political Education”  
Aaron Schutz and Marie G. Sandy
- Education for Epiphany: The Case of Plato's Lysis  
Mark E. Jonas
- “Listen Then, or, Rather, Answer”: Contemporary Challenges to Socratic Education  
Jordan Fullam

#### [Evaluation, January 2015 ; Vol. 21, No. 1](#)

- The institutionalization of evaluation matters: Updating the International Atlas of Evaluation 10 years later  
Steve Jacob, Sandra Speer, and Jan-Eric Furubo
- Cooperating for a more egalitarian society: Complexity theory to evaluate gender equity  
Mita Marra
- Into the void: A realist evaluation of the eGovernment for You (EGOV4U) project  
Ivan Horrocks and Leslie Budd
- The uncritical realism of realist evaluation  
Sam Porter
- Challenges in evaluating budget support and how to solve them  
Geske Dijkstra and Antonie de Kemp
- The need for reflexive evaluation approaches in development cooperation  
Marlèn Arkesteijn, Barbara van Mierlo, and Cees Leeuwis

[Gender and Education, Volume 27, Issue 1, January 2015](#)

- Does students' machismo fit in school? Clarifying the implications of traditional gender role ideology for school belonging  
Ellen Huyge, Dimitri Van Maele & Mieke Van Houtte
- 'We're the mature people': a study of masculine subjectivity and its relationship to key stage four Religious Studies  
Francis Farrell
- The mad genie in the attic: performances of identity in Year 6 boys' creative writing  
Tom Dobson
- Teaching boys: towards a theory of gender-relevant pedagogy  
Travis J. Bristol
- Gender differences in adolescents' choice of heroes and admired adults in five countries  
Juan Diego Estrada, Cristina García-Ael & José Luis Martorell

[Higher Education Quarterly, Volume 69, Issue 1, January 2015](#)

- How Different Are Higher Education Institutions in the UK, US and Australia? The Significance of Government Involvement  
Gavin Moodie
- Trustees versus Directors, Whom Do They Serve? Boards, For-Profits and the Public Good in the United States  
Bonnie Fox Garrity
- Meritocratic Epistemic Communities: An Alternative Policy Paradigm for Higher Education  
Seungchan Choi
- Changing knowledge and the academic profession in Portugal  
Rui Santiago, Teresa Carvalho and Andreia Ferreira
- Dualisms in Higher Education: a Critique of Their Influence and Effect  
Bruce Macfarlane

[International Journal of Early Years Education, Volume 22, Issue 4, December 2014](#)

- Early childhood policy in England 1997–2013: anatomy of a missed opportunity  
Peter Moss
- Towards inclusion: provision for diversity in the transition to school

Anne Petriwskyj, Karen Thorpe & Collette Tayler

- Powerful teaching in preschool – a study of goal-oriented activities for conceptual learning  
Camilla Björklund
- Engaging with holistic curriculum outcomes: deconstructing ‘working theories’  
Helen Hedges & Maria Cooper
- Early childhood practicum students' professional growth in the USA: areas of confidence and concern  
Su-Jeong Wee, Elsa K. Weber & Soyeon Park
- Children's early numeracy in Finland and Iran  
Pirjo Aunio, Johan Korhonen, Laaya Bashash & Fariba Khoshbakht
- Learning conversations: teacher researchers evaluating dialogic strategies in early years settings  
Pete Boyd
- Parents' experiences of support: co-constructing their stories  
Gina Sherwood & Melanie A. Nind

[International Journal of Educational Research, Volume 69, 2015](#)

- The Team Functioning Scale: Evaluating and improving effectiveness of school teams  
Amy Gaumer Erickson, Patricia Noonan, Kayla Supon Carter, Linda McGurn, Erin Purifoy
- Secondary school students' informal conceptions of complex economic phenomena  
Carmela Aprea
- Learning economics concepts through game-play: An experiment  
Loretti I. Dobrescu, Ben Greiner, Alberto Motta
- Using structural equation modeling and multidimensional scaling to assess students' perceptions of the learning environment and justice experiences  
Dorit Alt
- Media representations of Islam and international Muslim student well-being  
Lorraine Brown, Joanne Brown, Barry Richards
- The International Baccalaureate's Bilingual Diploma: Global trends, pathways, and predictors of attainment  
Olivia Halic, Liz Bergeron, Alexandra Kuvaeva, Alison Smith

- Development of an online test of problem solving ability that minimises the extraneous differential effects of language background and subsequent validation through a large-scale DIF analysis  
Alvin Vista, Esther Care, Patrick Griffin
- The role of observation in the recall of informational text  
John L. Nietfeld, Roger H. Bruning, Daniell DiFrancesca
- Pupils' perceptions of teaching behaviour: Evaluation of an instrument and importance for academic motivation in Indonesian secondary education  
Ridwan Maulana, Michelle Helms-Lorenz, Wim van de Grift

[International Journal of Inclusive Education, Volume 19, Issue 2, February 2015](#)

- Has massification of higher education led to more equity? Clues to a reflection on Portuguese education arena  
Diana Dias
- Inclusive education policy: what the leadership of Canadian teacher associations has to say about it  
S. Anthony Thompson, Wanda Lyons & Vianne Timmons
- Inclusive education policies: discourses of difference, diversity and deficit  
Ian Hardy & Stuart Woodcock
- Included as excluded and excluded as included: minority language pupils in Norwegian inclusion policy  
Line Torbjørnsen Hilt
- Rumour has it: the impact of maternal talk on primary school choice for children diagnosed with autism  
Rozanna Lilley
- Inclusion and participation in everyday school life: experiences of children with physical (dis)abilities  
Mona Asbjørnslett, Gunn Helene Engelsrud & Sølvi Helseth

[International Journal of Inclusive Education, Volume 19, Issue 3, March 2015](#)

- Principals play many parts: a review of the research on school principals as special education leaders 2001–2011  
Cam Cobb
- An exploration into the support services for students with a mild intellectual disability

Poulomee Datta

- The route to 'inclusive counselling': counsellors' perceptions of disability inclusion in Turkey  
Halis Sakız, Charlotte Woods, Hande Sart, Zehra Erşahin, Raiha Aftab, Nizamettin Koç & Hakan Sarıçam
- Punishing kids: the rise of the 'boot camp'  
Martin Mills & Barbara Pini
- Educational outcomes of young people in Scotland who are deaf or hard of hearing: intersections of deafness and social class  
Mariela Fordyce, Sheila Riddell, Rachel O'Neill & Elisabet Weedon
- The social inclusion meme in higher education: are universities doing enough?  
Katie Hughes
- Educational reform in Japan towards inclusion: are we training teachers for success?  
Chris Forlin, Norimune Kawai & Satoshi Higuchi

[International Journal of Research & Method in Education, Volume 38, Issue 1, February 2015](#)

- Photo-elicitation: reflexivity on method, analysis, and graphic portraits  
Veronica M. Richard & Maria K.E. Lahman
- Beyond member-checking: a dialogic approach to the research interview  
Lou Harvey
- Perspectives on using video recordings in conversation analytical studies on learning in interaction  
Fredrik Rusk, Michaela Pörn, Fritjof Sahlström & Anna Slotte-Lüttge
- The ethics of randomized controlled trials in social settings: can social trials be scientifically promising and must there be equipoise?  
Allyn Fives, Daniel W. Russell, John Canavan, Rena Lyons, Patricia Eaton, Carmel Devaney, Noreen Kearns & Aoife O'Brien
- Stories in networks and networks in stories: a tri-modal model for mixed-methods social network research on teachers  
Kira J Baker-Doyle
- A multilevel analysis of late entry in Nigeria  
Marcos Delprato & Ricardo Sabates

[Journal of Career Assessment, February 2015; Vol. 23, No. 1](#)

- Five-Factor Model and Difficulties in Career Decision Making: A Meta-Analysis  
Kelly M. Martincin and Graham B. Stead
  
- Career Compromise, Career Distress, and Perceptions of Employability: The Moderating Roles of Social Capital and Core Self-Evaluations  
Peter A. Creed and Ruth-Eva Gagliardi
  
- Examining the Relationships Among Self-Efficacy, Coping, and Job Satisfaction Using Social Career Cognitive Theory: An SEM Analysis  
Yuhsuan Chang and Jodie K. Edwards
  
- Pursuing and Adjusting to Engineering Majors: A Qualitative Analysis  
Matthew J. Miller, Robert W. Lent, Robert H. Lim, Kayi Hui, Helena M. Martin, Matthew M. Jezzi, Nicole A. Bryan, Marylee A. Morrison, Paige E. Smith, Beville Watford, Gregory Wilkins, and Kevin Williams
  
- Measuring the Advising Alliance for Female Graduate Students in Science and Engineering: An Emerging Structure  
Dominic R. Primé, Bianca L. Bernstein, Kerrie G. Wilkins, and Jennifer M. Bekki
  
- Development and Validation of the Vocational Identity Measure  
Arpana Gupta, SinHui Chong, and Frederick T. L. Leong
  
- The Development and Initial Validation of a Career Calling Scale for Emerging Adults  
Anna Praskova, Peter A. Creed, and Michelle Hood
  
- Occupational Engagement Scale–Student: Development and Initial Validation  
Daniel W. Cox, Thomas S. Krieschok, Abby L. Bjornsen, and Bruno D. Zumbo
  
- The Work Cognition Inventory: Initial Evidence of Construct Validity for the Revised Form  
Kim Nimon and Drea Zigarmi
  
- Multiple Roles, Role Satisfaction, and Sense of Meaning in Life: An Extended Examination of Role Enrichment Theory  
Liat Kulik, Sagit Shilo-Levin, and Gabriel Liberman
  
- Volunteering and Reemployment Status in Unemployed Emerging Adults: A Time-worthy Investment?  
Varda Konstam, Sara Tomek, Selda Celen-Demirtas, and Kay Sweeney
  
- A Case of Mistaken Identity? Latent Profiles in Vocational Interests  
Matthew J. W. McLarnon, Julie J. Carswell, and Travis J. Schneider



- What Young Adolescents Think About Engineering: Immediate and Longer Lasting Impressions of a Video Intervention  
Sybillyn Jennings, Julie Guay McIntyre, and Sarah E. Butler
- Enhancing ADHD and LD Diagnostic Accuracy Using Career Instruments  
Abiola Dipeolu, Stephanie Hargrave, and Cassandra A. Storlie
- Psychosocial Factors Involved in Transitions From College to Postcollege Careers for Male NCAA Division-1 Basketball Players  
Paul Cummins and Ian O'Boyle
- The Contributions of Emotional Intelligence and Social Support for Adaptive Career Progress Among Italian Youth  
Annamaria Di Fabio and Maureen E. Kenny
- Women's Science Major Satisfaction: Regulatory Focus and the Critical Mass Hypothesis  
Eric D. Deemer

[Journal of Curriculum Studies, Volume 47, Issue 1, February](#)

- Intercultural historical learning: a conceptual framework  
Kenneth Nordgren & Maria Johansson
- The global–local nexus: desired history curriculum components from the perspective of future teachers in a conflict-ridden society  
Miri Yemini, Oria Yardeni-Kuperberg & Nazie Natur
- Teaching towards historical expertise. Developing a pedagogy for fostering causal reasoning in history  
G.L. Stoel, J.P. van Drie & C.A.M. van Boxtel
- Navigating historical thinking in a vocational setting: teachers interpreting a history curriculum for students in vocational secondary education  
Kristina Ledman
- Shifting South African learners towards greater autonomy in scientific investigations  
Umesh Ramnarain & Paul Hobden
- Theorizing the implementation of the HIV/AIDS curriculum in Zimbabwe  
Starlin Musingarabwi & Sylvan Blignaut
- A narrative inquiry into schooling in China: three images of the principalship  
Cheryl J. Craig, Yali Zou & Rita P. Poimbeauf

[Journal of Further and Higher Education, Volume 39, Issue 2, March 2015](#)

- Promoting the wellbeing and social inclusion of students through visual art at university: an Open Arts pilot project  
K.L. Margrove
- 'There's more unites us than divides us!' A further and higher education community of practice in nursing  
Wendy Mayne, Nicola Andrew, Carol Drury, Irene Egan, Anne Leitch & Marion Malone
- Insights from the use of Gardner's notions of Mindset: group work  
Kala S. Retna
- Academic resourcefulness, coping strategies and doubting in university undergraduates  
Sharon Xuereb
- The development of a scale to assess practitioner capacity to engage in clinical education  
Sally Abey, Susan Lea, Lynne Callaghan, Debby Cotton & Steve Shaw
- Factors challenging and supporting scholarly activity for academic staff in a regional Australian university environment  
John Hurley, Alison Bowling, Jean Griffiths & Duncan Blair
- Academic performance and burnout: an efficient frontier analysis of resource use efficiency among employed university students  
Craig S. Galbraith & Gregory B. Merrill
- The under-attainment of ethnic minority students in UK higher education: what we know and what we don't know  
John T.E. Richardson

[Journal of Psychoeducational Assessment, February 2015; Vol. 33, No. 1](#)

Special Issue: Self-report assessments of emotional competencies

- Self-Report Assessments of Emotional Competencies: A Critical Look at Methods and Meanings  
Kateryna V. Keefer
- Assessment of Regulatory Emotional Self-Efficacy Beliefs: A Review of the Status of the Art and Some Suggestions to Move the Field Forward  
Guido Alessandri, Michele Vecchione, and Gian Vittorio Caprara
- The Emotional Self-Efficacy Scale: Adaptation and Validation for Young Adolescents  
P. Qualter, L. Dacre Pool, K. J. Gardner, S. Ashley-Kot, A. Wise, and A. Wols

- If You Have High Emotional Intelligence (EI), You Must Trust in Your Abilities: The Interaction Effect of Ability EI and Perceived EI on Depression in Women  
José M. Salguero, Natalio Extremera, Rosario Cabello, and Pablo Fernández-Berrocal
- Trait Emotional Intelligence and Personality: Gender-Invariant Linkages Across Different Measures of the Big Five  
Alexander B. Siegling, Adrian Furnham, and K. V. Petrides
- Individual Differences in Facial Emotion Processing: Trait Emotional Intelligence, Cognitive Ability, or Transient Stress?  
Gerald Matthews, Juan-Carlos Pérez-González, Angela N. Fellner, Gregory J. Funke, Amanda K. Emo, Moshe Zeidner, and Richard D. Roberts
- Development of a Forced-Choice Measure of Typical-Performance Emotional Intelligence  
Cristina Anguiano-Carrasco, Carolyn MacCann, Mattis Geiger, Jacob M. Seybert, and Richard D. Roberts

[Journal of Studies in International Education, February 2015; Vol. 19, No. 1](#)

- Internationalization and Global Tension: Lessons From History  
Philip G. Altbach and Hans de Wit
- Roles of University Support for International Students in the United States: Analysis of a Systematic Model of University Identification, University Support, and Psychological Well-Being  
Jaehee Cho and Hongsik Yu
- Preparing Medical Graduates for an Interconnected World: Current Practices and Future Possibilities for Internationalizing the Medical Curriculum in Different Contexts  
Alexander Stütz, Wendy Green, Lindy McAllister, and Diann Eley
- Taiwanese College Students' Motivation and Engagement for English Learning in the Context of Internationalization at Home: A Comparison of Students in EMI and Non-EMI Programs  
Yih-Lan Ellen Chen and Deborah Kraklow
- Copy but Not Paste: A Literature Review of Crossborder Curriculum Partnerships  
Dominique G. J. Waterval, Janneke M. Frambach, Erik W. Driessen, and Albert J. J. A. Scherpbier
- The International Infrastructure of Area Studies Centers: Lessons for Current Practice From a Prior Wave of Internationalization  
Jonathan Z. Friedman and Cynthia Miller-Idriss

[Management in Education, January 2015; Vol. 29, No. 1](#)

Special edition: Responses to structural change in schooling in England

- Editorial: Responses to structural change in schooling in England  
Tim Simkins and Philip Woods
- School restructuring in England: New school configurations and new challenges  
Tim Simkins
- Ethos and vision realization in sponsored academy schools  
Mark T Gibson
- The Co-operative: Good with schools?  
Max Coates
- Governing bodies that consider joining or creating federations  
Eleanor Howarth
- Structural reform: The experience of ten schools driving the development of an all-age hard federation across a market town in northern England  
Gill Howland
- What are teaching schools for?  
Chris Husbands
- Nuanced understandings of privatization in local authorities' services to schools  
Ruth Boyask

[Mentoring & Tutoring: Partnership in Learning, Volume 22, Issue 5, November 2014](#)

- Academic Life-support: The Self Study of a Transnational Collaborative Mentoring Group  
Laurette Bristol, Anne E. Adams & B. Gloria Guzman Johannessen
- Characteristics and Correlates of Supportive Peer Mentoring: A Mixed Methods Study  
Laura J. Holt & Melva J. Lopez
- Negotiating Peer Mentoring Roles in Undergraduate Research Lab Settings  
Becky W. Packard, Vincenza N. Marciano, Jessica M. Payne, Leszek A. Bledzki & Craig T. Woodard
- Mentorship Efforts to Support Part-time Social Work Faculty Members  
Marcia A. Shobe, Yvette Murphy-Erby & Jared Sparks
- Mentoring as an Induction Tool in Special Education Administration  
Cynthia Sonderegger Smith & Kimberly Arsenault

- Mentoring Matters: An Exploratory Survey of Educational Leadership Doctoral Students' Perspectives  
Anjalé D. Welton, Katherine Cumings Mansfield & Pei-Ling Lee

[Perspectives: Policy and Practice in Higher Education, Volume 18, Issue 4, October 2014](#)

- How did it come to this?  
Colin Raban & David Cairns
- Handcuffing institutional research and quality assurance to the student experience: 50 Shades of grey?  
Mark Schofield
- The importance of academic deans' interpersonal/negotiating skills as leaders  
Shelley B. Wepner, William A. Henk, Virginia Clark Johnson & Sharon Lovell
- Governing public universities in Arab countries  
Ahmed A. ElObeidy
- Transnational higher education in Uzbekistan  
E.K. Sia

[R&D Management, Volume 45, Issue 1, January 2015](#)

- Factors influencing knowledge transfer between NPD teams: a taxonomic analysis based on a sociotechnical approach  
Alejandro Germán Frank, José Luis Duarte Ribeiro and Márcia Elisa Echeveste
- Cross-cutting organizational and demographic divides and the performance of research and development teams: two wrongs can make a right  
Anja Iseke, Birgit Kocks, Martin R. Schneider and Conrad Schulze-Bentrop
- When communication quality is trustworthy? Transactive memory systems and the mediating role of trust in software development teams  
Fangcheng Tang
- The role of internal capabilities and firms' environment for sustainable innovation: evidence for Germany  
Ihsen Ketata, Wolfgang Sofka and Christoph Grimpe
- Innovating the innovation process: an organisational experiment in global pharma pursuing radical innovation  
Peter Robbins and Colm O'Gorman

- A new look at the corporate capability of personalized medicine development in the pharmaceutical industry  
Mei Haruya and Shingo Kano

#### [Race Ethnicity and Education, Volume 18, Issue 2, March 2015](#)

- Rethinking race and racism as technologies of affect: theorizing the implications for anti-racist politics and practice in education  
Michalinos Zembylas
- How the Irish became CRT'd? 'Greening' Critical Race Theory, and the pitfalls of a normative Atlantic state view  
Karl Kitching
- Spies, surveillance and stakeouts: monitoring Muslim moves in British state schools  
Katy Pal Sian
- 'Narrow-minded and oppressive' or a 'superior culture'? Implications of divergent representations of Islam for Pakistani-American youth  
Ameena Ghaffar-Kucher
- Being Muslim and American: Turkish-American children negotiating their religious identities in school settings  
Zeynep Isik-Ercan
- Witnessing (halted) deconstruction: white teachers' 'perfect stranger' position within urban Indigenous education  
Marc Higgins, Brooke Madden & Lisa Korteweg
- Navigating Orientalism: Asian women faculty in the Canadian academy  
Kimine Mayuzumi

#### [Research Policy, Volume 44, Issue 2, March 2015](#)

- And the winner is—Acquired. Entrepreneurship as a contest yielding radical innovations  
Joachim Henkel, Thomas Rønde, Marcus Wagner
- The geographic origins of radical technological paradigms: A configurational study  
Brett Anitra Gilbert, Joanna Tochman Campbell
- When less can be more – Setting technology levels in complementary goods markets  
Jörg Claussen, Christian Essling, Tobias Kretschmer
- Trust and the market for technology  
Paul H. Jensen, Alfons Palangkaraya, Elizabeth Webster

- The modern drivers of productivity  
Francesco Venturini
- Access to finance for innovative SMEs since the financial crisis  
Neil Lee, Hiba Sameen, Marc Cowling
- The production function of top R&D investors: Accounting for size and sector heterogeneity with quantile estimations  
Sandro Montresor, Antonio Vezzani
- Regional disadvantage? Employee non-compete agreements and brain drain  
Matt Marx, Jasjit Singh, Lee Fleming
- Global talent, local careers: Circular migration of top Indian engineers and professionals  
Fei Qin
- University technology transfer offices: The search for identity to build legitimacy  
Conor O’Kane, Vincent Mangematin, Will Geoghegan, Ciara Fitzgerald
- How do alumni faculty behave in research collaboration? An analysis of Chang Jiang Scholars in China  
Feng Li, Yajun Miao, Chenchen Yang
- Bibliometric evaluation vs. informed peer review: Evidence from Italy  
Graziella Bertocchi, Alfonso Gambardella, Tullio Jappelli, Carmela A. Nappi, Franco Peracchi
- Does massive funding support of researchers work?: Evaluating the impact of the South African research chair funding initiative  
J.W. Fedderke, M. Goldschmidt
- Essential intellectual property rights and inventors’ involvement in standardization  
Byeongwoo Kang, Kazuyuki Motohashi
- An examination of the antecedents and implications of patent scope  
Elena Novelli
- Measuring patent's influence on technological evolution: A study of knowledge spanning and subsequent inventive activity  
Rafael A. Corredoira, Preeta M. Banerjee
- Forecasting technological discontinuities in the ICT industry  
Karin Hoisl, Tobias Stelzer, Stefanie Biala

- Corporate governance practices and companies' R&D intensity: Evidence from European countries  
Florence Honoré, Federico Munari, Bruno van Pottelsberghe de La Potterie

[The Scandinavian Journal of Economics, Volume 117, Issue 1, January 2015](#)

- Upper Secondary School Completion and the Business Cycle (pages 195–219)  
Rune Borgan Reiling and Bjarne Strøm

[Sociology of Education, January 2015; Vol. 88, No. 1](#)

- “Once You Go to a White School, You Kind of Adapt”: Black Adolescents and the Racial Classification of Schools  
Simone Ispa-Landa and Jordan Conwell
- Religion as Bridging or Bonding Social Capital: Race, Religion, and Cross-racial Interaction for College Students  
Julie J. Park and Nicholas A. Bowman
- Student Neighborhoods, Schools, and Test Score Growth: Evidence from Milwaukee, Wisconsin  
Deven Carlson and Joshua M. Cowen
- Do Differences in School Quality Matter More Than We Thought? New Evidence on Educational Opportunity in the Twenty-first Century  
Jennifer L. Jennings, David Deming, Christopher Jencks, Maya Lopuch, and Beth E. Schueler
- Innovative Education? A Test of Specialist Mimicry or Generalist Assimilation in Trends in Charter School Specialization Over Time  
Linda A. Renzulli, Ashley B. Barr, and Maria Paino

[Teachers and Teaching, Volume 21, Issue 2, February 2015](#)

- School neighbourhood socio-economic status and teachers' work commitment in Finland: longitudinal survey with register linkage  
Terhi Linnansaari-Rajalin, Mika Kivimäki, Jenni Ervasti, Jaana Pentti, Jussi Vahtera & Marianna Virtanen
- Sustaining the commitment and realising the potential of highly promising teachers  
Marie Cameron & Susan Lovett
- Building a whole school approach and teacher efficacy with English language learners  
Penny Haworth, Alyson McGee & Lesieli Kupu MacIntyre



- The importance of orientation: implications of professional identity on classroom practice and for professional learning  
Betina Hsieh
- The relationship between teacher's autonomy support and students' autonomy and vitality  
Juan L. Núñez, Celia Fernández, Jaime León & Fernando Grijalvo
- Teachers conceptualizing childhood: conversations around fictional childhood texts  
Sandra Chang-Kredl
- The rise of the unsaid: spaces in teaching postcolonial literature  
Wisam Kh. Abdul-Jabbar

### 3. Livres intéressants



Vincent Dupriez. **Peut-on réformer l'école ? Approches organisationnelle et institutionnelle du changement pédagogique.** Bruxelles : De Boeck. 184 p.

Cet ouvrage rend compte de nombreuses expériences de transformation des systèmes éducatifs. Il permet de comprendre pourquoi tant de réformes pédagogiques se sont soldées par des échecs et met en valeur les expériences positives.



Michel Develay. **D'un programme de connaissances à un curriculum de compétences**. Bruxelles : De Boeck, janvier 2015. 152 p.

Cet ouvrage éclaire les notions de programme, de connaissance, de culture, de compétences mises au service de la transition entre l'écriture des contenus d'enseignement en termes de programme de connaissances et de curriculum de compétences.

#### **4. Tableaux statistiques**

[TS 7193](#) Personnel de l'Education nationale et de l'enseignement supérieur au 31 janvier 2014

[TS 7194](#) Enseignants des classes privées sous contrat dans les écoles du 1er degré et les établissements du 2nd degré au 31 janvier 2014