



**Veille de l'IREDU n°13**  
**3 septembre 2012**

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## 1. Ressources sur le Web

***Repéré sur : Amue.fr***

L'IGAENR a réalisé un [rapport d'audit des systèmes de gestion et de comptabilité de l'Agence Europe Education Formation France \(A2E2F\)](#). Après une présentation de la méthodologie appliquée aux contrôles et à l'audit, le rapport traite des objectifs définis par l'agence en 2011, de l'évolution de son organisation fonctionnelle, de sa gestion financière et comptable et du suivi des recommandations présentées en 2011 par l'IGAENR et par la commission européenne.

Christophe Jagers. [Les nouveaux bacheliers inscrits en licence à la rentrée 2011](#). Note d'information, n°12.07, juillet 2012

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

François Jarraud. [Ile-de-France : Comment réduire les inégalités sociales à l'école ?](#)

François Jarraud. [Plagiat et copier-coller : Que faire ?](#)

François Jarraud. [Combien de décrocheurs ?](#)

Monique Royer. [Individualisation : Le défi de l'accompagnement des équipes pédagogiques](#)

François Jarraud. [L'irremplaçable rôle des parents](#)

François Jarraud. [L'apprentissage n'est pas une arme efficace contre le chômage](#)

François Jarraud. [Le socle dans tous ses états. Le socle dans tous ses états](#)

François Jarraud. [Le soutien scolaire renoue avec la croissance.](#)

François Jarraud. [L'agressivité dans l'enseignement](#)

François Jarraud. [L'allaitement maternel améliore les compétences cognitives des enfants](#)

***Repéré sur : Cereq.fr***

Cour des comptes. [La politique française d'aide au développement](#). Paris : La documentation française, juin 2012. 120 p.

CARTRON Françoise. [Rapport d'information fait au nom de la commission de la culture, de l'éducation et de la communication par la mission d'information sur la carte scolaire](#). Paris : Sénat ; Commission de la culture, de l'éducation et de la communication, juin 2012, 105 p.

BLANC Paul, BONDONNEAU Nicolas, CHOISNARD Marie-Françoise. [La scolarisation des enfants handicapés](#). Paris : Présidence de la République, juin 2011. 64 p.

LOARER Christian, SALLÉ Joël, Inspection générale de l'administration de l'éducation nationale et de la recherche. [La pratique sportive à l'école primaire](#). Paris : Ministère de l'éducation nationale, de la jeunesse et de la vie associative ; Ministère de l'enseignement supérieur et de la recherche, juin 2012. 67 p.

BRASSENS Bertrand, TOUSSAIN Remi, LAVAL Didier, MAGANA Jean-François, TRASSOUDAIN Françoise, BLANCHARD Philippe, MESCLON-RAVAUD Myriam, Inspection générale des finances. [Evaluation de la mise en place des DIRECCTE](#). Paris : Inspection générale des finances ; Inspection générale des affaires sociales ; Conseil général de l'industrie, de l'énergie et des technologies, mai 2012, 312 p.

***Repéré sur : Ecs.org***

## **What States Are Doing**

### **Curriculum Models**

**Illinois** recently enacted [legislation](#) calling for the development of middle and high school mathematics curriculum models to help teachers implement new math standards. The curriculum models must include, among other elements, (1) scope-and-sequence descriptions, (2) sample lesson plans, (3) model high school course designs, and (4) teacher and administrator training programs, in both traditional and electronic formats. The P-20 council is directed to report to the governor and general assembly on district use of the curriculum models, and within four years of enactment of this legislation, state math test results and postsecondary remediation data must be used to gauge the effectiveness of high school math instruction.

### **Technology**

Last week, **Florida** [announced](#) that it will be the first state in the nation to make the Microsoft IT Academy available to middle school students. The program is designed to offer students the skills necessary to earn Microsoft Certifications, and provide educators with professional development opportunities to help them stay abreast of the latest Microsoft technologies and easily integrate these technologies into their existing curriculum and lesson plans.

### **Online Information Sharing**

The **Georgia** Partnership for Excellence in Education has created an online [Education Policy Toolbox](#). This portal can be used by Georgia education stakeholders to find information across a wide variety of topics from Accountability to Teacher and Leader Workforce Issues. The site also tracks latest education news and highlights recent publications.

## Good Reads

### Education Leaders

The Pearson Foundation has [launched](#) a new project that aims to share the insights of education leaders whose daily efforts are improving outcomes for students inside and outside the classroom. [Five Things I've Learned](#) chronicles personal lessons learned from decades of real-world experience, sharing proven practice and wisdom about learning, teaching, and helping others. ECS President [Roger Sampson](#) is included, along with several ECS Commissioners.

### Recruitment and Retention

A new [report](#) from The Education Trust examines teacher recruitment and retention in hard to staff schools. The authors offer examples of how some schools and districts are making high-poverty, low-performing schools satisfying, attractive places to work.

### Teacher Preparation

In this [report](#), the Rennie Center presents a new three-year model for post-baccalaureate teacher preparation and development aimed at improving the quality of the educator workforce statewide. The model proposed focuses on partnerships at the district level to achieve joint accountability for the training of a majority of teachers working in the Commonwealth.

### Title IX

The National Women's Law Center has released a [report](#) outlining the implications of education laws, specifically Title IX, on pregnant and parenting students. The authors examine federal, state, and local policies, and rank states in terms of how well state education laws and policies address the needs of these students, and conclude with recommendations for both policymakers and schools.

### Postsecondary Completion

Check out Public Agenda's infographic: [The Completion Crisis: What Students Have to Say](#)

### What States Are Doing

#### QRIS

The **Washington** Department of Early Learning has [launched](#) a statewide [initiative](#) to implement a Quality Rating and Improvement System (QRIS) for the state's early childhood education and care programs. The state launched phase one of "Early Achievers" this month, aimed at reaching approximately 57% of licensed and certified child care programs in the state. QRIS will be implemented statewide by July 2013.

#### Veterans Affairs

**Nevada** Governor Brian Sandoval has issued an [executive order](#) creating the Governor's Interagency Council on Veterans Affairs. The council, which includes a representative of the Nevada System of Higher Education, is directed to 1) identify and prioritize the needs of the state's veterans, and 2) increase coordination of state government with the efforts of federal and local governments, non-profit organizations, and other entities.

## Virtual Education

Today, the **Louisiana** Department of Education [released](#) a Request for Application to authorize partners from industry, higher education, online education, and schools themselves to participate in the [Course Choice program](#). Selected participants will be eligible to provide a range of publicly-funded online education options, beginning in the 2013-14 school year. This first Course Choice selection process will focus on: 1) core academic subject offerings, 2) career and technical offerings (including internships and apprenticeships), and 3) college credit course offerings.

## Good Reads

### Postsecondary Completion

The National Center for Education Statistics (NCES) has released a [report](#) summarizing national postsecondary statistics including price of attendance, enrollment, and degrees conferred.

### Science Achievement

A new [report](#) from [Best Evidence Encyclopedia](#) summarizes evidence on three types of programs designed to improve the science achievement of students in grades K-6. The authors conclude that improving outcomes in elementary science depends on improving teachers' skills in presenting lessons, engaging and motivating students, and integrating science and reading. See also the [Educator's Summary](#).

### Emerging Technologies

The latest [Horizon Report](#) from the New Media Consortium (NMC) examines emerging technologies and their potential impact on and use in teaching, learning, and creative inquiry within the environment of pre-college education.

### Teacher Opinions

A new [report](#) from Education Sector examines changes in teacher opinion from 2007 to 2011 about a variety of teacher-centered reforms, including new approaches to evaluation, pay and tenure, and the role of unions in pushing for or against these reforms. The findings show strong continued support among teachers for unions, who are more likely today to say they want unions to help with and even lead reforms.

## What States Are Doing

### Postsecondary Success

**Florida's** new [Smart College Choices](#) web portal, just [launched](#) by the Florida Department of Education, allows prospective and current students to view graduation rates, employment statistics, and earnings data for graduates of the 28 Florida College System institutions and Florida Public School District Career Centers.

### Workforce Development

Earlier this summer, the **Georgia** Department of Education [launched](#) the Georgia International Workforce Development Initiative (GWI), a multi-agency effort to promote job growth in international businesses with existing Georgia operations. The initiative will build upon the department's recent work to define educational pathways, which include training in foreign

language, cultural awareness, and sought-after business and technical skills. Through use of training materials of international businesses located in the state, Georgia students will be able to achieve critical job certifications needed to fill new or existing job openings with participating businesses. More about the initiative in this two-page [fact sheet](#).

### Autism

**Michigan** Governor Rick Snyder recently issued an [executive order](#) creating the Autism Council to review, adopt, and implement the Michigan Autism Spectrum Disorder (ASD) State Plan. As noted in a [press release](#), the plan will provide for comprehensive, lifespan supports to individuals with ASD and their families through access to information and resources, coordination of services and implementation of evidence-based practices.

### Charter Schools

Click [here](#) to read up on recent state policy changes regarding charter schools.

### Good Reads

#### ARRA

This [report](#) from the Center on Education Policy (CEP) examines the impact education stimulus funds have had on states and school districts. The report synthesizes findings across six reports published by CEP from December 2009 to February 2012, and distills themes and conclusions based on a retrospective look at the effects of ARRA on K-12 education.

#### Teacher Evaluation

This [report](#) from the Tennessee Department of Education examines first year findings from the state's student outcomes-based, statewide educator evaluation system. Researchers found that student achievement improved in the first year of implementation (2011-12), with test scores improving at a faster rate than any previously measured year.

#### 21st Century Skills

This [Report Brief](#) from the National Research Council defines and discusses the importance of 21st century skills. The authors also outline teaching for deeper learning and recommendations for policymakers to support students' acquisition of transferable knowledge and skills.

#### Dual Enrollment

The James Irvine Foundation has released a [report](#) outlining recommendations for policymakers on how to use dual enrollment programs to enhance college and career pathways for low-income youth. From a study of 3,000 students across California, researchers found that career-focused dual enrollment programs can provide important benefits for those who are underachieving and underrepresented in higher education.

#### Postsecondary Education: Immigrant and Second Generation Students

This [Statistics in Brief](#) describes the characteristics and undergraduate experiences of 2007-08 undergraduates who immigrated to the United States or who had at least one immigrant parent

(second-generation Americans). The authors found that nationally about 23% of all undergraduates were immigrants (10%) or second-generation Americans (with an immigrant parent) (13%).

## What States Are Doing

### Competency-Based Progression

**Iowa's** Competency-Based Instruction [Task Force](#), established by [Senate File 2284](#), will study competency-based instruction standards and the integration of competency-based instruction with the Iowa Core. The Task Force will also develop assessment models and professional development for educators.

### Career-Readiness

Earlier this summer, **South Dakota's** Departments of Education and Labor and Regulation [announced](#) that high school juniors and seniors are invited to participate in the ACT® National Career Readiness Certificate (NCRC) program during the 2012-13 school year. The NCRC is an industry-recognized, portable credential that certifies essential skills needed for workplace success. To earn certification, students must attain at least the lowest certification level on three ACT® WorkKeys assessments: Applied Mathematics, Reading for Information, and Locating Information.

### Education Reform

**Maine** Governor Paul LePage and Education Commissioner Stephen Bowen [set](#) a new education agenda for the state after a [report](#) from Harvard ranked Maine 40th of 41 participating states in terms of growth in student performance. The [ABC plan](#) focuses on Accountability, Best practices, and Choice, and is intended to create a system that measures performance and provides assistance to struggling schools, take cues from other systems that have yielded proven results, and gives students more learning options.

### Postsecondary Financial Aid

Click [here](#) to read up on recent state policy changes regarding postsecondary financial aid.

## Good Reads

### P-3 Data

The Annie E. Casey Foundation has released the 2012 edition of their [Kids Count annual report](#), measuring states' commitment to children and youth in four areas: education, economic well-being, family and community, and health. Among other findings, the authors find that 53% of 3- and 4-year-olds did not participate in preschool in 2008-10.

### International Comparisons

Harvard University's Program on Education Policy and Governance (PEPG) has released a [report](#) analyzing growth trends of student performance in math, reading, and science across 49 countries and 41 U.S. states. Among other findings, the authors purport that spending more on education made little difference in student achievement results: Florida, Colorado, and North Carolina increased their spending by less than the national average and all showed increases in student achievement above the national average.

## Urban Schools

A new [study](#) from The New Teacher Project (TNTP) finds that urban schools are systematically neglecting their best teachers, while they keep many of their lowest-performing teachers. The study examines causes contributing to these retention patterns and offers recommendations for improving teacher quality in urban schools. See also a [summary](#) of the report, the [executive summary](#), and [tips for principals](#).

## New From ECS

### P-3: Reading/Literacy

This [paper](#) from ECS outlines state policies relating to 3rd-grade reading proficiency, including identification of, intervention for, and retention of struggling readers in the P-3 grades. The paper provides a state-by-state policy summary, sample statutory language, and highlights from bills enacted this year.

## What States Are Doing

### K-8 Language Immersion

More than 340 **Delaware** kindergarteners this fall will begin studying either Mandarin Chinese or Spanish in an elementary immersion program and be able to continue that study into middle school, thanks to the [launch](#) of the Governor's World Language Expansion Initiative. By the year 2020, the state hopes to see nearly 8,000 K-8 students in 20 immersion programs.

### Common Core Teacher Training

The **Florida** College System Teacher Educator Programs are the [first](#) in the nation to voluntarily commit to a system-wide implementation of the Common Core State Standards. The new standards will be embedded in the teacher preparation program curriculum throughout the college system so new teachers who enter the classroom will be ready for the more rigorous standards.

### Teacher Performance-Based Compensation

**Mississippi** Governor Phil Bryant has [unveiled](#) a plan to encourage increased teacher effectiveness through a performance based compensation system. Governor Bryant cites a new [report](#) that outlines flexible, accountable tactics districts can use to encourage and reward effective teachers in their districts.

### Career/Technical Education

Last week, **Missouri** Governor Jay Nixon [announced](#) nearly \$9 million in grants to establish Innovation Campuses throughout the state to train students for career opportunities in high-demand fields, cut the time it takes to earn a college degree, and reduce student debt.

## Good Reads

### NCLB

The Center for America Progress has released a [report](#) outlining takeaways from the 27 second round NCLB waiver applications. The authors found that states have proposed interesting and promising



ideas in each of four principle areas: college- and career-ready standards, differentiated accountability systems, supporting effective instruction and leadership, and reducing duplication and administrative burden. Very few states, however, have detailed plans for reducing duplication and administrative burden.

### Kindergarten

The National Center for Education Statistics (NCES) released [findings](#) from a longitudinal study of kindergarteners attending public and private schools in the U.S. The authors found that 25% of kindergarteners lived in households below the poverty line.

### Finance

A recent [report](#) from The Thomas B. Fordham Institute examines how voters think education spending should be reduced in tough budgetary times, and what programs should be protected. The authors found that 74% of respondents support performance-based layoffs, and 48% think the best solution to a severe budget deficit in their district would be to "cut costs by dramatically changing how it does business."

### Accountability

This [report](#) from Education Sector details the path one state, California, has taken in building its current student data and accountability system. The author argues that California and many other states have the foundations in place to build better accountability systems - systems that focus on meaningful school improvement; they just need to put the pieces together in the right way.

## What States Are Doing

### Foreign Languages

**New York** [legislation](#) enacted July 31 establishes the state seal of biliteracy to recognize high school graduates who have attained a high level of proficiency in one or more languages in addition to English. With this legislation, New York becomes the second state (after [California](#)) to establish a state-approved endorsement to the high school diploma demonstrating a graduate's biliteracy.

### Schools as Community Hubs

In **Michigan**, a comprehensive neighborhood revitalization pilot centered on making select Detroit public schools the hub of the community was [launched](#) earlier this month. The program, to be piloted in a 10-block radius of the Morningside neighborhood, will expand to cover eight additional surrounding neighborhoods served by Detroit Public schools. Housing rehabilitation, blight removal, cleanup and beautification, placement of social workers in schools, demolition of dangerous buildings, lighting, recreation, and maintaining safe routes to schools are among the work that will be done. Five state agencies, the City of Detroit, the Wayne County Treasurer's Office, volunteer and nonprofit groups, neighborhood associations, corporate and private partners, and Detroit Public Schools are collaborating on this project.

### STEM

**Tennessee** recently [announced](#) the opening of three new STEM-focused schools this year. The new

programs are part of the [Tennessee STEM Innovation Network](#), a collaboration between the Tennessee Department of Education and the [Battelle Memorial Institute](#).

### Graduation Requirements

Click [here](#) to check out recent state policy changes regarding high school graduation requirements.

### Good Reads

#### Adult College Completion

The Western Interstate Commission for Higher Education (WICHE) has been leading a Lumina Foundation funded effort called [The Adult College Completion Network](#) for nearly two years. To share some of the initial ideas learned from this project, WICHE has released a report focusing on adult college completion strategies and tools being employed by diverse efforts across the country.

#### Attendance

This [report](#) from the Center for Evaluation and Education Policy (CEEP) examines the effects of chronic absenteeism on student achievement in Indiana. The report has implications for all states, as attendance data in Indiana reflects national trends, and illustrates that missing school matters for future academic achievement.

#### High Poverty Schools

A new [report](#) from the PEW Research Center examines income segregation by Metropolitan area and how it has changed from 1980 to 2010. The report's finding that housing segregation has increased has implications for growth/decline in the number of high poverty schools.

### What States Are Doing

#### Technology

Last week, California's [Education Technology Task Force](#), appointed by State Superintendent of Public Instruction Tom Torlakson, issued [recommendations](#) that Torlakson will consider in working toward an updated Education Technology Plan.

#### Early Childhood Assessment

Iowa's [Task Force](#) on Early Childhood Assessment, created as part of [S.F. 2284](#), is charged with selecting a standard kindergarten readiness assessment that school districts will be required to administer. A recommendation is due to the legislature by November 15, 2012.

#### Special Education

Click [here](#) to check out recent state policy changes regarding special education.

### Good Reads

#### School Leadership

This [research brief](#) from the RAND Corporation outlines [key findings](#) from the Pittsburgh Principal Incentive Program (PPIP). PPIP provides support, assistance, and performance-based evaluations and

financial awards to principals tied to measures of leadership practices and student achievement growth. The authors found that the program changed principal behavior in ways aligned with program goals, and that student achievement growth exceeded that of the rest of the state in three out of four years since the beginning of the program, including increases in achievement growth for low-achieving students.

### **K-6 Literacy**

The What Works Clearinghouse at the Institute of Education Sciences (IES) outlines the Open Court Reading© program in this [report](#). Open Court Reading is a core reading program for grades K-6 designed to teach decoding, comprehension, inquiry, and writing in a logical progression. The report includes research and summary findings on the program, and shows evidence of a positive effect on comprehension.

### **Retention**

A new [brief](#) from the Center on Children and Families at Brookings examines the issue of grade retention in the early grades, with an eye toward 3rd-grade reading proficiency. The author summarizes existing research and presents policy implications. Click [here](#) to view the archived webcast from the August 16th panel discussion on the topic, featuring ECS Early Learning Project Manager Karen Schimke.

### **What States Are Doing**

#### **Charter School Transparency**

Last week, the **Texas** Education Agency [announced](#) that charter applications for schools launched since 2001 are now available for public review on the agency's website. Beginning with the 2011 pool of charter school applications, any submitted charter application, whether the entity was granted a charter by the State Board of Education or not, is posted.

#### **Common Core State Standards and Assessments**

**New York** [legislation](#) signed into law on August 17 authorizes boards of cooperative educational services (BOCES) to enter into contracts of up to two years with out-of-state districts for specified services, including for the use of existing products that demonstrate how to map the Common Core State Standards (CCSS) to assessments and/or to provide access to existing webinars or online courses relating to implementing the CCSS.

#### **Data Dashboard**

The **Delaware** Department of Education's [Education Insight system](#), funded with a Race to the Top grant, provides web-based dashboards that aggregate data from existing sources to show a comprehensive view of student information. The dashboards allow educators to access timely and actionable information on all students to help manage academic performance and anticipate issues that could arise throughout the year.

#### **Common Core**

Click [here](#) to check out recent state policy changes related to Common Core State Standards implementation.

## Good Reads

### Opinions

This new [PDK/Gallup Poll](#) presents the results from the 44th annual survey of the public's attitudes toward public schools. Among other relevant findings, the poll shows that Americans are divided on whether teachers should be evaluated based on students' standardized test scores and on which political party and which presidential candidate can more positively influence public education in America.

### Leadership

This [report](#) from RAND Corporation examines implementation and outcomes of the Pittsburgh Urban Leadership System for Excellence (PULSE), a set of reforms designed to improve the quality of school leadership throughout the district. The authors look at data from 2007-11, with a focus on understanding how principals and other school staff have responded to the reforms, and on documenting the student achievement outcomes that accompanied program implementation.

### Hispanic College Enrollment

The Pew Hispanic Center [reports](#) on increases in the share of Hispanic P-12 and college students. The authors found that the number of 18- to 24-year-old Hispanics enrolled in college exceeded two million in 2011 and reached a record 16.5% share of all college enrollments.

### Vouchers

This [report](#) from the Brookings Institution examined college-going behavior of students who participated in a voucher experiment as elementary school students in New York City in the 1990s. The authors found no overall impacts on college enrollment but did find large, statistically significant positive impacts on the college going of African-American students who participated in the study. See also this [archived webcast](#) discussing the findings.

## ***Repéré sur : Education.gouv.fr***

[Les pratiques éducatives et pédagogiques en dispositif relais](#). Note d'information, N° 12.14, juillet 2012

[Les évaluations en lecture dans le cadre de la Journée défense et citoyenneté](#). Note d'information, n° 12.13, juillet 2012

[Résultats provisoires du baccalauréat](#). Note d'information, n° 12.12, juillet 2012

[Les bacheliers S : des poursuites d'études de plus en plus dispersées](#). Note d'information, n° 12.10, Août 2012

Nicolas Le Ru. [Un déficit d'effort de recherche des entreprises françaises ? Comparaison France – Allemagne](#). Note d'information Enseignement supérieur et recherche, n° 12.09, juillet 2012

[Repères et références statistiques sur les enseignements, la formation et la recherche : édition 2012.](#)  
Paris : Ministère de l'éducation nationale, Ministère de l'enseignement supérieur et de la recherche

***Repéré sur : Esen.education.fr***

Inspection générale de l'éducation nationale. [Rénovation de la voie professionnelle : la certification intermédiaire.](#) Paris : Inspection générale de l'éducation nationale, mai 2012

Le rapport est organisé en trois parties. Une première partie dresse un bilan du diplôme intermédiaire et évalue sa pertinence. La deuxième partie évalue l'efficacité et la qualité du processus de certification notamment la qualification en langues vivantes. La troisième partie est consacrée aux conclusions et aux propositions afférentes qui portent sur le diplôme intermédiaire et sur le processus de certification associé.

Jean-Ribert PITTE. [Rapport remis au Premier Ministre sur l'activité et les propositions de la Délégation à l'Information et à l'Orientation en 2011-2012.](#) Paris : Orientation pour tous, Juin 2012

Ce rapport traite des différents volets de l'activité de la DIO au cours de l'année 2011-2012 : la mise en œuvre du service dématérialisé de l'information et de l'orientation sur les formations et sur l'emploi, la géographie des territoires labellisés "orientation pour tous", la participation à la réflexion sur l'orientation dans l'enseignement secondaire et supérieur, la lutte contre le décrochage scolaire et universitaire, la coopération européenne, la promotion de la formation tout au long de la vie. Ce document s'achève sur une note prospective consacrée à l'évaluation du Service Public de l'Orientation.

Claire-Lise CAMPION et Isabelle DEBRÉ (Sénat). [Loi Handicap : des avancées réelles, une application encore insuffisante.](#) Paris : Sénat, juillet 2012

Ce rapport fait le bilan de la mise en œuvre de la loi du 11 février 2005. La commission sénatoriale a souhaité savoir dans quelle mesure l'énoncé de droits-créances s'est traduit ou non par la mise en œuvre de droits effectifs. L'étude porte, entre autres, sur les conditions de scolarisation des élèves handicapés.

Monique SASSIER, médiatrice de l'éducation nationale. [Rapport 2011 du médiateur de l'éducation nationale et de l'enseignement supérieur.](#) Paris : Ministère de l'éducation nationale, juin 2012

Le rapport constate la multiplication des litiges en nombre. La médiatrice est saisie, de plus en plus, de questions tenant à ce qui se passe au quotidien dans les classes (discipline, sanctions, harcèlement entre élèves, enseignants non remplacés...) et observe l'expression de la souffrance au travail des enseignants.

Marc Demeuse, Nathanaël Friant. [Évaluer les politiques d'éducation prioritaire en Europe: un défi méthodologique.](#) Revue Suisse des Sciences de l'Éducation, n° 34-1, juillet 2012, p. 39-55

"L'évaluation des politiques éducatives n'est pas une entreprise aisée, à la fois parce qu'elle se heurte à des difficultés méthodologiques importantes, mais aussi parce qu'elle menace ou semble menacer certains projets construits essentiellement sur une base idéologique, alors même que leurs promoteurs s'en défendent le plus souvent. Il est pourtant essentiel de pouvoir évaluer ces démarches politiques, d'autant plus qu'elles concernent des publics défavorisés. Cet article, alimenté

par une recherche menée au niveau européen dans huit pays (EuroPEP), met en évidence cette nécessité et illustre à la fois les problèmes rencontrés et les pistes qui peuvent être mises en œuvre. Il indique la nécessité d'une réflexion méthodologique globale et interroge, notamment, la manière dont sont définies " les bonnes pratiques ", souvent invoquées dans le domaine des politiques éducatives."

[Gouvernance des académies : quelles perspectives ?](#) Café pédagogique, 20 août 2012

Alain Bouvier et Bernard Toulemonde proposent cinq scénarii de nouvelle gouvernance académique qui concourent de façon différente à mettre plus de liens effectifs entre les diverses parties-prenantes au niveau local.

[Le système éducatif français en panne.](#) Paris : la documentation française

Dans ce dossier, la documentation Française constate que l'école française a longtemps représenté le symbole républicain par excellence et constitué un vecteur d'ascension sociale mais qu'elle connaît à présent une crise de confiance. Elle serait en effet inefficace, inégalitaire et élitiste.

***Repéré sur : fete-bourgogne.org***

[Orientation, décrochage scolaire : Parlons des jeunes filles !](#) : synthèse générale. Dijon : Femmes Égalité Emploi, 2012

***Repéré sur : Insee.fr***

Bénédicte Galtier. [L'arbitrage entre emploi et inactivité des mères de jeunes enfants : le poids des contraintes familiales, professionnelles et sociétales sur les modes d'accueil des enfants.](#) Économie et Statistique, n° 447, juillet 2012

Yannick L'Horty, Emmanuel Duguet, Loïc du Parquet, Pascale Petit et Florent Sari. [Les effets du lieu de résidence sur l'accès à l'emploi : un test de discrimination auprès de jeunes qualifiés.](#) Économie et Statistique, n° 447, juillet 2012

Jean Bresner et Mélanie Vanderschelden. [L'emploi départemental et sectoriel \(1989-2010\) - Le chômage départemental \(1982-2011\).](#) Insee Résultats, n° 132 Société, juillet 2012

***Repéré sur : ife.ens-lyon.fr***

Rapport d'information fait au nom de la Commission de la culture, de l'éducation et de la communication par la mission d'information sur le métier d'enseignant

[Lire...](#)

Glissement de jeu d'apprentissage et capital d'adéquation des élèves : une mise en synergie pour penser la relation efficacité/équité dans les pratiques du professeur à l'école élémentaire

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Efficacité et déterminations des pratiques d'Aide Personnalisée à l'école primaire : une

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approche didactique

Pour une nouvelle organisation du temps scolaire à l'école primaire Une analyse et une simulation au niveau local [Lire...](#)

Lignes directrices pour les ressources éducatives libres (REL) dans l'enseignement supérieur [Lire...](#)

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Raphaël DARQUENNE (propos recueillis par Emmanuel BOUTON). [Les jeunes enlisés dans le chômage : Un autre regard, des recommandations, une redéfinition des tâches de l'accompagnateur](#)

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Sandra Staklis, Laura Horn, [New Americans in Postsecondary Education: A Profile of Immigrant and Second-Generation American Undergraduates](#). Stats in brief, US department of education, July 2012

This Statistics in Brief describes the characteristics and undergraduate experiences of 2007–08 undergraduates who immigrated to the United States or who had at least one immigrant parent (second-generation Americans). The analysis compares these two groups with all undergraduates (excluding foreign students) and with third- or higher generation American undergraduates whose parents were born in the United States. The findings are based on data from the 2007–08 National Postsecondary Student Aid Study (NPSAS:08), a nationally representative sample of more than 100,000 students enrolled in U.S. postsecondary institutions.

[The National Indian Education Study: 2011](#) : The Educational Experiences of American Indian and Alaska Native Students at Grades 4 and 8.

***Repéré sur : OCDE.fr***

[Is there really such a thing as a “second chance” in education ?](#) Pisa in Focus n° 19

***Repéré sur : poledakar.org***

[Les Dépenses des ménages en éducation, une perspective analytique et comparative pour 15 pays d'Afrique.](#)

Faute de statistiques sur les frais engagés par les ménages pour l'éducation de leurs enfants, l'examen des dépenses d'éducation se limite souvent à l'appréciation des dépenses publiques. Or, la question du financement privé de l'éducation prend de plus en plus d'importance dès lors que l'on s'interroge sur les capacités des États africains à financer l'expansion de leurs systèmes éducatifs. En



mobilisant des données d'enquêtes, cette étude donne une lecture transversale de l'ampleur et de la composition des dépenses éducatives des ménages dans une quinzaine de pays d'Afrique.

[Le Niger, un système fragilisé par de multiples obstacles](#). Les notes du Pôle de Dakar, Note pays n°10, juin 2012

Malgré la volonté affichée du gouvernement en faveur de l'éducation, la situation du système éducatif nigérien est, à bien des égards, préoccupante. Encore éloigné de l'objectif de scolarisation primaire universelle, le pays est aujourd'hui confronté à une intense pression démographique et possède des coûts d'éducation très élevés. Les marges de manœuvre s'avèrent d'ores et déjà limitées.

[Le Bénin : la question enseignante face à de grands défis](#). Les notes du Pôle de Dakar, Note pays n°9, juin 2012

De prime abord, la question enseignante au Bénin laisserait présager de belles perspectives. L'engagement politique et financier de l'Etat y est réel. Dans les faits, pourtant, de lourdes difficultés pèsent sur la politique enseignante.

[La Tanzanie, des progrès notables mais de nombreux défis](#). Les notes du Pôle de Dakar, Note pays n°8, février 2012

Depuis dix ans, l'éducation en Tanzanie a enregistré de nombreux progrès. La scolarisation est en hausse à tous les niveaux et l'objectif de scolarisation primaire universelle devrait être atteint d'ici 2015. Mais ces résultats restent fragiles. La politique éducative future, qui sera confrontée à de nombreux défis, doit améliorer son efficacité.

***Repéré sur : Repec.org***

[Impact of Bilingual Education Programs on Limited English Proficient Students and Their Peers: Regression Discontinuity Evidence from Texas](#)

Aimee Chin ; N. Meltem Daysal ; Scott A. Imberman

Texas requires a school district to offer bilingual education when its enrollment of limited English proficient (LEP) students in a particular elementary grade and language is twenty or higher. Using school panel data, we find a significant increase in the probability that a district offers bilingual education above this 20-student cutoff. Using this discontinuity as an instrument for district bilingual education provision, we find that bilingual education programs do not significantly impact the standardized test scores of students with Spanish as their home language (comprised primarily of ever-LEP students). However, there are significant positive spillover effects to their non-LEP peers.

[Independent Schools and Long-Run Educational Outcomes - Evidence from Sweden's Large Scale Voucher Reform](#)

Böhlmark, Anders (Swedish Institute for Social Research) ; Lindahl, Mikael (Uppsala Center for Labor Studies)

This paper evaluates average educational performance effects of an expanding independentschool sector at the compulsory level by assessing a radical voucher reform that was implemented in

Sweden in 1992. Starting from a situation where all public schools were essentially local monopolists, the degree of independent schools has developed very differently across municipalities over time as a result of this reform. We regress the change in educational performance outcomes on the increase in the share of independent-school students between Swedish municipalities. We find that an increase in the share of independent-school students improves average performance at the end of compulsory school as well as long-run educational outcomes. We show that these effects are very robust with respect to a number of potential issues, such as grade inflation and pre-reform trends. However, for most outcomes, we do not detect positive and statistically significant effects until approximately a decade after the reform. This is notable, but not surprising given that it took time for independent schools to become more than a marginal phenomenon in Sweden. We do not find positive effects on school expenditures. Hence, the educational performance effects are interpretable as positive effects on school productivity. We further find that the average effects primarily are due to external effects (e.g., school competition), and not that independent-school students gain significantly more than public-school students.

#### [Ontario's Best Public Schools: 2009-2011](#)

David Johnson (Wilfrid Laurier University) ; Robbie Brydon (C.D. Howe Institute)

This study compares student outcomes at Ontario (Canada) elementary schools where students come from similar socio-economic backgrounds, revealing “good” schools where principals, teachers and staff are making a noticeably positive difference to student performance. Several schools achieve positive student outcomes that exceed the expectations suggested by socio-economic factors. Another thought-provoking finding is that students who attend middle schools starting in Grade 6 underperform compared to similar students at other elementary schools.

#### [The Returns to Education in China: Evidence from the 1986 Compulsory Education Law](#)

Hai Fang ; Karen N. Eggleston ; John A. Rizzo ; Scott Rozelle ; Richard J. Zeckhauser

As China transforms from a socialist planned economy to a market-oriented economy, its returns to education are expected to rise to meet those found in middle-income established market economies. This study employs a plausible instrument for education: the China Compulsory Education Law of 1986. We use differences among provinces in the dates of effective implementation of the compulsory education law to show that the law raised overall educational attainment in China by about 0.8 years of schooling. We then use this instrumental variable to control for the endogeneity of education and estimate the returns to an additional year of schooling in 1997-2006. Results imply that the overall returns to education are approximately 20 percent per year on average in contemporary China, fairly consistent with returns found in most industrialized economies. Returns differ among subpopulations; they increase after controlling for endogeneity of education.

#### [How Pronounced Is Income Inequality Around the World - And How Can Education Help Reduce It?](#)

OECD

Over the past three decades, the income gap between the rich and the poor has widened across most OECD countries. As the global economic crisis and the changing needs of the worldwide labour market threaten to increase inequality further, how can education help reduce it? <p>As the fourth issue of the OECD’s new brief series Education Indicators in Focus describes, education policies that focus on equity may be one of the strongest tools countries have to address this growing concern. By focusing on equal opportunities for students to achieve strong academic outcomes, countries can

provide a pathway for more students to continue on to higher levels of education and eventually secure good jobs – two outcomes that are likely to lessen income inequality in the future. <p>Four top performers on the 2009 PISA assessment – Canada, Finland, Japan, and Korea – show the potential of this approach. All of these countries have education systems that put a strong focus on equity, whether through equitable resource allocation policies, teacher policies, or sustained efforts to engage disadvantaged student populations. And all of them have high proportions of students who performed better than would be expected on PISA, given their socio-economic background – a strong start towards future outcomes that can lead to less income inequality. <p>Be sure to check your inbox for future issues of Education Indicators in Focus, which each month will provide analysis and policy insights into the most pressing issues in education today, using evidence from Education at a Glance, the flagship publication of the OECD’s Indicators of Education Systems (INES) programme.

### [The behavioralist goes to school: Leveraging behavioral economics to improve educational performance](#)

Levitt, Steven D. ; List, John A. ; Neckermann, Susanne ; Sado, Sally

Decades of research on behavioral economics have established the importance of factors that are typically absent from the standard economic framework: reference dependent preferences, hyperbolic preferences, and the value placed on non-financial rewards. To date, these insights have had little impact on the way the educational system operates. Through a series of field experiments involving thousands of primary and secondary school students, we demonstrate the power of behavioral economics to influence educational performance. Several insights emerge. First, we find that incentives framed as losses have more robust effects than comparable incentives framed as gains. Second, we find that non-financial incentives are considerably more cost-effective than financial incentives for younger students, but were not effective with older students. Finally, and perhaps most importantly, consistent with hyperbolic discounting, all motivating power of the incentives vanishes when rewards are handed out with a delay. Since the rewards to educational investment virtually always come with a delay, our results suggest that the current set of incentives may lead to underinvestment. For policymakers, our findings imply that in the absence of immediate incentives, many students put forth low effort on standardized tests, which may create biases in measures of student ability, teacher value added, school quality, and achievement gaps.

### [A New Context for Teachers in Latin America and the Caribbean](#)

María Soledad Bos ; Marcelo Cabrol ; Carlos Rondón

School attendance in Latin America and the Caribbean (LAC) has increased exponentially in the last two decades, almost every child goes to primary school and access to preschool and high school is fast catching up. This increase in access has been mostly led by more attendance to school of previously excluded children and youth -poor, rural and indigenous populations-, which has created a heterogeneous pool of students with very diverse needs, abilities and interests. Based on descriptive statistics on increased access to education and some learning and life outcomes, this paper discusses in detail how the new roles called upon teachers can help improve the quality of education in LAC. This paper concludes with some promising examples on how countries and international organizations are attempting to create a teaching force that can fulfill these roles.

### [Composition of Public Education Expenditures and Human Capital Accumulation](#)

Katsuyuki Naito (Institute of Economic Research, Kyoto University) ; Keigo Nishida (Graduate School of Economics, Kyoto University)

This paper provides a simple theory to study how the allocation of public funds between primary and higher education affects human capital accumulation. The allocation is endogenously determined through majority voting. Public funding for higher education is not supported when a majority is poor. In some cases, higher education starts to be realized as a majority of individuals accumulate enough human capital through primary education. Although the emergence of higher education can accelerate aggregate human capital accumulation, it widens income inequality because the very poor are excluded from higher education and the declined budget share for primary education decreases its quality.

### [Hybrid Learning Environments: Merging Learning and Work Processes to Facilitate Knowledge Integration and Transitions](#)

Ilya Zitter ; Aimée Hoeve

This paper deals with the problematic nature of the transition between education and the workplace. A smooth transition between education and the workplace requires learners to develop an integrated knowledge base, but this is problematic as most educational programmes offer knowledge and experiences in a fragmented manner, scattered over a variety of subjects, modules and (work) experiences. To overcome this problem, we propose a design approach and shifting the educational focus of attention from individual learners to learning environments. The broader notion of learning environments facilitates transitions by establishing horizontal connections between schools and the workplace. The main argument of this paper is that combining or connecting aspects of school-based settings only is not sufficient to ensure learners will develop an integrated knowledge base. The concept and examples of “hybrid learning environment” show how formal, school-based learning and workplace experiences can be closely connected. The paper offers a framework of four coherent perspectives that can help to understand the complex nature of such environments and to design hybrid learning environments: the “agency perspective”, the “spatial perspective”, the “temporal perspective”, and the “instrumental perspective”. The framework is applied to three cases taken from vocational education in the Netherlands to describe what hybrid learning environments look like in contemporary educational practice.

Le présent document traite de la délicate transition entre les études et la vie active. Pour vivre cette transition dans de bonnes conditions, les apprenants doivent disposer d’une base de connaissances intégrées. Or dans la plupart des programmes éducatifs, l’acquisition des connaissances et des expériences se fait selon une approche fragmentée en une multitude de sujets, modules et expériences (professionnelles) déconnectés les uns des autres. Pour remédier à ce problème, nous proposons une approche conceptuelle et le passage d’une méthode centrée sur l’apprenant à une méthode centrée sur les environnements d’apprentissage. Se placer dans une perspective, plus large, d’environnements d’apprentissage établit des parallélismes entre l’école et le monde du travail, ce qui facilite la transition de l’un à l’autre. Le principal argument défendu dans ce document est le suivant : se contenter d’associer ou de connecter uniquement des cadres axés sur la scolarité ne suffira pas pour garantir que les apprenants développeront une base de connaissances intégrées. Le concept « d’environnement d’apprentissage hybride » et les exemples de son application sont la preuve qu’un lien entre l’apprentissage formel dispensé dans les écoles et les expériences acquises dans le milieu professionnel. Ce document décompose le concept en quatre perspectives cohérentes susceptibles d’apporter un éclairage sur la nature complexe de ces environnements et de faciliter la conception

des environnements d'apprentissage hybrides : la « perspective des acteurs », la « perspective spatiale », la « perspective temporelle » et la « perspective des instruments ». Cette décomposition est appliquée à trois cas empruntés à l'enseignement professionnel au Pays-Bas pour montrer comment se concrétisent les environnements d'apprentissage hybrides dans la pratique pédagogique d'aujourd'hui.

#### [The relative importance of adolescent skills and behaviors for adult earnings: A cross-national study](#)

Kathryn Duckworth (Institute of Education, University of London, 20 Bedford Way, London WC1H 0AL, UK.) ; Greg J. Duncan (University of California, Irvine, 2056 Education, Mail Code: 5500, Irvine, CA, 92697.) ; Katja Kokko (Department of Psychology, P.O. Box 35, FI-40014 University of Jyväskylä.) Anna-Liisa Lyyra (Department of Psychology, P.O. Box 35, FI-40014 University of Jyväskylä.) Molly Metzger (Northwestern University, 626 Library Place, Evanston, IL 60208.) ; Sharon Simonton (University of Michigan, Institute for Social Research, 426 Thompson Street, Ann Arbor, MI.) Seeking convergent findings in five data sets from four countries, we assess the relative importance of adolescent skills and behaviors for completed schooling and labor market success in adulthood. We provide a framework for classifying "noncognitive" skills and use data designed by developmental psychologists to provide reliable measures of a variety of achievement and behavioral skills assessed between ages 13 and 16. Results show that adolescent achievement, particularly math achievement, is a stronger predictor of completed schooling than measures of noncognitive skills. Achievement skills also out-predict noncognitive skills with regard to adult earnings, although the differences are not as striking.

#### [Innovative and absorptive capacity effects of education in a small open economy](#)

Brita Bye and Taran Fæhn (Statistics Norway)

Evidence points to relatively low supply elasticities for workers skilled for research and development (R&D), which can hamper innovation and growth. Increasing the supply of R&D skills will expand an economy's innovative capacity. A simultaneous effect of increased education, which is particularly important for small, open economies, is to raise final goods producers' capacity to absorb cross-border knowledge spillovers. In a calibrated endogenous growth model for Norway, we find that increasing the share of highly educated workers has pronounced absorptive capacity effects that partially crowd out R&D-based innovation. Both innovative and absorptive capacity expansions contribute to higher growth and welfare.

#### [Does Performance-Based Pay Improve Teaching?](#)

OECD

PISA has long established that high-performing education systems tend to pay their teachers more. They also often prioritise the quality of teaching over other choices, including class size. But in the current budgetary climate, paying everybody more may not be a viable alternative. So many countries are now targeting salary increases to schools with particular needs or short supplies of teachers, or have developed greater local flexibility in salary schemes. Some countries have responded with systems of individual pay. But is recognising and rewarding teaching performance through pay an effective way to leverage improvement?

#### [Evaluating Student Outcomes at For-Profit Colleges](#)

Kevin Lang ; Russell Weinstein

Using the Beginning Postsecondary Student Survey, we examine the effect on earnings of obtaining certificates/degrees from for-profit, not-for-profit, and public institutions. Students who enter certificate programs at any type of institution do not gain from earning a certificate. However, among those entering associates degree programs, there are large, statistically significant benefits from obtaining certificates/degrees from public and not-for-profit but not from for-profit institutions. These results are robust to addressing selection into the labor market from college, and into positive earnings from unemployment, using imputation methods and quantile regression along with a maximum likelihood sample selection model.

#### [Impact of Bilingual Education Programs on Limited English Proficient Students and Their Peers: Regression Discontinuity Evidence from Texas](#)

Chin, Aimee (University of Houston) ; Daysal, N. Meltem (Tilburg University) ; Imberman, Scott A. (Michigan State University)

Texas requires a school district to offer bilingual education when its enrollment of limited English proficient (LEP) students in a particular elementary grade and language is twenty or higher. Using school panel data, we find a significant increase in the probability that a district offers bilingual education above this 20-student cutoff. Using this discontinuity as an instrument for district bilingual education provision, we find that bilingual education programs do not significantly impact the standardized test scores of students with Spanish as their home language (comprised primarily of ever-LEP students). However, there are significant positive spillover effects to their non-LEP peers.

#### [Independent Schools and Long-Run Educational Outcomes: Evidence from Sweden's Large Scale Voucher Reform](#)

Böhlmark, Anders (SOFI, Stockholm University) ; Lindahl, Mikael (Uppsala University)

This paper evaluates average educational performance effects of an expanding independent-school sector at the compulsory level by assessing a radical voucher reform that was implemented in Sweden in 1992. Starting from a situation where all public schools were essentially local monopolists, the degree of independent schools has developed very differently across municipalities over time as a result of this reform. We regress the change in educational performance outcomes on the increase in the share of independent-school students between Swedish municipalities. We find that an increase in the share of independent-school students improves average performance at the end of compulsory school as well as long-run educational outcomes. We show that these effects are very robust with respect to a number of potential issues, such as grade inflation and pre-reform trends. However, for most outcomes, we do not detect positive and statistically significant effects until approximately a decade after the reform. This is notable, but not surprising given that it took time for independent schools to become more than a marginal phenomenon in Sweden. We do not find positive effects on school expenditures. Hence, the educational performance effects are interpretable as positive effects on school productivity. We further find that the average effects primarily are due to external effects (e.g., school competition), and not that independent-school students gain significantly more than public-school students.

#### [Can the University Save Europe?](#)

Ritzen, Jo (IZA and Maastricht University)

Higher education is in the position to save Europe by rendering a substantial contribution to sustainable economic growth. For that purpose higher education must strengthen its innovative

power in entrepreneurship education and by focusing research more on societal problems, while being better empowered and enabled by Governments. Universities must show leadership in resolving or channeling the major societal questions. More European competition between universities in education and research would be helpful. Universities can contribute to recreating hope and optimism through more innovation in the economy.

#### [Impact Evaluation of a Privately Managed Tuition-Free Middle school in a Poor Neighborhood in Montevideo](#)

Cid, Alejandro ; Balsa, Ana

Using a randomized trial, we evaluate the impact of a free privately-managed middle school in a poor neighborhood. The research compares over time adolescents randomly selected to enter Liceo-Jubilar and those that were not drawn in the lottery. Besides positive impacts on expectations, we find better educational outcomes in the treatment group relative to control subjects. The features of Liceo-Jubilar -autonomy of management, capacity for innovation, and adaptation to the context-contrast with the Uruguayan highly centralized and inflexible public education system. Our results shed light on new approaches to education that may contribute to improve opportunities for disadvantaged adolescents in developing countries. Unlike the experiences of charter schools in developed countries, Liceo-Jubilar does not have autonomy regarding the formal school curricula nor depends on public funding by any means.

#### [Overeducation at the start of the career - stepping stone or trap?](#)

Stijn BAERT (Ghent University, Department of Social Economics) ; Bart COCKX (Ghent University (Department of Social Economics), Université catholique de Louvain (IRES), CESifo and IZA) ; Dieter VERHAEST (Hogeschool-Universiteit Brussel (Human Relations Research Group) and Ghent University (Department of Social Economics))

This study investigates whether young unemployed graduates who accept a job below their level of education accelerate or delay the transition into a job that matches their level of education. We adopt the Timing of Events approach to identify this dynamic treatment effect using monthly calendar data from a representative sample of Flemish (Belgian) youth who started searching for a job right after leaving formal education. We find that overeducation is a trap. This trap is especially important early in the unemployment spell. Our results are robust across various specifications and for two overeducation measures.

#### [Long-term effects of class size](#)

Fredriksson, Peter (Stockholm University, IZA, IFAU, and UCLS) ; Öckert, Björn (Institute for Evaluation of Labour Market and Education Policy (IFAU), Uppsala University and UCLS)  
Oosterbeek, Hessel (University of Amsterdam)

This paper evaluates the long-term effects of class size in primary school. We use rich data from Sweden and exploit variation in class size created by a maximum class size rule. Smaller classes in the last three years of primary school (age 10 to 13) are beneficial for cognitive and non-cognitive ability at age 13, and improve achievement at age 16. Most importantly, we find that smaller classes have positive effects on completed education, wages, and earnings at age 27 to 42. The estimated wage effect is much larger than any imputed estimate of the wage effect, and is large enough to pass a cost-benefit test.

#### [Youth Crime and Education Expansion](#)

Machin Stephen ; Marie Olivier ; Vujić Sunčica (METEOR)

We present new evidence on the causal impact of education on crime, by considering a large expansion of the UK post-compulsory education system that occurred in the late 1980s and early 1990s. The education expansion raised education levels across the whole education distribution and, in particular for our analysis, at the bottom end enabling us to develop an instrumental variable strategy to study the crime-education relationship. At the same time as the education expansion, youth crime fell, revealing a significant cross-cohort relationship between crime and education. The causal crime reducing effect of education is estimated to be negative and significant, and considerably bigger in (absolute) magnitude than ordinary least square estimates. The education boost also significantly impacted other productivity related economic variables (qualification attainment and wages), demonstrating that the incapacitation effect of additional time spent in school is not the sole driver of the results.

[Impacts of Title I Supplemental Educational Services on Student Achievement.](#)

Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education  
John Deke ; Lisa Dragoset ; Karen Bogen ; Brian Gill

[Learning from Charter School Management Organizations: Strategies for Student Behavior and Teacher Coaching.](#)

Seattle, WA: University of Washington Bothell, The Center on Reinventing Public Education and Princeton, NJ: Mathematica Policy Research

Robin Lake ; Melissa Bowen ; Allison Demeritt ; Moira McCullough ; Joshua Haimson ; Brian Gill

A new Mathematica study, conducted with the Center on Reinventing Public Education, highlights approaches five successful charter school management organizations (CMOs) use to help improve student achievement. This report expands on a previous report showing that CMOs with the greatest positive impact on student achievement were most likely to establish consistent schoolwide behavior expectations for students, as well as use an intense approach to monitoring and coaching teachers. The latest report offers guidance for schools and districts looking to replicate these promising practices.

[Charter-School Management Organizations: Diverse Strategies and Diverse Student Impacts.](#)

Seattle, WA: University of Washington Bothell, The Center on Reinventing Public Education and Princeton, NJ: Mathematica Policy Research  
Joshua Furgeson ; Brian Gill ; Joshua Haimson ; Alexandra Killewald ; Moira McCullough ; Ira Nichols-Barrer ; Bing-ru The ; Natalya Verbitsky-Savitz ; Melissa Bowen ; Allison Demeritt ; Paul Hill ; Robin Lake

A new analysis from the National Study of Charter Management (CMO) Effectiveness provides the first systematic evidence available on the effects of CMOs on the critical long-term outcomes of high school graduation and college entry. The study shows that some “but not all” CMOs substantially boost students' chances of graduating from high school and enrolling in postsecondary education. The study also shows that each CMO's impact on test scores is typically consistent across schools, suggesting that CMOs are having some success in promoting uniformity (whether in a positive or negative direction). Further, some CMOs have implemented policies, programs, and procedures that enable them to outperform other CMOs.



[Estimating Heterogeneous Returns to Education in Germany via Conditional Heteroskedasticity](#)  
[Nils Saniter](#)

In this paper I investigate the causal returns to education for different educational groups in Germany by employing a new method by Klein and Vella (2010) that bases identification on the presence of conditional heteroskedasticity. Compared to IV methods, key advantages of this approach are unbiased estimates in the absence of instruments and parameter interpretation that is not bounded to local average treatment effects. Using data from the German Socio-Economic Panel Study (SOEP) I find that the causal return to education is 8.5% for the entire sample, 2.3% for graduates from the basic school track and 11% for graduates from a higher school track. Across these groups the endogeneity bias in simple OLS regressions varies significantly. This confirms recent evidence in the literature on Germany. Various robustness checks support the findings.

Keywords: Return to education, wage equation, control function approach, second moment exclusion restriction

[Examining Charter Student Achievement Effects Across Seven States](#). Economics of Education Review, vol. 31, issue 2

Ron Zimmer ; Brian Gill ; Kevin Booker ; Stéphane Lavertu ; John Wittle

Previous charter school research has shown mixed results for student achievement, which could be the consequence of different policy environments or methodological approaches with differing assumptions across studies. This analysis discusses these approaches and assumptions and estimates effects using a consistent methodology across seven locations.

[Value-Added Estimates for Phase 1 of the Pennsylvania Teacher and Principal Evaluation Pilot](#).

Cambridge, MA: Mathematica Policy Research

Stephen Lipscomb ; Hanley Chiang ; Brian Gill

This report describes the development of value-added models for estimating the contributions of Pennsylvania teachers and principals toward the achievement growth of their students. Estimates were obtained during the first phase of a multiyear pilot to develop new evaluation systems for teachers and principals. The report also examines whether teachers with higher classroom observation scores on specific professional practices among those who participated in the first phase tended to have greater impacts on student achievement, as measured by value-added models.

[Moving High-Performing Teachers: Implementation of Transfer Incentives in Seven Districts](#).

Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education

Steven Glazerman ; Ali Protik ; Bing-ru The ; Julie Bruch ; Neil Seftor

By offering \$20,000 per teacher, seven school districts piloting a transfer-incentive strategy, known as the Talent Transfer Initiative (TTI), filled 90 percent of their targeted vacancies in hard-to-staff schools with some of the districts' highest-performing teachers. A new study highlights the implementation experience and intermediate impacts of TTI, which is intended to expand disadvantaged students' access to the most effective teachers. Previous research conducted by Mathematica shows that, on average, low-income middle school students are significantly less likely to have access to the highest-performing teachers.

[Engines of growth: Education and innovation](#)

Stadler, Manfred

The paper presents a dynamic general-equilibrium model of education, quality and variety innovation, and scale-invariant growth. We consider endogenous human capital accumulation in an educational sector and quality and variety innovation in two separate R&D sectors. In the balanced growth equilibrium education and innovation appear as in-line engines of growth and government can accelerate growth by subsidizing education or by enhancing the effectiveness of the educational sector.

[Value-Added Models for the Pittsburgh Public Schools](#). Cambridge, MA: Mathematica Policy Research  
Matthew Johnson ; Stephen Lipscomb ; Brian Gill ; Kevin Booker ; Julie Bruch

This report describes the value-added models (VAMs) created for the Pittsburgh Public Schools and the Pittsburgh Federation of Teachers. Pittsburgh's VAMs use not only state assessments but also course-specific assessments, student attendance, and course completion rates, aiming to produce estimates of the contributions of teachers and schools that are fair, valid, reliable, and robust.

[The Effects of 'Girl-Friendly' Schools: Evidence from the BRIGHT School Construction Program in Burkina Faso](#). Cambridge, MA: National Bureau of Economic Research

Harounan Kazianga ; Dan Levy ; Leigh L. Linden ; Matt Sloan

This working paper found a program that constructed high quality "girl-friendly" primary schools in Burkina Faso increased enrollment of all children between 5 and 12 years old by 20 percentage points and increased girls' enrollment 5 percentage points more than boys.

[Methods for Accounting for Co-Teaching in Value-Added Models](#). Washington, DC: Mathematica Policy Research

Heinrich Hock ; Eric Isenberg

This working paper helps to address the issue of isolating the effect of each teacher on student achievement when the student is taught the same subject by more than one teacher. This paper considers and compares three methods—"Partial Credit Method, Teacher Team Method, and Full Roster Method"—to estimate teacher effects. Based on the analysis, the authors conclude that the latter two methods provide a more stable approach to estimating teacher effects on student achievement. Furthermore, the Full Roster Method offers the most promise for robust, practical implementation.

[Education, Life Expectancy and Family Bargaining: The Ben-Porath Effect Revisited](#)

Laura Leker (PSE - Paris-Jourdan Sciences Economiques - CNRS : UMR8545 - Ecole des Hautes Etudes en Sciences Sociales (EHESS) - Ecole des Ponts ParisTech - Ecole Normale Supérieure de Paris - ENS Paris - INRA, EEP-PSE - Ecole d'Économie de Paris - Paris School of Economics - Ecole d'Économie de Paris) ; Grégory Ponthière (PSE - Paris-Jourdan Sciences Economiques - CNRS : UMR8545 - Ecole des Hautes Etudes en Sciences Sociales (EHESS) - Ecole des Ponts ParisTech - Ecole Normale Supérieure de Paris - ENS Paris - INRA, EEP-PSE - Ecole d'Économie de Paris - Paris School of Economics - Ecole d'Économie de Paris)

Following Ben-Porath (1967), the influence of life expectancy on education has attracted much attention. Whereas existing growth models rely on an education decision made either by the child or by his parent, we revisit the Ben-Porath effect when the education is the outcome of a bargaining between the parent and the child. We develop a three-period OLG model with human capital

accumulation and endogenous life expectancy, and show that, as a result of the unequal life horizons faced by parents and children, the Ben-Porath effect depends on the distribution of bargaining power within the family, which in turn affects the long-run dynamics of the economy. Using data on 17 OECD countries (1940-1980), we show that the introduction of intergenerational bargaining on education helps to rationalize the observed education patterns across countries.

#### [Gender, Single-Sex Schooling and Maths Achievement](#)

Aedin Doris (Economics, Finance and Accounting National University of Ireland, Maynooth) ; Donal O'Neill (Economics, Finance and Accounting National University of Ireland,) ; Olive Sweetman (Economics, Finance and Accounting National University of Ireland,)

This paper uses data on 9 year old Irish children to examine the determinants of mathematical achievement among young children. We find that boys perform better in maths than girls and that this gender gap is driven by differences at the top of the achievement distribution. While there is no difference between the proportion of boys and girls in the bottom quartile of the maths distribution, boys are significantly over-represented in the top quartile. We exploit the fact that single-sex schooling is widespread in Ireland to test whether the gender composition of schools affects this gender maths gap. Contrary to suggestions in the literature, we find no evidence that single-sex schooling reduces the gap. In fact the maths gap is larger for children educated in single-sex schools than in co-educational schools.

#### [Innovative Research-Based Approaches to Learning and Teaching](#)

Gesa Sonja Elsa van den Broek

Building on an earlier 2008 summary prepared for OECD by Marlene Scardamalia and Carl Bereiter, this paper by Gesa S. E. van den Broek provides a more extensive discussion of approaches described as “research based innovation.” Fostering Communities of Learning is a constructivist approach in which teachers help students discover important curricular concepts. Learning by Design is an inquiry-based science learning programme based on case-based reasoning models. Central Conceptual Structures (CCS) theory describes developmental changes in children’s thinking and what is needed to progress through stages in specific cognitive domains. Web-based Inquiry Science Environment (WISE) is an internet-based adaptive learning environment building on the principles of knowledge integration. Cognitive Tutors and ACT-R theory are intelligent adaptive software programmes that provide students with scaffolded instruction and feedback. Direct Instruction aims to accelerate learning through clear scripted direct instruction by the teacher and scaffolded practice aimed at student involvement and error reduction. Higher Order Thinking Skills (HOTS) is for disadvantaged students especially to engage in Socratic dialogues about ideas and strategies to solve computer game-based problems. Knowledge Building is a constructivist teaching approach centred on building knowledge and creating knowledge communities.

<BR>S’inspirant d’une synthèse précédente rédigée par Marlene Scardamalia et Carl Bereiter pour l’OCDE en 2008, la présente note, de Gesa S. E. van den Broek, propose une réflexion plus large sur les approches relevant de ce que l’on appelle « l’innovation fondée sur la recherche ». Encourager les communautés apprenantes s’inscrit dans une démarche constructiviste selon laquelle les enseignants aident leurs élèves à découvrir des concepts importants du programme scolaire. Learning by Design est un programme d’apprentissage des ! sciences à partir d’enquêtes et de modèles de raisonnement fondés sur des études de cas. La théorie des structures conceptuelles centrales décrit l’évolution développementale du raisonnement des enfants et ce qui est nécessaire pour progresser et franchir des étapes dans des

domaines cognitifs particuliers. WISE (Web-based Inquiry Science Environment) est un environnement pédagogique adaptatif sur internet qui repose sur les principes de l'intégration des connaissances. Les tuteurs cognitifs et la théorie ACT-R sont des logiciels adaptatifs intelligents qui proposent aux élèves une instruction et des retours d'information étayés. L'instruction directe vise à accélérer l'apprentissage grâce à des cours clairs, structurés et directs prodigués par l'enseignant, ainsi qu'à travers une application pratique et documentée favorisant la participation des élèves et la diminution des erreurs. Le programme HOTS (Higher Order Thinking Skills), destiné aux élèves de milieux défavorisés, a notamment pour objectif d'organiser des échanges d'idées et de stratégies en vue de résoudre des problèmes à partir de jeux électroniques. Le renforcement des connaissances est une approche pédagogique constructiviste axée sur le développement des connaissances et la création de communautés du savoir.

### [The Future of Higher Education in Europe: The Case for a Stronger Base in EU Law.](#)

Sacha Garben

Under the budgetary strain of the economic crisis, many European governments have introduced spending cuts in higher education. As a consequence, universities increasingly have to rely on tuition fees and private sources of funding to sustain themselves. This development fits in with a broader tendency of treating higher education increasingly as an economic resource and commodity, which is fostered by European-level processes such as most notably the Bologna Process and the Lisbon Strategy. Considering the fundamental importance of these issues, touching upon the core of our views on what an equitable and egalitarian society entails, it is imperative that the decisions that are being taken are democratically legitimate and that the policy makers are accountable for the measures they enact. Therefore, it is worrying that many of the most crucial and influential decisions are taken in intergovernmental contexts and implemented by means of soft law - of which the democratic legitimacy is doubtful. The Bologna Process is an intergovernmental policy forum, participation in which is voluntary and whose decisions are non-binding, suffering from all the accountability defects inherent in international policy making - magnified by its soft law character. The Lisbon/Europe 2020 Strategy does take place within the EU's institutional framework, but is an area where the EU's democratic deficit is particularly worrisome. Therefore, as this contribution shall argue, we need to consider a stronger and more democratic basis for these important policies, if we decide to pursue them. That basis is to be found in EU law.

### [Assessing Technology-based Spin-offs from University Support Units](#)

Mircea Epure ; Diego Prior ; Christian Serarols

Literature highlights the importance of university spin-offs and their assistance mechanisms. However, there is little evidence on how to select and operationalize the appropriate variables for assessing this type of firms. This paper provides tools to estimate and interpret the efficiency of spinoffs embedded in university-based support mechanisms. We thus contribute to the literature in at least two ways. First, we identify the specific inputs and outputs that are required by both the organizational and regional development perspectives. Second, an application considers a unique sample of spin-offs created at Catalan universities within a regional support program. Main descriptive results indicate that many efficient spin-offs have formal technology transfer agreements and emerge from universities with more technological background. Second stage analyses show that higher levels of innovation and specific academic knowledge or experience related with the university of origin are associated with higher efficiency.

### [Spatial Knowledge Spillovers in Europe: A Meta-Analysis](#)

Karlsson, Charlie (Jönköping International Business School) ; Warda, Peter (Jönköping International Business School) ; Gråsjö, Urban (University West)

In this paper we quantitatively review the empirical literature on spatial knowledge spillovers in Europe by means of meta-analysis to determine the extent to which such spillovers have been empirically documented as well as the spatial reach of these spillovers. In addition, we will apply meta-regression analysis to analyze the determinants of observed heterogeneity across and between publications. To our knowledge this is the first study of its kind. Our results show that if total local R&D expenditure in a European region increases by 1%, then the number of patents in that region, on average, increases by about 0.5%. Spatial knowledge spillovers induce a positive effect on local knowledge production, however, this effect proves to be small around 0.07%. Spatial weighting regime seems to matter. If R&D expenditures in other regions are weighted by distance in kilometers or minutes (instead of a binary contiguity matrix) then the spillover effect on average will be larger. Also, public R&D expenditure is found to have a lower impact on local patent production compared to the private R&D expenditure.

### [The Effects of Building Strong Families: A Healthy Marriage and Relationship Skills Education Program for Unmarried Parents. Journal of Policy Analysis and Management](#)

Robert G. Wood ; Sheena McConnell ; Quinn Moore ; reu Clarkwest ; JoAnn Hsueh

This article examines the impacts of Building Strong Families, a healthy marriage and relationship skills education program serving unmarried parents who were expecting or had recently had a baby. Results varied across sites, with one site having a pattern of positive effects (but no effect on marriage) and another having numerous negative effects. However, when impacts are averaged across all sites, findings indicate that the program had no overall effects on couples' relationship quality or the likelihood that they remained together or got married.

### [Self-Employment after Socialism: Intergenerational Links, Entrepreneurial Values, and Human Capital](#)

Michael Fritsch ; Alina Rusakova

Drawing on representative household data from the German Socio-Economic Panel, we examine the role of an early precursor of entrepreneurial development – parental role models – for the individual decision to become self-employed in the post-unified Germany. The findings suggest that the socialist regime significantly damaged this mechanism of an intergenerational transmission of entrepreneurial attitudes among East Germans with a tertiary degree that have experienced a particularly strong ideological indoctrination. However, we find a significant and positive relationship between the presence of a parental role model and the decision to become self-employed for less-educated people. For West Germans the positive relationship holds irrespective of the level of education.

### [The effect of education on migration: evidence from school reform](#)

Petri Bäckman ; Mika Haapanen

In the 1990s polytechnic education reform took place in Finland, which gradually expanded higher education to all Finnish regions; the polytechnics constituted a new non-university sector in higher education. This reform is used to study the causal effect of education on the inter-regional migration. First we consider the impact of the reform on the migration of graduating high school students,

followed by an investigation of school-to-work migration. Instrumental variables estimators are implemented that exploit the exogenous variation in the local supply of polytechnic education. Large panel micro-data are used.

[Knowledge transfer between SMEs and higher education institutions: the difference between universities and colleges of higher education.](#)

Heike Delfmann ; Sierdjan Koster

Knowledge transfer has been widely recognized as a key element of innovation that drives competitive advantage and regional development in knowledge-driven economies. In this respect the role of institutes of higher education is essential, as they generate knowledge. The vast majority of research on the topic of transferring knowledge focuses on universities. In the case of the Netherlands however, because of their binary system, colleges of higher education make up a great deal of the complete higher education system. We argue that these colleges of higher education are better suited to address the needs of small businesses than universities. Colleges have a more practical educational approach, they are closer related to the industry, which enhances their accessibility and approachability for small firms. This paper explains the difference in knowledge transfer between the two types of higher education institutes. The main goal of this research is to provide a classification of SMEs who take part in the knowledge transfer process of specifically colleges of higher education compared to universities. This paper presents the results of a recent study using a survey among small organisations in the area of Groningen, the Netherlands. Using Groningen as a case study we were able to collect data from a region with one university and one college of higher education of similar size.

[Poverty & Privilege: Primary School Inequality in South Africa](#)

Nicholas Spaull (Department of Economics, University of Stellenbosch)

Although racial segregation has been abolished for 18 years now, schools which served predominantly White students under apartheid remain functional, while those which served Black students remain dysfunctional and unable to impart the necessary numeracy and literacy skills students should be acquiring by this level. The present study provides an overview of this dualistic nature of the primary education system in South Africa, with special attention paid to the bimodality of student performance. It argues that there are in fact two different education systems in South Africa and thus two different data-generating processes. These two sub-systems can be seen when splitting student performance by former-department, language, or socioeconomic status. The implications of such a dualistic schooling system are also elucidated, with special emphasis on government reporting and econometric modeling. The recently released SACMEQ III dataset is used for the econometric modeling. The study finds that when modeling student performance separately for the wealthiest 25% of schools on the one hand, and the poorest 75% of schools on the other, there are stark differences in the factors influencing student performance which are large and statistically significant. Only 5 of the 27 factors are shared between the two models for mathematics, and 11 of the 29 factors for reading. This suggests a bifurcated system where the process which converts inputs into outputs is fundamentally different for each sub-system. Ultimately the paper has two logical conclusions: 1) Observing averages in South African education is uniquely misleading and overestimates the educational achievement of the majority of students, and 2) Modeling a single schooling system when there are in fact two school systems can lead to spurious results and misleading policy conclusions.

### [Do Fiscal and Political Decentralization Raise Students' Performance? A Cross-Country Analysis](#)

Diaz-Serrano, Luis (Universitat Rovira i Virgili) ; Meix-Llop, Enric (Universitat Rovira i Virgili)

The low quality of education is a persistent problem in many developed countries. Parallel to in the last decades exists a tendency towards decentralization in many developed and developing countries. Using micro data from the Programme for International Student Assessment (PISA) referred to 22 countries, we test whether there exists an impact of fiscal and political decentralization on student performance in the areas of mathematics, reading skills and science. We observe that fiscal decentralization exerts an unequivocal positive effect on students' outcomes in all areas, while the effect of political decentralization is more ambiguous. On the one hand, the capacity of the subnational governments to rule on its region has a positive effect on students' performance in mathematics. On the other hand, the capacity to influence the country as a whole has a negative impact on mathematics achievement. As a general result, we observe that students' performance in Mathematics is more sensible to these exogenous variations than in Sciences and reading skills.

### [How do universities affect the regional economic growth? Evidence from Spain](#)

Javier Garcia ; Marti Parellada; Nàstor Duch

The challenges posed by globalization have led to a rapid increase in the demand for higher education and, at the same time, many countries are earmarking more resources and efforts to foster their population's skills level and knowledge. Nowadays higher education is playing a crucial role in countries' economic development. In fact, higher education is perceived as being sufficient to allow countries to compete in a globalised economy and enhance leadership in knowledge sectors. In the last decades many countries have increased the incentives for and pressures on universities to become more involved in their regions. In response, the universities have developed the so-called Third Mission whereby they collaborate with its milieu in the more direct way. The objective of this paper is to know whether the university presence contributes to encourage the regional economic outcomes. Exploiting the geographic and temporal variation in the foundation of Spanish regional universities after 1980, we use difference-in-difference approach to estimate its effect on regional economy. The data base includes information for the total Spanish public university system. Our paper contributes to the literature on universities and economic growth, adding more specific data related with university activity. We find little evidence that university presence increases the regional economic growth. We also estimate the effect of the university activity on the creation of knowledge spillover. However, the results vary widely across different regions.

### [The effect of school resources on test scores in England](#)

Nicoletti, Cheti ; Rabe, Birgitta

We analyze the effect of school expenditure on childrens test scores at age 16 by means of an education production model. By using unique register data of English pupils, we exploit the availability of test scores across time, subjects and siblings to control for various sources of input omission and measurement error bias. We overcome one of the main criticisms against the value-added model by proposing a novel method to control for the endogeneity of the lagged test. We find evidence of a positive but small effect of per pupil expenditure on test scores.

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#### [Differences in Employment Outcomes for College Town Stayers and Leavers](#)

Winters, John V. (University of Cincinnati)

Areas surrounding colleges and universities are often able to build their local stock of human capital by retaining recent graduates in the area after they finish their education. This paper classifies 41 U.S. metropolitan areas as "college towns" and investigates differences in employment outcomes between college graduates who stay in the college town where they obtained their degree and college graduates who leave after completing their degree. We find that college town stayers experience less favorable employment outcomes along multiple dimensions. On average, stayers earn lower annual and hourly wages and work in less educated occupations.

#### [The Effects of Credit Status on College Attainment and College Completion](#)

Gicheva, Dora (University of North Carolina, Greensboro) ; Ionescu, Felicia (Colgate University) ; Simpson, Nicole B. (Colgate University)

College students now use various forms of unsecured credit such as private student loans and credit cards to finance college. Access to these credit lines and the interest rates charged on these loans can vary significantly across credit scores. In this paper, we analyze if credit status, as measured by self-reported characteristics of an individual's credit standing, affects college investment. Using data from the Survey of Consumer Finances, we study a sample of young high school graduates to estimate how three different measures of credit status affect college attainment and completion rates. After correcting for selection and endogeneity issues, we find that credit status is more important the longer the student stays in college. For example, having bad credit significantly lowers the probability of completing a four-year college degree, but has a smaller (but significant) impact on attaining some college. We find robust evidence that credit status affects the intensive margin of college investment, but is less important for the extensive margin. Our results suggest that bad credit status, which lowers the availability of unsecured credit to finance college and thereby makes college investment more expensive, significantly reduces college completion rates.

#### [Universities, Entry and Growth](#)

Antonio Della Malva ; Martin Carree ; Enrico Santarelli

The anecdotal evidence provided by the literature on high tech clusters has paved the way to systematic explorations of the localized effects of academic research on technological success and economic development. Prime drivers of such development are new entrants. New entrants are more likely to embark in the risky activity of developing new products and/or new processes, they often open up new markets, restructure existing ones, replace declining industries and reshape local markets. Studies on the relation between academic R&D and business entry have found modest effects of the former on the latter. Recent empirical findings in the field of technology transfer, however, suggest that quality of academic research and the entrepreneurial attitude by faculty be



the main factors explaining economic relevance of academic R&D. In this study we test the hypothesis that knowledge spilling over departments conducting cutting-edge research generates higher entry in related technology-intensive sectors than lower standing departments. We thus explore the extent to which the quantity, quality and orientation of research carried on at universities stimulates differently market entry in high-tech and low-tech sectors and the consequences of entry (high and low tech) on economic growth. We use data on business entry in 103 Italian provinces (NUTS3) between 2001 and 2006; we relate entry to a battery of measures of university presence in the province: the number of students graduated in scientific disciplines in 2001, the scientific productivity of academics between 1985 and 1999 and the number of patents invented by academics between 1978 and 2000. We apply a three-equation recursive model where in the first place we estimate the contribution of universities to entry, both in high-tech and low tech sectors and secondly the effects of entry and universities on economic growth. Additionally, we include patents and trademarks to control for the existence of innovative activities from the private sector, the presence and relevance of industrial districts to account for industrial specialization, the quality of road infrastructures and the existence of business service providers to support the creation of new ventures.

#### [Immigrant Status, Early Skill Development, and Postsecondary Participation: A Comparison of Canada and Switzerland](#)

Picot, Garnett  
Hou, Feng

This paper examines differences in postsecondary-participation rates between students with and without immigrant backgrounds in Switzerland and Canada. For both countries, a rich set of longitudinal data, including family background, family aspirations regarding postsecondary education, and students' secondary-school performance as measured by Programme for International Student Assessment (PISA) scores, are used to explain these differences. Two groups are analyzed: all 15-year-old students; and all low-performing 15-year-old secondary-school students.

#### [The Effect of Family Background on Student Effort](#)

Kuehn, Zoe ; Landeras, Pedro

While students from more advantageous family backgrounds tend to perform better, it is not clear that they exert more effort compared to those from less advantageous family backgrounds. We build a model of students, schools, and employers to study the interaction of family background and effort exerted by the student in the education process. Academic qualifications, which entail an income premium in the labor market, are noisily determined by effort and the student's ability to benefit from education, which in turn depends on her family background and innate talent. In a situation where schools set the optimal passing standard, two factors turn out to be key in determining the relationship between effort and family background: (i) the student's risk aversion and (ii) the degree with which family background alters the student's marginal productivity of effort. We show that when the degree of risk aversion is relatively low (high) compared to the sensitivity of the marginal productivity of the student's effort with respect to her family background, the relation between effort and family background is positive (negative) and students from more advantageous family backgrounds exert more (less) effort. Considering Spanish data and controlling for school fixed effects, we find that an improvement in parental education from not having completed compulsory education to holding a university degree is associated to around 15% more effort by the

student (approximately 1 hour and 20 minutes of additional weekly homework). We also find empirical evidence consistent with our assumption that students' marginal productivity of effort varies with family background.

#### [Segmenting Graduate Consumers of Higher Education in Tourism: An Extension of the ECSI Model](#)

Eurico, Sofia (School of Tourism and Maritime Technology) ; Valle, Patrícia (cieo - research centre for spatial and organizational dynamics) ; Silva, João Albino (cieo - research centre for spatial and organizational dynamics) ; Marques, Catarina (Department of Quantitative Methods, ISCTE)

This research explores the European Consumer Satisfaction Index model applied to higher education in tourism by accounting for unobserved heterogeneity. In particular, it intends to identify segments of Higher Education Institutions' consumers based on the structural model estimates of the European Consumer Satisfaction Index, enlarged with the employability construct. A model-based segmentation approach in Partial Least Squares path modelling is used. The European Consumer Satisfaction Index was properly adjusted to the educational framework and has shown its effectiveness when assessing students' satisfaction regarding the attended Higher Education Institution. Two distinctive, graduates' segments were identified using a sample of 166 Higher Education Institutions' consumers. Results confirm the assumption of heterogeneity as the relationships differ across segments and the need for Higher Education Institutions to differently target those segments in such a competitive context. These results may be used strategically by Higher Education Institutions and policy makers as segments of graduates are identified according to their perception of employability and the future influence of this on their satisfaction. Deepening the knowledge on their consumers, Higher Education Institutions will be better prepared to adjust their educational performance to graduates' best interests and to promote their offer.

#### [The Effect of School Choice on Intrinsic Motivation and Academic Outcomes](#)

Justine S. Hastings ; Christopher A. Neilson ; Seth D. Zimmerman

Using data on student outcomes and school choice lotteries from a low-income urban school district, we examine how school choice can affect student outcomes through increased motivation and personal effort as well as through improved school and peer inputs. First we use unique daily data on individual-level student absences and suspensions to show that lottery winners have significantly lower truancies after they learn about lottery outcomes but before they enroll in their new schools. The effects are largest for male students entering high school, whose truancy rates decline by 21% in the months after winning the lottery. We then examine the impact attending a chosen school has on student test score outcomes. We find substantial test score gains from attending a charter school and some evidence that choosing and attending a high value-added magnet school improves test scores as well. Our results contribute to current evidence that school choice programs can effectively raise test scores of participants. Our findings suggest that this may occur both through an immediate effect on student behavior and through the benefit of attending a higher-performing school.

#### [Comparative analysis of students training needs regarding Internet and its effects](#)

Turtorean, Monica ; TURTUREAN, Ciprian Ionel

In this article we will try to realize a comparative study in order to find out if the internet has a positive or a negative role for undergraduate's university students. The purpose of this study is to identify the perception of undergraduate university students regarding the effects of the internet for

their scientific activities and their training needs. The study is based on data obtained from the application of a sample survey which studies the opinion of undergraduate students regarding the role of internet in students education. The sample size was 496 students (students from „Alexandru Ioan Cuza” University of Iasi and from „Stefan cel Mare” University of Suceava.

### [The Returns to College Education](#)

Philip R. P. Coelho (Department of Economics, Ball State University) ; Tung Liu (Department of Economics, Ball State University)

We apply grouped college-level data to estimate the returns to a college education. After comparing different econometric methods for estimating cluster samples with grouped data, we argue that there are two sets of population parameters of concern: one for estimating withingroup effects, and the other for between-group effects. This leads to three major points: 1) the traditional use of fixed-effects models usually ignores the importance of between-group effects and may lead to erroneous conclusions; 2) regressions with group variables have several identifiable econometric issues; and 3) estimations of between-group estimators for between-group effects with grouped data are valid. We investigate the returns to higher education using explanatory variables representing characteristics for individuals, colleges and universities, and states with grouped data from over 500 colleges and universities. We generate a major index  $I$  measuring college characteristics that are related to students' disciplines in their degree majors. We find that college majors are important determinants of post-graduation incomes; in contrast the incremental value of private schooling over publically funded colleges is relatively modest. At zero rates of interest it takes approximately 59 years for the excess earnings in starting salaries attributable to a private education to equal the extra costs of four years of private schooling.

### [The Effect of Early Entrepreneurship Education: Evidence from a Randomized Field Experiment](#)

Laura Rosendahl Huber (University of Amsterdam) ; Randolph Sloof (University of Amsterdam)  
Mirjam van Praag (University of Amsterdam)

The aim of this study is to analyze the effectiveness of early entrepreneurship education. To this end, we conduct a randomized field experiment to evaluate a leading entrepreneurship education program that is taught worldwide in the final grade of primary school. We focus on pupils' development of relevant skill sets for entrepreneurial activity, both cognitive and non-cognitive. The results indicate that cognitive entrepreneurial skills are unaffected by the program. However, the program has a robust positive effect on non-cognitive entrepreneurial skills. This is surprising since previous evaluations found zero or negative effects. Because these earlier studies all pertain to education for adolescents, our result tentatively suggests that non-cognitive entrepreneurial skills are best developed at an early age.

### [Risk and Returns to Education](#)

Jeffrey Brown ; Chichun Fang ; Francisco Gomes

We analyze the returns to education in a life-cycle framework that incorporates risk preferences, earnings volatility (including unemployment), and a progressive income tax and social insurance system. We show that such a framework significantly reduces the measured gains from education relative to simple present-value calculations, although the gains remain significant. For example, for a range of preference parameters, we find that individuals should be willing to pay 300 to 500 (200 to 250) thousand dollars to obtain a college (high school) degree in order to benefit from the 32 to 42

percent (20 to 38 percent) increase in annual certainty-equivalent consumption. We also explore how the measured value of education varies with preference parameters, by gender, and across time. In contrast to findings in the education wage-premia literature, which focuses on present values and which we replicate in our data, our model indicates that the gains from college education were flat in the 1980s and actually decreased significantly in 1991-2007 period. On the other hand, the gains to a high school education have increased quite dramatically over time. We also show that both high school and college education help to decrease the gender gap in life-time earnings, contrary again to the conclusion from wage premia calculations.

#### ["Access, Sorting and Achievement: the Short-Run Effects of Free Primary Education in Kenya"](#)

Adrienne M. Lucas (Department of Economics, University of Delaware) ; Isaac M. Mbiti (Department of Economics, Southern Methodist University)

We examine the impact of the Kenyan Free Primary Education program on student participation, sorting, and achievement on the primary school exit examination. Exploiting variation in pre-program dropout rates between districts, we find that the program increased the number of students who completed primary school, spurred private school entry, and increased access for students from disadvantaged backgrounds. We argue that the program was welfare enhancing as it promoted educational access without substantially reducing the test scores of students who would have been in school in the absence of the program.

#### [The Impact of Community Schools on Student Dropout in Pre-vocational Education](#)

Heers, M. ; Van Klaveren, C. ; Groot, W. and Maassen van den Brink, H.

Dropout prevention is highly ranked on the political agenda in many countries. It remains unclear, however, how dropout can be effectively reduced, as many different factors are determining student dropout. Community schools recognize this and modernize education such that it better accommodates students' personal needs. As a result these schools cooperate more with external organizations, stimulate parental involvement in the educational process and organize more extra-curricular activities. Despite the increasing number of community schools, there is no empirical evidence that these schools reduce student dropout. This study examines the impact of Dutch community schools on student dropout. It focuses in particular on pre-vocational education, because dropout is particularly high in this educational track. Moreover, the focus is on the city of Rotterdam because this city is a forerunner in the Netherlands in establishing community schools. Unique registration data are used on all Rotterdam students who were enrolled in pre-vocational education between 2004 and 2008. The impact of community schools is identified by exploiting the fact that community schools were created not before the beginning of the school year 2006/2007. This enables us to estimate the community school impact by means of a difference-in-differences estimation model combined with an iterative matching approach. The estimation results suggest that community schools are as effective as regular schools with respect to dropout reduction. Community school subsidies do not seem to contribute to reducing dropout.

#### [Student performance and imprisonment](#)

Kaja Høiseth Brugård and Torberg Falch (Department of Economics, Norwegian University of Science and Technology)

This paper studies the relationship between education and crime. We exploit Norwegian register data on skills at the end of compulsory education at age 16, high school attainment, and detailed

imprisonment data. We find that skills, as measured by GPA, have a strong diminishing effect on imprisonment. The result is robust to a range of model specifications, including school and neighborhood fixed effects and IV-estimations using the result from the external exit examination as an instrument for skills. The relationship is nonlinear and driven by individuals with skills below average. Even though there is a strong relationship between GPA and high school attainment, this does not seem to be the main mechanism for the effect of GPA on imprisonment. This result is also robust to a range of model specifications.

### [The Labor Market Returns to a For-Profit College Education](#)

Stephanie Riegg Cellini ; Latika Chaudhary

A lengthy literature estimating the returns to education has largely ignored the for-profit sector. In this paper, we offer some of the first causal estimates of the earnings gains to for-profit colleges. We rely on restricted-use data from the 1997 National Longitudinal Survey of Youth (NLSY97) to implement an individual fixed effects estimation strategy that allows us to control for time-invariant unobservable characteristics of students. We find that students who enroll in associate's degree programs in for-profit colleges experience earnings gains between 6 and 8 percent, although a 95 percent confidence interval suggests a range from -2.7 to 17.6 percent. These gains cannot be shown to be different from those of students in public community colleges. Students who complete associate's degrees in for-profit institutions earn around 22 percent, or 11 percent per year, and we find some evidence that this figure is higher than the returns experienced by public sector graduates. Our findings suggest that degree completion is an important determinant of for-profit quality and student success.

### [The externalities of crime: The effect of criminal involvement of parents on the educational attainment of their children](#)

Rud, I. ; Van Klaveren, C. ; Groot, W. and Maassen van den Brink, H.

The empirical literature on education and crime suggests that both criminal behavior and educational attainment are transferred from parents to children. However, the impact of criminal involvement of parents on educational outcomes of children tends to be ignored, even though the entailed social costs may be substantial. This study examines the effects of parents' criminal involvement on the educational attainment of their children. A multinomial probit model is applied in combination with a Mahalanobis matching approach to identify this effect. The findings suggest that having criminally involved parents: (1) increases the probability of only finishing primary education by 8 percentage points, and (2) decreases the probability of having a higher education degree by 13 percentage points.

### [Equity in tertiary education in Central America : an overview](#)

Bashir, Sajitha ; Luque, Javier

This paper analyzes the evolution in socio-economic and ethnic disparities in tertiary education attainment, participation, and completion and labor market outcomes in the six countries of Central America. There is evidence of differential progress, with Costa Rica, a middle-income country, and Nicaragua, a low-income country, having improved participation of low-income students in tertiary education, while this continues to be negligible in Guatemala, El Salvador, and Honduras. Wide differentials in salaries linked to socio-economic background can signal differences in the quality of tertiary education or prior educational experiences. The analysis distinguishes between long-term

and short-term constraints and the key transitions in the education cycle that impede access to tertiary education. The main obstacle to accessing tertiary education for poor students is the failure to either start or complete secondary education, suggesting different priorities for different countries in addressing long-term constraints. However, problems also arise within tertiary education, as in all countries the average tertiary education completion rate is below 50 percent, with even lower rates for students from low-income families and indigenous backgrounds. The paper uses an OECD framework for public policies for promoting equity in tertiary education to assess policies in Central American countries and concludes that many of them currently lack the policies, instruments, and institutional mechanisms to promote greater equity in tertiary education. The paper highlights how valuable insights can be obtained from analysis of household survey data in the absence of comprehensive data on tertiary education which is typical of many developing countries.

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

Marty McGuigan ; Sandra McNally ; Gill Wyness

University fees have recently trebled in England and there are fears that many young people may be put off from participating in further and higher education - especially those from low income backgrounds. This could exacerbate inequalities that are already very stark in the UK. In this paper, we investigate students' knowledge and their receptiveness to information campaigns about the costs and benefits of staying on in education. We design an 'information campaign' that gives some simple facts about economic and financial aspects of educational decisions and test students' response to this campaign. The fieldwork for our information campaign took place over the period in which the trebling of university fees was announced. This was widely reported in the media, so we also test receptiveness to the surrounding media campaign. The analysis shows evidence of large gaps in students' knowledge, which are influenced both by the information campaign and media reporting about the increase of tuition fees. However, the latter greatly increased the perception of going to university as 'too expensive' - especially among low income groups. Our experiment shows that simple information campaigns can help to mitigate this negative impact on attitudes.

### [Selecting Growth Measures for School and Teacher Evaluations](#)

Cory Koedel (Department of Economics, University of Missouri-Columbia) ; Mark Ehlert (Department of Economics, University of Missouri-Columbia) ; Eric Parsons (Department of Economics, University of Missouri-Columbia) ; Michael Podgursky (Department of Economics, University of Missouri-Columbia)

The specifics of how growth models should be constructed and used to evaluate schools and teachers is a topic of lively policy debate in states and school districts nationwide. In this paper we take up the question of model choice and examine three competing approaches. The first approach, reflected in the popular student growth percentiles (SGPs) framework, eschews all controls for student covariates and schooling environments. The second approach, typically associated with value-added models (VAMs), controls for student background characteristics and aims to identify the causal effects of schools and teachers. The third approach, also VAM-based, fully levels the playing field so that the correlation between school- and teacher-level growth measures and student demographics is essentially zero. We argue that the third approach is the most desirable for use in educational evaluation systems. Our case rests on personnel economics, incentive-design theory, and the potential role that growth measures can play in improving instruction in K-12 schools.

### [Football to Improve Math and Reading Performance](#)

Van Klaveren, C. ; De Witte, K.

Schools frequently increase instructional time to improve students' numeric and reading performance, but there is little evidence on the effectiveness of such an increase. This study evaluates 'Playing for Success', an extended day program for underachieving pupils that uses the football environment as a motivating force. Primary school pupils with low motivation and self-esteem are offered practical and sports related teaching content for 30 additional hours. The program is evaluated using a randomized controlled field experiment. The results indicate that Playing for Success does not significantly improve math and reading performance of primary school students.

### [Heterogeneous returns to education in the labor market](#)

Fasih, Tazeen ; Kingdon, Geeta ; Patrinos, Harry Anthony ; Sakellariou, Chris ; Soderbom, Mans

Since the development of human capital theory, countless estimates of the economic benefits of investing in education for the individual have been published. While it is a universal fact that in all countries of the world the more education one has the higher his or her earnings, it is nevertheless important to know the empirical returns to schooling. However, simply knowing average returns is not useful in a world of heterogeneity. This paper finds increasing returns going from the lower to the higher end of the earnings distribution, but with some important differences across regions. The returns increase by quantile for Latin America. The returns decrease by quantile for most East Asian countries, producing an overall equalizing effect. India and Pakistan demonstrate opposite results. In Ghana, the returns across the distribution are flat, while for Kenya and Tanzania education is dis-equalizing.

### [The Impact of Physical Education on Obesity among Elementary School Children](#)

John Cawley ; David Frisvold ; Chad Meyerhoefer

In response to the dramatic rise in childhood obesity, the Centers for Disease Control (CDC) and other organizations have advocated increasing the time that elementary school children spend in physical education (PE) classes. However, little is known about the effect of PE on child weight. This paper measures that effect by instrumenting for child PE time with state policies, using data from the Early Childhood Longitudinal Study, Kindergarten Cohort (ECLS-K) for 1998-2004. Results from IV models indicate that PE lowers BMI z-score and reduces the probability of obesity among 5th graders (in particular, boys), while the instrument is insufficiently powerful to reliably estimate effects for younger children. This represents some of the first evidence of a causal effect of PE on youth obesity, and thus offers at least some support to the assumptions behind the CDC recommendations. We find no evidence that increased PE time crowds out time in academic courses or has spillovers to achievement test scores.

### [The Returns to Education for Opportunity Entrepreneurs, Necessity Entrepreneurs, and Paid Employees](#)

Frank M. Fossen ; Tobias J.M. Büttner

We assess the relevance of formal education for the productivity of the self-employed and distinguish between opportunity entrepreneurs, who voluntarily pursue a business opportunity, and necessity entrepreneurs, who lack alternative employment options. We expect differences in the

returns to education between these groups because of different levels of control. We use the German Socio-economic Panel and account for the endogeneity of education and non-random selection. The results indicate that the returns to a year of education for opportunity entrepreneurs are 3.5 percentage points higher than the paid employees' rate of 8.1%, but 6.5 percentage points lower for necessity entrepreneurs.

#### [Research grants, sources of ideas and the effects on academic research](#)

Hottenrott, Hanna ; Lawson, Cornelia

Based on a sample of research units in science and engineering at German universities, this study reports survey evidence showing that research grants impact research content. Research units that receive funds from industry are more likely to source ideas from the private sector. The higher the share of industry funding on the units' total budget, the more likely that large firms influenced the research agenda. Public research grants, on the other hand, are associated with a higher importance of conferences and scientific sources. What is more, the different sources of ideas impact scientific output. Research units that source research ideas from small and medium-sized firms (SMEs) patent more, but not more successful than others in terms of the impact of their inventions on future patents. If, on the other hand, research units source ideas from large firms we find them to publish less and with lower impact on future scientific work.

#### [Young Immigrant Children and their Educational Attainment](#)

Ohinata, A. ; Ours, J.C. van (Tilburg University, Center for Economic Research)

We analyze the determinants of reading literacy, mathematical skills and science skills of young immigrant children in the Netherlands. We find that these are affected by age at immigration and whether or not one of the parents is native Dutch.

#### [Student loans: overview and issues](#)

Kelly D. Edmiston ; Lara Brooks ; Steven Shepelwich

This report provides a detailed overview of the student loan market, presents new statistics that highlight student loan debt burdens and delinquency rates, and discusses current concerns among many Americans about student loans, including their fiscal impact. The report is intended to enhance awareness of the state of student loan debt and delinquency and highlight issues facing borrowers, creditors, the federal government, and society at large. ; Student loan debt has been increasing at a rapid pace in the last decade, climbing from about \$364 billion in the first quarter of 2005 to \$904 billion in the first quarter of 2012. Increasing levels of debt have been driven largely by growth in the number of borrowers, rather than growth in the average debt levels of individual borrowers. But average debt has increased moderately, and individual debt has become an increasing burden to some borrowers in light of the recent performance of the national economy. Along with this increase in student loan debt has been an increase in default rates. High debt levels, coupled with high default rates, present a number of challenges for individual student loan borrowers, but do not necessarily pose a substantial burden on society at large. An important factor in the recent climb in individual student loan burdens is the rising cost of higher education. ; While much of the concern about student loans is focused on borrower impacts, some have expressed concern about the potential for increased costs on the federal government. Data suggest that while the student loan program does impose some cost to the federal government under certain accounting methods, the costs are a small share of the federal budget. Various reform options that have been proposed, such



as debt forgiveness, could change that dynamic, however. ; While the report does not offer specific suggestions on how to address the problems it highlighted, it does suggest some areas of concern to think about as policymakers consider student loans, and what some term to be the associated “crisis” around them. The clear message is that student loans present problems for some borrowers that are well worth addressing. At the same time, the analysis suggests that student loans do not yet impose a significant burden on society from their fiscal impact.

#### [The effectiveness of government expenditure on education and health care in the Caribbean](#)

Craigwell, Roland ; Lowe, Shane ; Bynoe, Danielle

Investment in human development is considered a means of improving the quality of life and sustaining economic growth in the Caribbean. The purpose of this paper is to assess the efficacy of public spending on health care and education by evaluating the life expectancy and school enrolment rates of these countries.

#### [Evidence on the Impact of Education on Innovation and Productivity](#)

Junge, Martin ; Severgnini, Battista (Department of Economics, Copenhagen Business School)

Sørensen, Anders (Department of Economics, Copenhagen Business School)

This paper investigates the importance of the educational mix of employees at the firm level for the probability of firms being involved in innovation activities. We distinguish between four types of innovation: product, process, organisational, and marketing innovation. Moreover, we consider three different types of education for employees with at least 16 years of schooling: technical sciences, social sciences, and humanities. Furthermore, we examine the influence of these different innovation activities on firm productivity. Using a rotating panel data sample of Danish firms, we find that different types of innovations are related to distinct educational types. Moreover, we find that firms that adopt product and marketing innovation are more productive than firms that adopt product innovation but not marketing innovation and firms that adopt marketing innovation but not product innovation. In addition, firms that adopt organisational and process innovation demonstrate greater productivity levels than firms that adopt organisational innovation but not process innovation that again demonstrate greater productivity than firms that do not adopt process innovation but not organisational innovation. Finally, we establish that product and marketing innovation as well as organisational and process innovation are complementary inputs using formal tests for supermodularity. Complementarity can be rejected for all other pairs of innovation types.

#### [Which Journal Rankings Best Explain Academic Salaries? Evidence from the University of California](#)

John Gibson (University of Waikato) ; David L. Anderson (Queen's University) ; John Tressler (University of Waikato)

The ranking of an academic journal is important to authors, universities, journal publishers and research funders. Rankings are gaining prominence as countries adopt regular research assessment exercises that especially reward publication in high impact journals. Yet even within a rankings-oriented discipline like economics there is no agreement on how aggressively lower ranked journals are down-weighted and in how wide is the universe of journals considered. Moreover, since it is typically less costly for authors to cite superfluous references, whether of their own volition or prompted by editors, than it is to ignore relevant ones, rankings based on citations may be easily manipulated. In contrast, when the merits of publication in one journal or another are debated during hiring, promotion and salary decisions, the evaluators are choosing over actions with costly

consequences. We therefore look to the academic labor market, using data on economists in the University of California system to relate their lifetime publications in 700 different academic journals to salary. We test amongst various sets of journal rankings, and publication discount rates, to see which are most congruent with the returns implied by the academic labor market.

***Repéré sur : scienceshumaines.com***

Christine Leroy. [Diplôme et emploi : les progrès continus des filles](#). Sciences humaines, n°239, juillet 2012

Xavier Molénat. [Qui entre en prépas ?](#) Sciences humaines, n°240, aout-septembre 2012

Xavier Molénat. [Quand l'ascenseur social tombe en panne](#). Les grands dossiers des Sciences humaines, n°27, juin-juillet-aout 2012

Christine Leroy-Audouin. [La carte scolaire, un jeu de chaises musicales](#). Sciences humaines, n° 240, aout-septembre 2012

***Repéré sur : skolo.org***

Jean Peltier. [Prêts étudiants aux Etats-Unis : les nouveaux "subprimes" ?](#)

[Austérité en Italie : des milliers d'enfants quittent l'école](#) (source : Cécile Allegra, "Naples : Une enfance au travail", site Le Monde, 28 mars 12)

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Robert Erikson, John H. Goldthorpe, and Martin Hällsten
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Knud Knudsen
- Does education affect opinions on economic inequality? A joint mean and dispersion analysis  
Rüya Gökhan Koçer and Herman G. van de Werfhorst
- How religious is the public sphere? A critical stance on the debate about public religion and post-secularity

Jens Köhrsen

[American Economic Review, Vol. 102, No. 5, August 2012](#)

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Gordon B. Dahl and Lance Lochner
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Scott A. Imberman, Adriana D. Kugler and Bruce I. Sacerdote

[American Educational Research Journal, 1 August 2012 ; Vol. 49, No. 4](#)

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Julie J. Park
- A Case Study of School-Linked, Collective Parent Engagement  
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- Clan, Sage, and Sky: Indigenous, Hispano, and Mestizo Narratives of Learning in New Mexico Context  
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[American Journal of Distance Education, Vol. 26, No. 3, 01 Jul 2012](#)

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- Effects of Online Mentoring in Computer-Supported Collaborative Learning Environments: Mentor Presence and Cognitive Engagement  
Helga Dorner
- Using Blackboard and Skype for Mentoring Beginning Teachers  
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- Leadership in Distance Education: Qualities and Qualifications Sought by Higher Education Institutions  
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[Applied Measurement in Education, Vol. 25, No. 3, 01 Jul 2012](#)

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- Gender DIF in Reading and Mathematics Tests With Mixed Item Formats  
Catherine S. Taylor & Yoonsun Lee

[Asia-Pacific Journal of Teacher Education, Vol. 40, No. 3, 01 Aug 2012](#)

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- Factors Influencing Teaching Choice in Turkey  
Ahmet Kılınc, Helen M.G. Watt & Paul W. Richardson
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[Assessment in Education: Principles, Policy & Practice, Vol. 19, No. 3, 01 Aug 2012](#)

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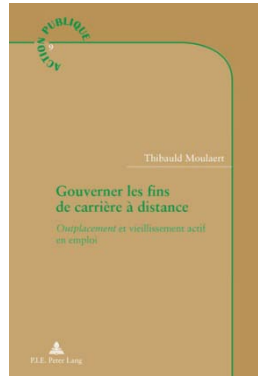
Que « peut » le syndicalisme enseignant ?

- Que « peut » le syndicalisme enseignant ?  
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- Méthodes d'entraînement à résumer et leurs effets
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### 3. Livres intéressants



Thibault Moolaert. **Gouverner les fins de carrière à distance. Outplacement et vieillissement actif en emploi.** Bruxelles : PIE Peter Lang, 2012. (action publique) 287 p.

Alors que l'Europe célèbre en 2012 l'année européenne du vieillissement actif et de la solidarité entre les générations, ce livre revient sur la mise en œuvre d'une politique de « vieillissement actif » en Belgique, à travers le prisme de l'outplacement généralisé aux 45 ans et plus.

Situant les origines internationales du « vieillissement actif, l'auteur rappelle d'abord que cette idée se réduit, une fois encore, à vouloir prolonger les carrières. Surtout, en s'appuyant sur l'observation de vingt candidats et d'une trentaine de consultants en outplacement, il explique comment ce dispositif organise une nouvelle manière de gérer les fins de carrière, de plus en plus « à distance » de l'Etat via l'intervention de ces consultants et via un report de la responsabilité de la quête d'emploi à charge de l'individu.



Françoise Demougin, Jérémie Sauvage (dir.) **La construction identitaire à l'école : Perspectives linguistiques et plurielles.** Paris : L'harmattan, juillet 2012. (enfance et langues) – ISBN : 978-2-296-96273-6. 430 p.

Quelle est donc cette construction identitaire dont tout le monde s'occupe aujourd'hui ? L'école n'est pas le commencement absolu de la construction identitaire mais une nouvelle manière de combiner les éléments que cette dernière induit. Quand on parle de construction identitaire à l'école, c'est en réalité le cursus scolaire entier qui est en jeu, ce temps d'apprentissage long pendant lequel l'école « construit » un sujet, une personne, en même temps qu'elle façonne un élève prêt à recevoir un enseignement.



Sabrina Dahache. LA FÉMINISATION DE L'ENSEIGNEMENT AGRICOLE : Sociologie des rapports de genre dans le champ des formations professionnelles. Paris : l'harmattan, juillet 2012. (Logiques sociales), 248 p. ISBN : 978-2-296-96250-7

Ce livre met en évidence le rapport entre la féminisation des formations professionnelles, les transformations structurelles de l'organisation qualifiante et les dynamiques professionnelles à l'oeuvre dans le monde rural. L'entrée massive des filles dans le système de l'enseignement agricole crée un contexte favorable à un déplacement des frontières du féminin et du masculin, voire à une mobilité des régimes de genre.



Dominique Fablet (coord.). SUPERVISION ET ANALYSE DES PRATIQUES PROFESSIONNELLES dans le champ des institutions sociales et éducatives. Paris : l'harmattan, juillet 2012. (Savoir et formation), 184 p. ISBN : 978-2-296-96764-9

Praticiens et chercheurs formalisent ici leur expérience d'analyse des pratiques professionnelles. Leurs différentes contributions abordent la question des systèmes de références théoriques auxquels viennent puiser les animateurs de groupes d'analyse des pratiques et celle de l'analyse des pratiques dans le secteur du travail social. Enfin, la troisième et dernière partie est consacrée à des " pratiques de supervision et de formation ".