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1. Ressources sur le Web

Repéré sur : Afd.fr

Nadir ALTINOK (BETA, IREDU, Université de Lorraine) et Jean BOURDON (IREDU,CNRS, Université de Bourgogne). Renforcer la mesure sur la qualité de l'éducation : Analyse comparative des évaluations sur les acquis des élèves au sein des pays en développement. A Savoir, n° 16, 11/01/2013

Les réflexions en cours sur le développement et les inégalités accroissent l'intérêt de mesurer les savoirs et les compétences des populations jeunes. Parmi les objectifs du Millénaire pour le développement, la lutte contre l'analphabétisme se fonde sur une éducation de qualité. La question de la création d'outils de mesure de la qualité de l'éducation est donc essentielle pour valider, universellement et équitablement, l'acquisition des apprentissages fondamentaux. Cette question est directement liée au développement, depuis 50 ans, de méthodes d'évaluation des acquisitions à l'origine des grandes enquêtes internationales comme PIRLS, TIMSS et PISA.

Cet ouvrage analyse les objectifs des principales enquêtes d'évaluation scolaire et les méthodes de mesure qui y sont mises en oeuvre. Les auteurs montrent comment ces outils s'adaptent à des terrains complexes, où l'information et la culture d'évaluation sont parfois limitées. Une attention toute particulière est ici portée à l'Afrique subsaharienne.

Repéré sur : Amue.fr

Vincent Berger, rapporteur général. Synthèse des principales propositions issues des Assises de l'enseignement supérieur et de la recherche. Rapport au président de la république, 17 décembre 2012

Repéré sur : assemblee-nationale.fr

Sandrine DOUCET. Rapport fait au nom de la commission des affaires culturelles et de l'éducation sur la proposition de loi, adoptée par le sénat, tendant à abroger la loi n° 2010-1127 du 28 septembre 2010 visant à lutter contre l'absentéisme scolaire. Enregistré à la Présidence de l'Assemblée nationale le 19 décembre 2012.

Repéré sur : cafepedagogique.net

François Jarraud. Inégalités, baisse du niveau en calcul : Encore de mauvais résultats pour l'Ecole française. L'expresso du 18 décembre 2012.

Jean-Michel le Baut. Les jeunes et internet : Deux enquêtes instructives. L'expresso du 18 décembre 2012.

Jean-Michel le Baut. Projets éducatifs locaux : Une valorisation pour les enseignants ? L'exemple de Brest. L'expresso du 19 décembre 2012.

François Jarraud. Comment concilier équité et qualité dans l'éducation ? L'expresso du 19 décembre 2012

François Jarraud. Une étude officielle montre l'aggravation des inégalités sociales d'éducation. L'expresso du 21 décembre 2012

François Jarraud. Les collégiens n'ont pas tous les mêmes conditions d'accueil. L'expresso du 21 décembre 2012

François Jarraud. Secondaire : Le redoublement influencé par l'âge et la catégorie sociale. L'expresso du 27 décembre 2012

François Jarraud. Scolarisation à deux ans : Le prioritaire non prioritaire... L'expresso du 3 janvier 2013

François Jarraud. S'insérer à la sortie du secondaire : Tout dépend de la filière. L'expresso du 3 janvier 2013

François Jarraud. Burkina-Faso: Alphabétiser la majorité de la population en 2 ans. L'expresso du 7 janvier 2013

François Jarraud. Dépense par élève : Dits et non dits. L'expresso du 7 janvier 2013.

François Jarraud. Quel coût pour la formation des enseignants ? L'expresso du 9 janvier 2013

François Jarraud. Quelle est la taille réelle des classes ? L'expresso du 10 janvier 2013

François Jarraud. Le Centre d'analyse stratégique opte pour l'Ecole du bien être. L'expresso du 10 janvier 2013

François Jarraud. Autonomie des établissements : Le point de vue de Nathalie Mons. L'expresso du 10 janvier 2013

François Jarraud. Autonomie et chefs d'établissements : Un tour d'horizon international. L'expresso du 10 janvier 2013.

François Jarraud. L'éducation : Quel gain ? L'expresso du 10 janvier 2013
L'OCDE vient d'attribuer un prix à Krisztina Szucs et Mate Cziner pour avoir réalisé une représentation visuelle des gains moyens liés à l'éducation. L'outil, interactif, est tout à fait passionnant. Il met bien en évidence le profit que l'on tire de l'accès à des études longues. Mais il montre aussi les différences entre les états. Et aussi entre les sexes. Quel écart en France entre filles et garçons dans le "rendement" des diplômes !

François Jarraud. [Décrochage : Quelles politiques locales ?]() L'expresso du 14 janvier 2013

François Jarraud. [Les élèves français et l'évaluation](). L'expresso du 14 janvier 2013

Repéré sur : Cereq.fr

G. Boudesseul, Y. Grelet, C. Vivent. [Les risques sociaux du décrochage : vers une politique territorialisée de prévention ?]() Bref , n° 304 , 2013 , 4 p.
Les moments de rupture éducative ne sont généralement que la face visible et brutalement émergente d'un malaise de longue durée chez les jeunes. S'il est toujours difficile de mettre fin aux sorties de formation initiale, agir sur l'exposition au risque de décrochage n'aurait-il pas quelque effet? Une action sur les contextes serait alors à mener en parallèle avec les suivis individuels souvent préconisés.

Repéré sur : Ecs.org

December 18, 2012

New From ECS

Teacher Expectations of Students

This [issue]() of The Progress of Education Reform provides a review of the research on the relationship between teacher expectations and student achievement. It also explores how policy can be used to improve how schools are evaluating, monitoring, and providing training to teachers on the potential negative effects fixed teacher expectations.

What States Are Doing

Teacher Evaluation

Earlier this month, the **Alaska** State Board of Education and Early Development [approved]() regulations regarding school districts' evaluations of teachers, administrators, and special service providers such as school psychologists. For the 2015-16 and 2016-17 school years, student growth data will compose 20% of an educator's evaluation, and will increase to 35% and 50% of an educator's evaluation in the 2017-18 and 2018-19 school years, respectively.
In 2011, the **West Virginia** Department of Education launched a pilot in 25 schools to test a revised educator evaluation system, expanded to include 136 schools in the 2012-2013 school year. The department recently [announced]() that results from the pilot indicate the majority of teachers believe the new evaluation system is having a positive effect on their individual skills and student performance by promoting continuous growth.

Postsecondary Institutions as Economic Development Engines

The **South Carolina** SmartState Review Board recently [reported]() that the [SmartState Program](), which uses state lottery funds to create Centers of Economic Excellence at the state's three public research institutions, has resulted in more than $1.4 billion in non-state investment entering, or committed to enter, the South Carolina economy, and has created 8,078 new jobs.

Good Reads

P-3: Mathematics

A new report from EdSource highlights policy and practical challenges for preschool mathematics, as research has found that mastery of early math concepts is a better predictor of later academic outcomes than literacy. "The key to a successful math curriculum at a preschool level is not a formal math program, but integrating math concepts into daily interactions and activities of children themselves," said Louis Freedberg, EdSource's executive director and author of the report. "Many preschool staff would benefit from greater preparation and training to acquire the skills they need to introduce math concepts into a child's world in a seamless way."

Teacher Absence

This report from the Center for American Progress takes a look at teacher absence and raises the question of equity. Students in schools serving a high proportion of African American or Latino students suffer a higher rate of teacher absence as do students whose schools serve predominantly low-income families. In addition to concerns about equity, the author asserts that teacher absence costs at least $4 billion a year.

P-3: Literacy

A recently released one-page memo in Harvard's Lead for Literacy series looks at the importance of identifying potential problems early - and intervening to mitigate them.

Health

The American Heart Association and National Association for Sport and Physical Education have released the *2012 Shape of the Nation* report. While 74.5% of states require physical education in elementary through high school, most don't mandate a specific amount of instruction and nearly half allow waivers and substitutions. Read the full report, executive summary, or quick facts.

Names in the News

Tony Bennett

Former Indiana superintendent Tony Bennett has been selected as the new Education Commissioner in Florida, the state board of education announced on December 12.

Dr. James Phares

Last week, the **West Virginia** Board of Education appointed Dr. James Phares to be the state's 28th state superintendent of schools. Phares will begin his new post on January 2, replacing Chuck Heinlein, who will resume his previous role as deputy superintendent.

Announcements

Job Opening

The National Association of Charter School Authorizers (NACSA) is hiring a Director of State and Federal Policy. NACSA provides training, consulting, and policy guidance to charter school authorizers and advocates for laws and policies that raise the bar for excellence among authorizers and the schools they charter. The Director will work with NACSA's policy team to aid in the development and implementation of the organization's advocacy strategies.

Education Fact

Physical Education

"Forty-three states (84%) mandate that schools must provide their students with elementary physical education." Forty-one states mandate middle school physical education, and 44 states mandate physical education at the high school level.
Source: National Association for Sport and Physical Education & American Heart Association. (2012). *2012 Shape of the Nation Report: Status of Physical Education in the USA*. Reston, VA: American Alliance for Health, Physical Education, Recreation and Dance

January 7, 2013

New From ECS

Remedial Education

A joint statement released by ECS, the Charles A. Dana Center, Complete College America, and Jobs for the Future argues that approaches to college remediation must undergo dramatic transformation to increase the success of underprepared students. Among other reforms, Core Principles for Transforming Remedial Education, supports placing underprepared students in full-credit college courses, accompanied by supports such as tutoring, computer labs, or additional classroom time.

ECS Alert: School Safety

In the wake of the December 2012 shootings at Sandy Hook Elementary School in Newtown, Connecticut, ECS has put together a list of resources and information on potential policies directly related to school safety. This document contains descriptions and links, sorted by topic, from ECS and other organizations.

What States Are Doing

K-3 reading proficiency and accountability

Ohio legislation enacted at the end of 2012 incorporates K-3 literacy indicators in determining annual school and district performance. Effective with the 2012-13 school year, the department of education will assign schools and districts letter grades based on various performance measures, including whether a district or building is making progress in improving literacy in grades K-3.

Education Reform Recommendations
The New NY Education Reform Commission, created last year by executive order, recently issued its initial recommendations. Among the 12 recommendations: **New York** should encourage partnerships between districts and universities in jointly training teachers and professors on Common Core Standards and Annual Professional Performance Review.

Higher Education Cost Efficiencies
The **Texas** Higher Education Coordinating Board released the results of a survey of implementation of cost efficiencies at public higher education institutions in the state. The results identify the most commonly instituted cost efficiencies implemented (#1: Close or consolidate degree programs that award too few degrees), as well as the top challenges institutions reported with respect to creating cost efficiencies.

Good Reads

Digital Learning
This report from Digital Learning Now! outlines three strategies for funding sustainable, high-access environments. The authors present case studies of each model, and provide important considerations for implementing and sustaining high-access environments.

Child Well Being
The Foundation for Child Development released the 2012 Child Well Being Index. An important conclusion is that American families endured a decade of economic decline from 2001-11 that left a larger share of the nation's children in poverty than was the case in 1975. Surprisingly, some declines in well being are not simply due to the current recession, but instead can be traced back to 2001.

Assessments
The Brookings Institution released Strength in Numbers: State Spending on K-12 Assessment Systems late in 2012. In this report, the authors examined data from 45 states to identify the costs of assessment to states, and identify the highest and lowest spending states. The author urges states to seek efficiencies by collaborating on assessments, sharing fixed costs over a larger number of students, and using that market power to get test-makers to divulge more about pricing.

Education Fact

Remedial Education
"In 1999-2000, 2003-04, and 2007-08, larger percentages of students who attended 4-year public institutions reported that they enrolled in remedial coursework compared to students who attended 4-year private not-for-profit institutions."
Source: National Center for Education Statistics, Institute of Education Sciences (2013). *Statistics in Brief: First-Year Undergraduate Remedial Coursetaking: 1999-2000, 2003-04, 2007-08* (NCES 2013-013). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 7 from http://nces.ed.gov/pubsearch

Repéré sur : Esen.education.fr

L'orientation à la fin du collège : la diversité des destins selon les académies. Paris : Cour des Comptes, 14 décembre 2012
Ce rapport a pour objectif principal de déterminer quels facteurs pèsent sur l'orientation des jeunes à la fin du collège et quel rôle joue l'organisation de l'éducation nationale dans les éléments déterminants de leur parcours scolaire. Cette enquête a été conduite à partir de trois académies : Lille, Rennes et Toulouse.

Pierre-Yves Cusset et Sarah Sauneron. Enseignements des recherches sur l'effet de l'autonomie des établissements scolaires. Note d'analyse du centre d'analyse Stratégique, n° 316, Janvier 2013
Certains modèles d'autonomie des établissements scolaires semblent plus prometteurs que d'autres, comme nous l'enseignent les comparaisons internationales et les analyses intra-pays (Grande-Bretagne, États-Unis et Suède).

Marie-Cécile Naves. Quelle organisation pour le soutien scolaire ? Note d'analyse du centre d'analyse stratégique, n°315, Janvier 2013
Le soutien scolaire public et privé doit davantage combattre les inégalités sociales et territoriales d'accès au savoir.

Guillaume Malochet et Catherine Collombet. La scolarisation des enfants en situation de handicap dans les pays européens. Note d'analyse du centre d'analyse stratégique, n° 314, Janvier 2013
Comment améliorer, à l'école la prise en compte des besoins éducatifs particuliers des enfants en situation de handicap ?

Sarah Sauneron. Favoriser le bien-être des élèves, condition de la réussite éducative. Note d'analyse du centre d'analyse Stratégique, n° 313, Janvier 2013
La qualité de l'expérience scolaire est essentielle pour les compétences sociales de l'enfant, mais aussi pour ses capacités d'apprentissage. Dès lors, comment agir en faveur du bien-être des élèves ?

Frédéric Brouillet et Diane Marlat. Étudiants inscrits dans les universités publiques françaises en 2011-2012. Note d'information Enseignement supérieur et recherche, n°12.13, décembre 2012
"En 2011-2012, 1 406 000 étudiants sont inscrits dans les universités françaises (y compris les universités d'outre-mer). Les effectifs augmentent de 0,8 %. Le nombre de nouveaux bacheliers s'inscrivant à l'université augmente dans les filières générales (+2,8 %). Ils se dirigent davantage vers les filières de sciences et techniques des activités physiques et sportives (STAPS) ainsi que vers les sciences économiques et l'administration économique et sociale. Dans les disciplines de santé, le nombre de nouveaux bacheliers est en baisse de 2,7 %. Les doctorants sont moins nombreux à la rentrée 2011 qu'en 2010 et le nombre d'étudiants en cursus master reste stable. En Institut universitaire de technologie (I.U.T.), les effectifs diminuent faiblement."

Jean-Pierre DALOUS, Martine JELJOUL et Marguerite RUDOLF. Dépense par élève ou étudiant en France et dans l'OCDE. Note d'information, n°12.29, décembre 2012

"En France, la dépense moyenne d'éducation par élève ou étudiant est estimée à 8 250 euros en 2011. L'État assure l'essentiel de la dépense moyenne d'éducation, alors qu'au niveau de l'OCDE (Organisation de coopération et de développement économiques) les collectivités territoriales en sont le principal financeur. Le niveau de dépense pour la durée de la scolarité obligatoire place notre pays dans la moyenne de l'OCDE."

Sophie O'Prey. [La taille des structures pédagogiques dans les établissements du second degré.]()
Note d'information, n° 12.27, décembre 2012
Un professeur du second degré fait face à 22,1 élèves en moyenne pendant une heure d'enseignement. Dans le secteur public de l'éducation prioritaire, la taille des structures (classes ou groupes) est un peu inférieure, à 21,3 élèves. La taille des structures varie aussi selon le niveau de formation et l'environnement de l'établissement.

Jean-Jacques Arrighi, Emmanuel Sulzer. S'insérer à la sortie de l'enseignement secondaire : de fortes inégalités entre filières. Bref du CEREQ, n° 303, décembre 2012
"En 2010, le taux de chômage des jeunes sortis de l'enseignement professionnel secondaire trois ans plus tôt varie de 3 % à 45 % selon la spécialité de formation. Si les bacheliers accèdent plus facilement à l'emploi que les titulaires d'un CAP ou d'un BEP, l'approche par le seul niveau de diplôme s'avère donc réductrice pour analyser l'insertion. L'évolution des métiers explique certaines difficultés, et vient interroger la pertinence de l'architecture de l'offre de formation dans certains domaines."

Repéré sur : halshs.archives-ouvertes.fr

Jacques Crinon, Catherine Delarue-Breton. Apprentissages et réduction des inégalités scolaires : la France à la croisée des logiques pédagogiques. Puzzle, 30 (2011) 16-24
Nous tenterons d'abord de décrire la percée progressive, en France, depuis une trentaine d'années, d'une logique des compétences dans l'enseignement scolaire obligatoire. La même tendance peut être observée en Belgique aussi bien que dans d'autres pays, et il n'est pas inutile de présenter la particularité de la situation française, où le basculement n'a été ni brutal ni complet. Dans un deuxième temps, nous mettrons en évidence les principales caractéristiques de la logique des compétences telle qu'on peut la lire chez les praticiens (et les chercheurs) qui la défendent et la mettent en œuvre dans le contexte français. Enfin, nous pointerons certains effets pervers de cette pédagogie dont les intentions démocratisantes ne résistent pas toujours à l'épreuve des faits, effets qu'il convient d'analyser si l'on veut que l'approche par compétences réponde aux espoirs qu'elle a suscités.

Georges-Louis Baron, Béatrice Drot-Delange, Mehdi Khaneboubi. Gender and ICT in education : which Role for Textbook and Portals ? Results from the PREDIL European Project. International Conference on Research on Textbooks and Educational Media, Santiago de Compostela : France (2009)
ICT is not, like mathematics, a well-established school subject. How do pupils learn to use ICT instruments at home and at the school? How do they become familiar with them? Which role does play the school in this process? How does it cope with gender issues? In France, if a certification is

proposed at different key stages of the curriculum (B2I, Brevet Informatique et Internet), ICT mainly appears, in lower secondary education. The subject Technologie is the main place where ICT is taught along with other technologies, in particular those used in the industrial field. In order to learn ICT-related facts, students may use textbooks, web sites and internet tools as pedagogical resources. We chose to analyze those resources, which are used by teachers and pupils, looking for possible gender stereotypes within the iconography and the exercises. The pedagogical resources we analyzed generally pay attention toward presenting gender-neutral resources.

Kieron Hatton. Youth Inclusion and Social Pedagogy: a UK Perspective. Biennale internationale de l'éducation, de la formation et des pratiques professionnelles, Paris : France (2012)
The European tradition of social pedagogy has, over the last 10 years, been gaining prominence in discourses around welfare in the UK. Initially this was the result of research into the efficacy of social pedagogy in residential services in Europe as compared with the relatively poor outcomes achieved for young people in similar services in the UK. More recently attention has focused on the way youth services could be reoriented if they were to adopt a social pedagogic approach. This paper considers these later developments and looks at how youth work in the UK could be re-energised by the insertion of a social pedagogic framework into the activities of youth workers. It argues for a perspective which moves beyond an individual focus on the young person to one which utilises an approach which recognises structural as well as individual perspectives. The paper suggests that to achieve this we need to draw on notions of the 'Common Third' and underlying commitments to inclusion and creativity

Christophe Blanc. Le portfolio pour faire de l'évaluation un processus d'apprentissage. Biennale internationale de l'éducation, de la formation et des pratiques professionnelles, Paris : France (2012)
Comment faire de l'évaluation des compétences scolaires un processus d'apprentissage pleinement intégré participant d'une évaluation formative, en première personne ? Cette communication donnera à travers trois exemples (deux en école primaire, un en école supérieure) quelques éléments de réflexion en action sur cette articulation et les effets constatés. Le dispositif de portfolio sera présenté comme une possibilité. Il sera décrit comme un recueil préférentiellement numérique, finalisé, de travaux originaux, négociés, de réussites socialisées et validées, organisé à une fin d'évaluation de compétences. Brièvement délimité théoriquement et dans ses finalités, il le sera ensuite dans ses applications. La discussion s'ouvrira sur le renversement que cette approche opère quant à une évaluation référant à l'approche par compétences soucieuse d'un enseignement par compétences.

Michel Huber. Transmettre par la démarche de projet. Biennale internationale de l'éducation, de la formation et des pratiques professionnelles, Paris : France (2012)
Suite au vécu d'un parcours de formation conçu et animé par le Groupe Français d'éducation nouvelle (GFEN) de Dijon, dix formateurs ont décidé de rédiger collectivement un ouvrage sur : " Comment former les étudiants à l'écriture d'un Mémoire Professionnel ? ". Ce projet donna l'occasion aux animateurs de cette entreprise d'analyser ce qui avait été transmis indirectement par cette co-écriture. La formalisation par un court texte des effets implicites de ce projet a permis de pointer deux grandes familles d'apports enrichissant et dynamisant : le développement professionnel ; le développement personnel. Concernant le développement professionnel de ces formateurs, il faut mettre plus particulièrement en avant la conceptualisation de deux situations de formation :

l'écriture par l'étudiant d'un mémoire Professionnel ; l'accompagnement par le formateur de ce travail. La transmission de ces apports par le projet "livre" a été reconnue comme un moment important dans l'histoire de chacun de ces co-auteurs est comme une étape décisive de leur développement professionnel par une meilleure maîtrise de l'accompagnement de leurs étudiants.

Ewelina Cazottes, Laurent Ott. La pédagogie sociale comme source d'une réflexion originale sur la transmission. Biennale internationale de l'éducation, de la formation et des pratiques professionnelles, Paris : France (2012)
Notre société vit actuellement une crise des institutions éducatives et sociales. Celles-ci s'éloignent des attentes et besoins. Les professionnels du social témoignent de ces publics fragilisés en recherche de pratiques plus proches et plus globales. La pédagogie sociale, un courant peu répondue en France, insiste sur cette nouvelle proximité à mettre en œuvre entre acteurs et " bénéficiaires ", vue comme une condition nécessaire de la transformation personnelle, sociétale (Ott, 2011). Des auteurs comme Helena Radlinska, Januz Korczak, Célestin Freinet, Paulo Freire, apportent des outils théoriques fondamentaux dans ce domaine. Des exemples des pratiques en pédagogie sociale, notamment face aux publics spécifiques comme enfants en situation de rue, illustrent ce champ permet d'établir des nouvelles pratiques d'éducation, de transmission et de transformation sociale.

Valdir Pretto, Jean-Claude Régnier. Identité masculine et mathématiques : le rôle de variables contextuelles dans les représentations et les attitudes à l'égard des mathématiques. Biennale internationale de l'éducation, de la formation et des pratiques professionnelles, Paris : France (2012)
La construction des identités sexuées est un phénomène complexe qui intervient dans la performance scolaire jouant un rôle important dans l'orientation scolaire puis professionnelle. Nous proposons ici de discuter les données d'une recherche menée au sud du Brésil, dans le cadre de notre D.E.A., dans des contextes de formation caractérisés par la mixité ou la non-mixité. Il faut observer que les groupes étudiés sont très marqués socialement comme étant du genre masculin ou féminin même dans les groupes mixtes. Ainsi nous proposons d'étudier les représentations et les attitudes vis-à-vis des mathématiques dans différents contextes de formation d'adultes, et leur rapport avec l'identité socio-sexuelle en pouvant considérer qu'implicitement elles héritent pour une part d'un processus de transmission.

Sylvie Ucciani. La transmission des stéréotypes de sexe. Biennale internationale de l'éducation, de la formation et des pratiques professionnelles, Paris : France (2012)
Les stéréotypes de sexe sont ancrés dans l'imaginaire collectif, ils permettent de catégoriser ce qui fait masculin et féminin. Leur transmission s'effectue par les agents de socialisation de façon plus ou moins consciente, mais également par imprégnation dans le système social dans lequel nous évoluons. Tout est marqué sexuellement de la petite enfance à la scolarité, au moment de l'orientation professionnelle, dans le choix des métiers... Ces constats mettent à jour des inégalités entre les sexes ainsi qu'une hiérarchisation créant une domination du sexe masculin sur le féminin. Une sensibilisation dès le plus jeune âge est à préconiser dans une visée de changement afin de s'orienter vers un système plus égalitaire entre les sexes.

Maria Candea. Emergence du discours politique des jeunes lycéens dans et par le dispositif de la convention " éducation prioritaire " de l'IEP Paris (Sciences Po). In L'analyse du discours dans la

société : engagement du chercheur et demande sociale, Pugnière-Saavedra F., Sitri F. et Véniard M. (Ed.) (2012) 479-496
Cet article se focalise sur le processus de préparation du concours d'admission au prestigieux Institut d'Etudes Politiques (IEP) qui se déroule dans certains lycées classés ZEP dans le cadre de la "Convention Education Prioritaire" permettant l'accès à l'IEP à des élèves considérés comme défavorisés. Nous essayons de montrer non seulement comment les candidats à l'IEP construisent petit à petit leur positionnement idéologique, mais aussi en quoi la "Convention Education Prioritaire" configure les pratiques discursives des élèves et des enseignants. Notre objectif est de soulever un questionnement sur l'action concrète d'un tel dispositif pour l'égalité.

Vincent Charbonnier. Petite note réflexive, et peut-être polémique, à propos du constructivisme en sociologie de l'éducation.
On ébauche une interrogation du constructivisme à travers la figure contemporaine du réseau qui devient la pierre philosophale de l'explication.

Josefa Rodriguez Pulido. El aprendizaje de los estudiantes universitarios y el portafolio. Biennale internationale de l'éducation, de la formation et des pratiques professionnelles, Paris : France (2012)
El papel del profesor y del alumnado en la Enseñanza Superior en el siglo XXI, requiere nuevas condiciones que implican, entre otros aspectos, orientación, aprendizaje autónomo, nuevos parámetros de evaluación y reflexión. El objetivo que nos proponemos con la presente aportación, es dar una visión de los aspectos básicos que debe contener un portfolio, al considerar que ésta es una herramienta válida para, llevar a la práctica el nuevo modelo de aprendizaje en la Enseñanza Superior. Aportamos las posibles categorías o bloques que pueden contener una carpeta de grado, sea del tipo que sea, desde las aportaciones propias del docente y las contribuciones del alumno.

Halim Bennacer. Les performances scolaires des collégiens en France : analyse des effets de l'environnement social de la classe. In Vivent les différences : psychologie différentielle fondamentale et applications, Carlier M. ; Gilles J.-Y., ed. (Ed.) (2012) 22-28
Jamais un lieu d'apprentissage n'a autant suscité l'intérêt des psychosociologues et des chercheurs en éducation que l'environnement - ou le climat - social de la classe. Celui-ci a fait l'objet, depuis trois décennies, d'un nombre considérable d'études reconnu sur le plan international sous le nom de la recherche sur les environnements d'apprentissage de la classe (Angelika et al., 2004 ; Baek & Choi, 2002 ; Bennacer, Darracq & Pomelec, 2006 ; Cossette et al., 2004). Deux objectifs caractérisent ce domaine. Le premier consiste à identifier les environnements sociaux de la classe qui favoriseraient le développement de tous les élèves. Le second vise à déterminer la nature du climat de la classe qui profiterait à chaque type d'élèves (Moos, 1980). Or, les individus conformes aux attentes de l'environnement montrent des perceptions positives et fonctionnent mieux (Walberg, 1979). Dans ce travail, sur la prédiction des performances scolaires, nous cherchons à atteindre les deux objectifs présentés en étudiant les effets simples de l'environnement social de la classe et ses effets interactifs avec les caractéristiques personnelles de l'élève. Celles-ci concernent l'âge, le sexe, la classe socioprofessionnelle des parents, le passé scolaire et cinq attitudes envers l'école (Bennacer, 2008). Le climat de la classe porte sur quatre facteurs : Chaleur affective et disponibilité des enseignants, Engagement et application scolaires, Ordre et organisation ainsi que Réglementation (Bennacer, 1991). Les performances sont estimées autant par la note moyenne en français et mathématiques que deux tests pédagogiques : de closure et de connaissance du vocabulaire.

Cathy Perret, Julien Berthaud, Laurent Pichon. Un nouveau dispositif d'accueil et d'accompagnement des étudiants entrants à l'université : les enseignants-référents. Recherche et formation (2012) 19 p.

Dans le cadre d'une étude de cas, cet article présente les points de vue des différents acteurs d'un nouveau dispositif pour les étudiants de licence. Ce dispositif qui repose sur l'intervention d'" enseignants-référents " introduit de nouvelles dimensions au métier d'enseignant-chercheur. L'évaluation réalisée montre un décalage entre les perceptions positives des étudiants et celles plus mitigées des enseignants. Différentes questions quant à son intérêt pour tous les étudiants entrants à l'université sont également avancées, notamment au regard d'autres actions d'aide et de soutien pour les étudiants.

Christelle Didier. An Ethical and Sociological View on Women Engineers. In Gender and Interdisciplinary Education for Engineers, André Béraud, Anne-Sophie Godefroy, Jean Michel (Ed.) (2012) 1-10

How to attract more young people in engineering and technology studies? How to attract more women and therefore improve the balance between male and female engineers in society? These are the two questions this conference intends to address. Among the solutions, the organizers of Helena conference chose to make a focus on engineering education as a means to solve two "problems" i.e. the underrepresentation of women in engineering, and the lack of interest of young people for science and technology - and the shortage of graduate engineers for business companies in the future. The hypothesis proposed for those two days of exchange and discussions is that more interdisciplinary trainings in engineering education might be an answer because it would be more appealing for young people, and especially for women. The aim of the conference is to share best practices in education, evaluate their effectiveness, gather students' experiences and discuss other ways to attract women. This communication will be developed in four parts. In the first one, I'll discuss the question of social injustice in relation with the underrepresentation of women in engineering. In the second part, I'll discuss the problem of the lack of interest for science and technology of young people and the lack of engineers in the world. I will try to question those problems both ethically and sociologically and explain why the problem of the rate of women in engineering and the young people's professional orientation need to be studied separately. In the third part of my presentation, I'll question ethically the role of interdisciplinary teachings in engineering education. In my conclusion, I'll go back to the question of the need for engineers in the World. Rather than following the complaint about the "shortage of engineers" expressed regularly in the media by business companies, professional associations and engineering schools deans, I'll present my insight on the role engineers could and should (morally) have to achieve the United Nation Millenium development goals.

Marc Demeuse, EuroPEP Collaboration(s). Peut-on vraiment évaluer les politiques d'éducation prioritaire en Europe ? In Les politiques d'éducation prioritaire en Europe. Vol 2 : questions sur le devenir et les possibles en matière d'égalité scolaire, Marc Demeuse, Daniel Frandji, David Greger, Jean-Yves Rochex (Ed.) (2011) 281-292

Pour répondre à la question introduite par le titre de ce chapitre, il faut envisager à la fois l'angle technique (dispose-t-on les moyens d'évaluer ce type de politiques ?) et l'angle de l'autorité et des usages (s'autorise-t-on à évaluer ce type de politiques ? que fait-on de ces évaluations?). C'est ce que feront respectivement les auteurs de deux chapitres qui vont suivre. Le premier chapitre (Demeuse, Demierbe et Friant) proposera de clarifier l'analyse, suggérant un modèle global qui sera appliqué à certaines des PEP qui ont été analysées dans le premier ouvrage (Demeuse et al. 2008). Le second chapitre (Broccolichi) interrogera les mésusages et les lacunes dans l'évaluation de ces mêmes politiques. Dans ce chapitre introductif, nous tenterons de mieux définir ce que recouvre le concept d'évaluation et d'apporter quelques précisions à propos des méthodes d'évaluation dans le contexte des politiques d'éducation prioritaire.

Marc Demeuse, Antoine Derobertmasure. Et si Eurydice visitait Poudlard... ou comment un petit détour par le féérique permet de mieux comprendre le réel.
Cet article met à profit la connaissance que les étudiants de deuxième cycle en sciences de l'éducation peuvent avoir des aventures de Harry Potter pour proposer une analyse critique du curriculum en vigueur à Poudlard. Ce détour par la littérature permet aux auteurs de proposer à ces étudiants, peu familiers avec l'organisation du système éducatif anglais, une analyse critique d'autres curriculums que celui en vigueur en Communauté française de Belgique et d'aborder des clés de lecture proposées par la sociologie du curriculum (dont notamment les travaux de Bernstein).

Romuald Normand. School improvement and accountability in France : timid changes, big hopes. In Create learning for all : what matters ?, Lindqvist, Ulla ; Pettersson, Sten ; (Ed.) (2012) 163-176

Repéré sur : ife.ens-lyon.fr

Haut conseil de l'éducation : Rapport 2012. Paris : Haut conseil de l'éducation, décembre 2012
Dans son rapport annuel 2012, le Haut conseil à l'éducation (HCE) constate la croissance de l'échec scolaire, en effet un élève sur six sort sans diplôme du système scolaire chaque année et la proportion d'élèves ayant des acquis insuffisants (15 %) ou fragiles (25 %) tant en fin d'école primaire qu'en fin de collège est préoccupant. Le HCE préconise de trouver d'autres solutions que le redoublement qui tend à ancrer un sentiment d'échec chez l'élève et ne tient pas compte de la diversité de ses acquis. Il préconise également d'accorder la priorité à l'école primaire. Dans son dernier rapport le HCE souhaite la création d'une instance d'évaluation du système éducatif.

Dominique Aumasson, et al. Expertise des résultats d'examen du baccalauréat professionnel à la session de 2012. Paris : Inspection de l'enseignement agricole, octobre 2012
"L’ensemble des constats et analyses proposés montrent que cette session d’examen 2012 du baccalauréat professionnel apparait singulière à plus d’un titre : - effectif élevé de candidats avec un double flux, correspondant à deux types de publics différents, - mise en œuvre de la rénovation inachevée et parcours 3 ans pas réellement stabilisé, - modifications substantielles des référentiels (tant de formation que de certification), nouvelles épreuves d’évaluation et attentes. Compte tenu de l’ampleur de ces évolutions, il n’est pas surprenant de constater des résultats différents de ceux des années antérieures."

Eduter. Les rencontres de l'école numérique 2012. Novembre 2012
Un cycle de six conférences sur la thématique que nous avons intitulée Ecole numérique s'est tenu au cours du premier semestre 2012. Il a été organisé par l'institut Eduter (AgroSup Dijon) dans le cadre du système national d'appui (SNA), soutenu financièrement par la direction générale de l'enseignement et de la recherche (DGER), et ouvert en présentiel et en WebTV à tous.
Ces conférences animées par Jean Chevaldonné, directeur d'Eduter, avaient pour objectif de dresser un état des lieux de l'intégration du numérique dans les domaines de la pédagogie et de la vie scolaire au lycée. Elles ont permis d'écouter des experts et des professionnels et d'échanger avec eux autour d'une série de questions qui préoccupent les acteurs du monde éducatif.
Ce rapport vise à faire la synthèse des points de vue, parfois opposés, des intervenants qui sont venus s'exprimer. Il ne prend pas parti et tient simplement à témoigner de la richesse des idées échangées durant ces six rencontres. Une présentation des vingt et un intervenants, ainsi que le programme des conférences sont proposés en fin d'ouvrage. Les conférences sont toujours accessibles sur le site Canal Eduter.

STOECKLIN Pierre. La performance d'une politique publique déclinée au niveau d'un territoire académique : l'institut universitaire de formation des maitres de l'académie de Montpellier et son évaluation (1991-2005). Thèse en sciences de l'éducation, soutenue en 2012 sous la dir. de Richard ÉTIENNE (Université Paul Valéry - Montpellier III)
« Cette étude qui a trouvé appui sur les sciences de l'éducation s'est attachée à mesurer les résultats de la politique publique de formation des maîtres déclinée au niveau d'un établissement, implanté dans l'Académie de Montpellier, sur une période de quinze ans, en conjoignant des méthodes d'évaluation selon quatre axes. - L'axe d'observation de l'action publique a recensé les éléments constitutifs de la politique nationale, suivi la construction de la politique de formation, évalué sa pertinence par rapport à son objectif initial, apprécié les résistances. - L'axe d'observation du pilotage de l'établissement a traité de la capacité de la direction à animer la communauté universitaire autour de ce projet en intégrant la complexité du fonctionnement de l'IUFM. Les relations internes au sein de la communauté universitaire et celles avec les partenaires ont fait l'objet d'une attention soutenue. - L'axe d'observation consacré aux usagers a privilégié l'analyse des flux entrants (attractivité des formations, admission des étudiants) et des flux sortants (résultats aux concours). - L'axe d'observation de la formation a permis de vérifier la qualité de la formation organisée par l'établissement, évaluée par rapport à plusieurs référentiels. S'y est ajouté le recueil de l'opinion des fonctionnaires stagiaires sur la construction de leurs compétences. Enfin, l'hypothèse selon laquelle il n'y pas eu d'évaluation globale, locale et "scientifique" conduisant à la décision d'intégrer l'IUFM dans une université a été vérifiée. »

VAN STEENKISTE Gilles. Enseigner ou former : représentations d'enseignant(e)s en Instituts Universitaires de Technologie. Thèse en sciences de l'éducation, soutenue en 2011, sous la dir. de Marie-Françoise FAVE-BONNET (Université Paris Ouest Nanterre La Défense - Paris X)
« Cette thèse porte sur les représentations des enseignants d'Instituts Universitaires de Technologie sur leurs pratiques d'enseignement et de formation. Une approche historique permet de comprendre comment s'est constitué, en France, un système d'enseignement supérieur à double face, enseignement général et enseignement professionnel, et la place des formations technologiques dans l'enseignement supérieur.La massification des universités à partir des années 1960, la transformation de la société française, de rurale en société urbaine, d'agricole en industrielle

et technologique, le manque de techniciens supérieurs a amené à la création, en 1966, des IUT, composantes de l'Université. Les IUT proposent une offre de formations variée qui répondent aux attentes des bacheliers et aux besoins des entreprises. Ils se caractérisent par des filières industrielles et tertiaires, mais surtout par les statuts divers des enseignants : enseignants-chercheurs, enseignants détachés du secondaire et professionnels.Cette situation singulière interroge la place de l' « enseignement » et de la « formation » dans une formation professionnelle. Une enquête qualitative par entretiens (dont l'analyse se réfère à la psychosociologie et à la sociologie des organisations) permet d'approcher les représentations que les enseignants se font de leurs missions d'enseignement. Celles-ci se construisent à partir de leurs statuts, de leurs disciplines, de leurs filières et de l'environnement de leur IUT. »

Repéré sur : iiep.unesco.org

International Working Group on Education (IWGE). From schooling to learning. IWFE meeting 2012: a summary of discussions and recommendations. Paris : Unesco : IIPE, 2012

Repéré sur : legrainasbl.org

Bruno Uyttersprot . Le problème du tutorat aujourd'hui : du compagnonnage au tuteur à distance: un savoir transmis au mépris de la pédagogie ? Le GRAIN asbl, 1 décembre 2012

Repéré sur : Nber.org

Richard J. Murnane. U.S High School Graduation Rates: Patterns and Explanations. NBER Working Paper No. 18701, January 2013

I survey the evidence on patterns in U.S. high school graduation rates over the period 1970-2010 and report the results of new research conducted to fill in holes in the evidence. I begin by pointing out the strengths and limitations of existing data sources. I then describe six striking patterns in graduation rates. They include stagnation over the last three decades of the twentieth century, significant race-, income-, and gender-based gaps, and significant increases in graduation rates over the first decade of the twenty-first century, especially among blacks and Hispanics. I then describe the models economists use to explain the decisions of individuals to invest in schooling, and examine the extent to which the parameters of the models explain recent patterns in graduation rates. I find that increases in the nonmonetary costs of completing high school and the increasing availability of the GED credential help to explain stagnation in the face of substantial gaps between the wages of high school graduates and school dropouts. I point out that there are several hypotheses, but to date, very little evidence to explain the increases in high school graduation rates over the first decade of the twenty-first century. I conclude by reviewing the evidence on effective strategies to increase high school graduation rates, and explaining why the causal evidence is quite modest.

James M. Poterba, Steven F. Venti, David A. Wise. Health, Education, and the Post-Retirement Evolution of Household Assets. NBER Working Paper, No. 18695, January 2013

This paper explores the relationship between education and the evolution of wealth after retirement. Asset growth following retirement depends in part on health capital and financial capital accumulated prior to retirement, which in turn are strongly related to educational attainment. These "initial conditions" for retirement can have a lingering effect on subsequent asset evolution. Our aim is to disentangle the effects of education on post-retirement asset evolution that operate through health and financial capital accumulated prior to retirement from the effects of education that impinge directly on asset evolution after retirement. We consider the indirect effect of education through financial resources—in particular Social Security benefits and defined benefit pension benefits—and through health capital that was accumulated before retirement. We also consider the direct effect of education on asset growth following retirement, emphasizing the correlation between education and the returns households earn on their post-retirement investments. Households with different levels of education invest, on average, in different assets, and they may consequently earn different rates of return. Finally, we consider the additional effects of education that are not captured through these pathways. Our empirical findings suggest a substantial association between education and the evolution of assets. For example, for two person households the growth of assets between 1998 and 2008 is on average much greater for college graduates than for those with less than a high school degree. This difference ranges from about $82,000 in the lowest asset quintile to over $600,000 in the highest.

C. Kirabo Jackson. Non-Cognitive Ability, Test Scores, and Teacher Quality: Evidence from 9th Grade Teachers in North Carolina. NBER Working Paper No. 18624, December 2012
I present a model where students have cognitive and non-cognitive ability and a teacher's effect on long-run outcomes is a combination of her effect on both ability types. Conditional on cognitive scores, an underlying noncognitive factor associated with student absences, suspensions, grades, and grade progression, is strongly correlated with long-run educational attainment, arrests, and earnings in survey data. In administrative data teachers have meaningful causal effects on both test-scores and this non-cognitive factor. Calculations indicate that teacher effects based on test scores alone fail to identify many excellent teachers, and may greatly understate the importance of teachers on adult outcomes.

Giuseppe Scellato, Chiara Franzoni, Paula Stephan. Mobile Scientists and International Networks. NBER Working Paper No. 18613, December 2012
This paper explores the link between mobility and the presence of international research networks. Data come from the GlobSci survey of authors of articles published in 2009 in four fields of science working in sixteen countries. Summary evidence suggests that migration plays an important role in the formation of international networks. Approximately 40 percent of the foreign-born researchers report having kept research links with colleagues in their country of origin. Non-mobile researchers are less likely to collaborate with someone outside their country than are either the foreign born or returnees. When the non-mobile collaborate, their networks span fewer countries. Econometric results are consistent with the hypothesis that internationally mobile researchers contribute significantly to extending the international scope and quality of the research network in destination countries at no detriment to the quality of the research performed. Results also suggest that the "foreign premium" on collaboration propensity is driven in large part by mobile researchers who either trained or worked outside the destination country where they were surveyed in 2011. With

but one exception, the mobility findings persist when we estimate models separately for the US, Europe, and other countries.

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[Education for Children with Special Needs: A Comparative Study of Education Systems and Parental Guidance Services]

Leen Sebrechts

The general and universal right to education has been well established for some time. But despite international agreement, the commitment to education for all is not necessarily linked to obligatory mainstream education for all children with disabilities. The mature European countries have a history of segregating children with special educational needs in special schools and special schools continue to exist in many countries. In addition, initiatives towards more inclusive education systems are taken. So in many countries, children with special needs and their parents are able to choose between segregated special education and inclusive education. However, different factors influence this choice. Using existing research, country profiles and results of analyses on Flemish data, this paper compares the organisation of inclusive and special education systems in the Flemish community of Belgium, Norway, the Netherlands and England. We add a perspective to the existing comparative studies. We proceed from the Network Episode Model developed by Pescosolido (and the importance of the social networks included within this model), focusing specifically on the guidance systems for the social networks of children with special educational needs within the education. The results describe that the choice for a certain school type is influenced by a number of factors, including the country's education system, the guidance and the characteristics and competences of the family and its social network. Social and socio-economic factors are relevant within the educational field of children with special educational needs. Policy-makers should consider the potential influence of these factors on the overall effectiveness of the measures introduced.

[Tackling the largest global education challenge? Secular and religious education in northern Nigeria.]

Manos Antoninis

With more than ten million children out of school, Nigeria is the country furthest away from universal primary education. Low access to school is concentrated in the north of the country where a tradition of religious education has been seen as both a constraint and an opportunity. This paper uses recent survey data to explain household decisions related to secular and religious education. It demonstrates a shift in attitudes with unobserved household characteristics that favor religious education attendance being negatively correlated with secular school attendance after controlling for a rich set of background variables. The paper also provides quantitative evidence to support the argument that the poor quality of secular education acts as a disincentive to secular school attendance. This finding cast doubts at policy attempts to increase secular school enrolment through the integration of religious and secular school curricula.

[Using Student Test Scores to Measure Principal Performance]

Jason A. Grissom ; Demetra Kalogrides ; Susanna Loeb

Expansion of the use of student test score data to measure teacher performance has fueled recent policy interest in using those data to measure the effects of school administrators as well. However, little research has considered the capacity of student performance data to uncover principal effects. Filling this gap, this article identifies multiple conceptual approaches for capturing the contributions of principals to student test score growth, develops empirical models to reflect these approaches, examines the properties of these models, and compares the results of the models empirically using data from a large urban school district. The paper then assesses the degree to which the estimates from each model are consistent with measures of principal performance that come from sources other than student test scores, such as school district evaluations. The results show that choice of model is substantively important for as sessment. While some models identify principal effects as large as 0.15 standard deviations in math and 0.11 in reading, others find effects as low as 0.02 in both subjects for the same principals. We also find that the most conceptually unappealing models, which over-attribute school effects to principals, align more closely with non-test measures than do approaches that more convincingly separate the effect of the principal from the effects of other school inputs.

[The Missing "One-Offs": The Hidden Supply of High-Achieving, Low Income Students]

Caroline M. Hoxby ; Christopher Avery

We show that the vast majority of very high-achieving students who are low-income do not apply to any selective college or university. This is despite the fact that selective institutions would often cost them less, owing to generous financial aid, than the resource-poor two-year and non-selective four-year institutions to which they actually apply. Moreover, high-achieving, low-income students who do apply to selective institutions are admitted and graduate at high rates. We demonstrate that these low-income students' application behavior differs greatly from that of their high-income counterparts who have similar achievement. The latter group generally follows the advice to apply to a few "par" colleges, a few "reach" colleges, and a couple of "safety" schools. We separate the low-income, high-achieving students into those whose application behavior is similar to that of their high-income counterparts ("achievement-typi cal" behavior) and those whose apply to no selective institutions ("income-typical" behavior). We show that income-typical students do not come from families or neighborhoods that are more disadvantaged than those of achievement-typical students. However, in contrast to the achievement-typical students, the income-typical students come from districts too small to support selective public high schools, are not in a critical mass of fellow high achievers, and are unlikely to encounter a teacher or schoolmate from an older cohort who attended a selective college. We demonstrate that widely-used policies–college admissions staff recruiting, college campus visits, college access programs–are likely to be ineffective with income-typical students, and we suggest policies that will be effective must depend less on geographic concentration of high achievers.

[Gender, Competitiveness and Career Choices]

Thomas Buser ; Muriel Niederle ; Hessel Oosterbeek

Gender differences in competitiveness are often discussed as a potential explanation for gender differences in education and labor market outcomes. We correlate an incentivized measure of competitiveness with an important career choice of secondary school students in the Netherlands. At the age of 15, these students have to pick one out of four study profiles, which vary in how prestigious they are. While boys and girls have very similar levels of academic ability, boys are substantially more likely than girls to choose more prestigious profiles. We find that competitiveness is as important a predictor of profile choice as gender. More importantly, up to 23 percent of the gender difference in profile choice can be attributed to gender differences in competitiveness. This lends support to the extrapolation of laboratory findings on competitiveness to labor market settings.

Estimating the Returns to Education Using a Sample of Twins - The case of Japan -

NAKAMURO Makiko ; INUI Tomohiko

The objective of this paper is to measure the causal effect of education on earnings using a sample of twins in Japan, with information collected through a web-based survey. The empirical results show that although the conventional OLS estimate is 10.0%, we obtain 9.3% as the estimated rate of return to education after the omitted ability bias and measurement errors in self-reported schooling were corrected. Our findings suggest that the conventional OLS estimate is not largely contaminated by potential biases.

Does State Preschool Crowd-Out Private Provision? The Impact of Universal Preschool on the Childcare Sector in Oklahoma and Georgia

Daphna Bassok ; Maria Fitzpatrick ; Susanna Loeb

The success of any governmental subsidy depends on whether it increases or crowds out existing consumption. Yet to date there has been little empirical evidence, particularly in the education sector, on whether government intervention crowds out private provision. Universal preschool policies introduced in Georgia and Oklahoma offer an opportunity to investigate the impact of government provision and government funding on provision of childcare. Using synthetic control group difference-in-difference and interrupted time series estimation frameworks, we examine the effects of universal preschool on childcare providers. In both states there is an increase in the amount of formal childcare. In Georgia, both the private and public sectors grow, while in Oklahoma, the increase occurs in the public sector only. The differences likely stem from the states' choices of provision versus funding. We find the largest positive effec ts on provision in the most rural areas, a finding that may help direct policymaking efforts aimed at expanding childcare.

Measures beyond the college degree share to guide inter-regional comparisons and workforce development

Stephan Whitaker

Raising the share of adults with college degrees in a region or jurisdiction is a nearly universal goal of regional policymakers. They believe that education, as summarized by this statistic, is the cause of increasing employment, productivity, and wages. Using statistics estimated from the decennial censuses and the American Community Survey, this analysis demonstrates how different measures would suggest different rankings of more successful versus less successful metro areas. The "place-of-birth" variable in Census data enables a disaggregation of the origins of the skilled and unskilled adult populations. This provides insight into whether high-skilled regions developed talent among natives or attracted talent nationally or globally. I find that metros in states that are successful at getting their natives through college have experienced lower growth in their native and migrant graduate populations. With a few except ions, metro areas with high degree shares or large improvements in their degree share have not grown their graduate population at unusually high rates. The numbers suggest that metro areas held up as exemplars of educational attainment have achieved this distinction to a large extent by being unattractive to nongraduates.

[Nash Bargaining and the Wage Consequences of Educational Mismatches]

Joop Hartog (University of Amsterdam) ; Michael Sattinger (University at Albany)

The paper provides a theoretical foundation for the empirical regularities observed in estimations of wage consequences of overeducation and undereducation. Workers with more education than required for their jobs are observed to suffer wage penalties relative to workers with the same education in jobs that only require their educational level. Similarly, workers with less education than required for their jobs earn wage rewards. These departures from the Mincer human capital earnings function can be explained by Nash bargaining between workers and employers. Under fairly mild assumptions, Nash bargaining predicts a wage penalty for overeducation and a wage reward for undereducation, and further predicts that the wage penalty will exceed the wage reward. This paper reviews the established empirical regularities and then provides Nash bargaining results that explain these regularities.

[Strategies of Cooperation and Punishment among Students and Clerical Workers]

Maria Bigoni (University of Bologna) ; Gabriele Camera (Economic Science Institute, Chapman University and University of Basel) ; Marco Casari (University of Bologna)

We study the individual behavior of students and workers in an experiment where they repeatedly face the same cooperative task. The data show that clerical workers differ from college students in overall cooperation rates, strategy adoption and use of punishment opportunities. Students cooperate more than workers. Cooperation increases in both subject pools when a personal punishment option is available. Students are less likely than workers to adopt strategies of unconditional defection, and more likely to select strategies of conditional cooperation. Finally, students are more likely than workers to sanction uncooperative behavior by adopting decentralized punishment, and also personal punishment when available.

[Ranking and Quality of Universities: Why are US Universities at the top of the International Rankings?]

Elise S. Brezis (Bar-Ilan University)

The purpose of this study is to isolate the factors influencing universities' quality. An interesting fact is that of the ten top-rated US universities, nine are private. Therefore, previous studies have claimed that there is a correlation between universities being private and their quality. The purpose of this paper is to analyze whether private universities are indeed of higher quality. The analysis presented herein is based on data collected on 508 universities in 40 countries. I show that flexibility in governance is the important element affecting quality, and not being private per se.The purpose of this study is to isolate the factors influencing universities' quality. An interesting fact is that of the ten top-rated US universities, nine are private. Therefore, previous studies have claimed that there is a correlation between universities being private and their quality. The purpose of this paper is to analy ze whether private universities are indeed of higher quality. The analysis presented herein is based on data collected on 508 universities in 40 countries. I show that flexibility in governance is the important element affecting quality, and not being private per se.

[Equality of educational opportunity employing PISA data: Taking both achievement and access into account]

Márcia de Carvalho ; Luis Fernando Gamboa ; Fábio D. Waltenberg

Abstract: While PISA datasets have been used for measuring inequality of educational opportunity they have important limitations: (i) samples only cover a relatively limited fraction of developing countries’ cohorts of 15-year-olds, and (ii) such fractions are not uniform across countries and waves. This casts doubts on the reliability of such measures when used for international and intertemporal comparisons: a milder calculated inequality of opportunity in a given country at a given moment might simply be the artifact of a more restricted and homogeneous sample. Previous attempts of addressing this problem have focused on explicitly reconstructing full samples. Here an alternative path is followed, relying on bidimensional indices, in which equality of opportunity in achievement is the first dimension and equality of opportunity for access to the exam is the second one. We compute the two dimensions and aggregate them using alternative techniques. Employing PISA 2006/2009 data for six Latin-American countries we observe rank reversals when comparing results based upon our indices and those based upon conventional indices of equality of opportunity for achievement. We then generalize our approach allowing for more dimensions and parameterizing the dimensions’ weights. Resumen: La medición de la desigualdad de oportunidades con las bases de PISA implican varias limitaciones: (i) la muestra sólo representa una fracción limitada de las cohortes de jóvenes de 15 años en los países en desarrollo y (ii) estas fracciones no son uniformes entre países ni entre periodos. Lo anterior genera dudas sobe la confiabilidad de estas mediciones cuando se usan para comparaciones internacionales: mayor equidad puede ser resultado de una muestra más restringida y más homogénea. A diferencia de enfoques previos basados en reconstrucción de las muestras, el enfoque del documento consiste en provee r un índice bidimensional que incluye logro y acceso como dimensiones del índice. Se utilizan varios métodos de agregación y se observan cambios considerables en los rankings de (in) equidad de oportunidades cuando solo se observa el logro y cuando se observan ambas dimensiones en las pruebas de PISA 2006/2009. Finalmente se propone una generalización del enfoque permitiendo otras dimensiones adicionales y otros pesos utilizados en la agregación

[The Intergenerational Transmission of Education: Evidence from Taiwanese Adoptions]()
Hammitt, James ; Liu, Jin-Tan ; Tsou, Meng-Wen
This paper examines the causal effect of parental schooling on childrenâ€™s schooling using a large sample of adoptees from Taiwan. Using birth-parentsâ€™ education to help control for selective placement of children with adoptive parents, we find that adoptees raised with more highly educated parents have higher educational attainment, measured by years of schooling and probability of university graduation. We also find evidence that adoptive fatherâ€™s schooling is more important for sonsâ€™ and adoptive motherâ€™s schooling is more important for daughtersâ€™ educational attainment. These results support the notion that family environment (nurture) is important in determining childrenâ€™s educational outcomes, independent of genetic endowment.

[The State of University Policy for Progress in Europe]()
Hoareau, Cécile (Maastricht University) ; Ritzen, Jo (IZA and Maastricht University) ; Marconi, Gabriele (Maastricht University)
Higher education contributes to economic innovation. This study measures and compares the extent to which national governments’ policies foster this contribution across Europe. The study stresses the relevance of policies which are ‘empowering’ for higher education institutions, or in other words provide them with appropriate resources and regulatory environments. The assessment relies on quantitative scores, based on the contribution of policies regarding funding and autonomy to higher education performance in education, research and economic innovation, using non-arbitrary weights

and eighteen policy indicators across 32 European countries. A large number of countries belong to a 'middle group' in our overall assessment, indicating a relative cohesion in Europe. Yet, substantial variations exist in terms of higher education policy in Europe, each European country having room for policy improvement.

[GINI DP 43: Educational Selectivity and Preferences about Education Spending]

Daniel Horn (Institute of Economics, Hungarian Academy of Sciences, TÁRKI Social Research Institute (TÁRKI))

This paper argues that preferences for educational redistribution are not driven by income but by the level of education. While income and preferences for educational redistribution follow the conventional story – rich want less spending –, the level of education associates positively with spending on education, which effect is altered by the selectivity of the education system. Highly educated citizens are relatively more likely to support government spending on education in countries where the system is selective compared to highly educated people's preferences in countries with comprehensive systems.

[The Cost of Acting "Girly": Gender Stereotypes and Educational Choices]

Favara, Marta (University of Essex)

This paper looks at horizontal sex segregation in education as a factor contributing to gender segregation in the labor market. Economic theories fail to explain why women with the same years of schooling and educational attainment as men are under-represented in many technical degrees, which typically lead to better paid occupations. Following Akerlof and Kranton (2000), I research whether gender identity affects boys' and girls' educational choices and when the gendered pattern appears first. Further, I test the hypothesis that single-sex schools attenuate the influence of gender-stereotypes. I use the National Pupil Database, which is a register of all pupils enrolled in state maintained schools in England and I focus on students in lower and upper secondary education. Results from my analysis suggest that gender stereotyping affects educational choices from the age of 14 and this effect is larger for girls than for bo ys. I also find that attending a sixth-form-single-sex school leads students to a less stereotyped educational choice, after controlling for endogenous self-selection into single-sex schools. This suggests that gender preferences can be modified by the environment.

[Determinants of individual academic achievement: Group selectivity effects have many dimensions]

Zwick, Thomas

This paper measures determinants of individual academic achievements. In addition to an extensive list of individual characteristics, skills obtained during study and socio-economic background factors, many dimensions of selectivity into academic study subjects are shown to drive individual academic achievement, such as differences between average student grades during tertiary education or cognitive skills. This paper is based on a large and representative graduate survey of graduates in the academic year 2003/2004 in the German state of Bavaria.

[Gender Differences in College Applications: Evidence from the Centralized System in Turkey]

Saygin, Perihan Ozge

In Turkey, as in many other countries, female students perform better in high school and have higher test scores than males. Nevertheless, men still predominate at highly selective programs that lead to high-paying careers. The gender gap at elite schools is particularly puzzling because college admissions are based entirely on nationwide exam scores. Using detailed administrative data from the centralized college entrance system, I study the impact of gender differences in preferences for programs and schools on the allocation of students to colleges. Controlling for test score and high school attended, I find that females are more likely to apply to lower-ranking schools, whereas males set a higher bar, revealing a higher option value for re-taking the test and applying again next year. I also find that females and males value program attributes differently, with females placing more weight on the distance from home to college, and males placing more weight on program attributes that are likely to lead to better job placements. Together, these differences in willingness to be unassigned and in relative preferences for school attributes can explain much of the gender gap at the most elite programs.

Competition and Educational Productivity: Incentives Writ Large

MacLeod, W. Bentley (Columbia University) ; Urquiola, Miguel (Columbia University)

Friedman (1962) suggested that in general, unfettered markets ensure the efficient provision of goods and services. Applying this logic to Education, he recommended that students be provided with vouchers and allowed to purchase schooling services in a free market ((Friedman (1955, 1962)). Hoxby (2002) refines this argument and suggests that more choice will lead to higher school productivity. We discuss the evidence in this area, concluding that the impact of competition has proven to be more mixed and modest than expected. We suggest that this in fact should not be surprising, since economic theory on incentives and incomplete contracts (beginning with many contributions also from the 1950s) leads to a more nuanced expectation. Specifically, an examination of the incentives faced by schools, parents, and students leads to predictions that are broadly consistent with the evidence, and suggests that there is no a priori reason to believe that school choice will dramatically improve test scores. We describe a simple model that illustrates this point and further implies that elements of market design might be necessary to ensure that competition enhances educational performance.

Do Classmate Effects Fade Out?

Robert Bifulco (Syracuse University) ; Jason M. Fletcher (Yale University) ; Sun Jung Oh (Syracuse University) ; Stephen L. Ross (University of Connecticut)

Using data from the National Longitudinal Study of Adolescent Health, this study examines the impact of high school cohort composition on the educational and labor market outcomes of individuals during their early 20s and again during their late 20s and early 30s. We find that the positive effects of having more high school classmates with a college educated mother on college attendance in the years immediately following high school fade out as students reach their later 20s and early 30s, and are not followed by comparable effects on college completion and labor market outcomes.

Preferences for lifetime earnings, earnings risk and nonpecuniary attributes in choice of higher education

Lars Johannessen Kirkebøen (Statistics Norway)

Expected earnings are considered to influence individuals' choice of education. However, the presence of nonpecuniary attributes and the different choice set available to prospective students make identification of this relationship difficult. This paper employs a conditional logit model on exceptionally rich application data, which are likely to reflect the actual preferences of the applicants, given their individual choice sets. Controlling for several nonpecuniary attributes, average lifetime earnings is shown to strongly influence educational choice. A one-percent earnings increase for a given education increases the number of male applicants by about 5 percent and female applicants by about 2 percent. However, other attributes also matter, in particular earnings risk. Increasing both earnings and risk as they correlate in the cross section has essentially no effect on the number of female applicants. Difference in ea rnings and risk preferences both contribute to a gender earnings differential. Finally, there is some preference heterogeneity by education chosen.

Keywords: Rank-ordered logit; nested logit; field of study

Indian Labour Markets and Returns to Education, 1983 to 2009-10

Kamal Vatta (RIEB, Kobe University (Japan) and Department of Economics and Sociology, Punjab Agricultural University (India)) ; Takahiro Sato (Research Institute for Economics & Business Administration (RIEB), Kobe University, Japan)

The present study is an attempt to examine the trends in returns to education in light of the long-term economic growth in India during 1983 to 2009-10. It outlines various forms of inequality issues prevalent in Indian labour markets, with respect to the rural/urban areas, gender, caste and nature of work. The unit level data from 6 rounds of National Sample Survey during 1983, 1987-88, 1993-94, 1999-2000, 2004-05 and 2009-10 were used for this study. Mincer wage function was estimated by using the OLS method and the results were also compared to the median wage equation, which proved the consistency of these estimates. The casual wage markets for males provided incentives for higher education till some intermediate levels in the form of higher wage earnings than their illiterate or below primary educated counterparts but no additional advantage for secondary or graduate levels of education. Higher education could not tr anslate into better wage earnings for female casual workers. The returns to all education levels were converging at low levels with the returns for secondary and graduate levels for urban casual male workers declining over time. There was a decline in the returns to secondary and graduate level of education for rural male regular workers with almost no change in the pattern of returns for urban male regular workers. The returns to education for graduation for female workers increased tremendously due to increased employment opportunities for better educated females in the India during the last decade of fast economic growth, led largely by the growth of the service sector. While there is need to enhance public investment in education for improving higher education opportunities in India, there is also a need to reorient rural education by focusing on imparting working skills between middle level of education and secondary levels. The education curriculum must ensure that hig her education translates into better wage earnings for the unskilled or semi-skilled majority of the rural workforce in the long run.

Do Supply-Side Education Programmes Work? The Impact of Increased School Supply on Schooling and Wages in Indonesia Revisited

Gunilla Pettersson (Department of Economics, University of Sussex, UK)

Indonesia each year allocates a large proportion of its total public spending to education and it is important to understand whether different groups, for instance, children from less advantageous socioeconomic backgrounds or girls benefit differentially from these public investments. It is also desirable to comprehend whether schooling translates into increases in wages that are similar in size for both for men and for women who obtain additional schooling. This paper uses the large-scale

Presidential Instruction Primary School construction programme (SD INPRES) rolled out in Indonesia in the 1970s to examine the effect of increased school supply on schooling attainment: overall, by gender, and by socioeconomic background. It also constructs a new SD INPRES programme exposure variable that is used as an instrument for schooling to assess the causal effect of schooling on wages and whether the additional schooling induced by the programme had differential impacts for men and women. To preview the findings, SD INPRES programme exposure significantly increased schooling both for men and for women. Moreover, women benefitted more from the SD INPRES programme than men and so did individuals from less advantageous socioeconomic backgrounds contributing to a narrowing of schooling gaps by gender and by socioeconomic background. In addition, more schooling is found to cause higher wages for men and women and there appears to be an additional positive effect on wages for women through the additional schooling induced by the SD INPRES programme.

Non-Cognitive Ability, Test Scores, and Teacher Quality: Evidence from 9th Grade Teachers in North Carolina
C. Kirabo Jackson
This paper presents a model where students have cognitive and non-cognitive ability and a teacher's effect on long-run outcomes is a combination of her effect on both ability types. Conditional on cognitive scores, an underlying non-cognitive factor associated with student absences, suspensions, grades, and grade progression, is strongly correlated with long-run educational attainment, arrests, and earnings in survey data. In administrative data teachers have meaningful causal effects on both test-scores and this non-cognitive factor. Calculations indicate that teacher effects based on test scores alone fail to identify many excellent teachers, and may greatly understate the importance of teachers on adult outcomes.

Globalization and Migration: A "Unified Brain Drain" Model
Elise S. Brezis (Bar-Ilan University) ; Ariel Soueri
Globalization has led to a vast flow of migration of workers but also of students. The purpose of this paper is to analyze the migration of individuals encompassing decisions already at the level of education. We develop a "unified brain drain" model that incorporates the decisions of an individual vis-à-vis both education and migration. In the empirical part, this paper addresses international flows of migration within the EU and presents strong evidence of concentration of students in countries with high-quality education. This phenomenon, as the usual brain drain, has two opposite effects on social mobility.

Is School Value-Added Indicative of Principal Quality? Cambridge, MA: Mathematica Policy Research
Hanley Chiang ; Stephen Lipscomb ; Brian Gill

University access for disadvantaged children: A comparison across English speaking countries
John Jerrim (Institute of Education, University of London) ; Anna Vignoles (Faculty of Education, University of Cambridge) ; Ross Finnie (Graduate School of Public and International Affairs, University of Ottawa)
In this paper we consider whether certain countries are particularly adept (or particularly poor) at getting children from disadvantaged homes to study for a bachelorâ€™s degree. A series of university access models are estimated for four English speaking countries (England, Canada, Australia and the

United States) which include controls for comparable measures of academic achievement at age 15. We not only consider access to any university but also admission to a â€˜selectiveâ€™ institution. Our results suggest that socio-economic differences in university access are more pronounced in England and Canada than Australia and the United States, and that cross-national variation in the socio-economic gap remains even once we take account of differences in academic achievement. We discuss the implications of our findings for the creation of more socially mobile societies.

Class Attendance, PowerPoint Slides and Learning Outcomes

William T. Alpert (University of Connecticut) ; Archita Banik (University of Connecticut) ; Oskar R. Harmon (University of Connecticut) ; James Lambrinos (Union Graduate College) ; Richard N. Langlois (University of Connecticut)

At many large universities it is conventional to deliver undergraduate introductory economics courses in a large lecture hall with a live lecturer. However, not surprisingly, casual empiricism suggests that rates of student absenteeism are significantly greater in a large lecture format than in a smaller classroom setting. A compounding factor is that numerous empirical studies have established a significant negative relation between absenteeism and student performance. Though many instructors employ the technology of PowerPoint presentation in the traditional lecture, there is reluctance among some instructors to distribute the PowerPoint lecture notes to students. Their concern is that if absenteeism is greater in large lecture classes and greater absenteeism leads to poorer performance, then won't distributing lecture presentations online will contribute to an increase in absenteeism and therefore lower educational o utcomes? This study investigates the relation between student performance and the use of online lecture notes. The findings confirm the usual finding that absence from the lecture reduces the probability of a correct response to questions covered in the lecture. For students absent from class, however, studying from instructor provided lecture notes increases the probability of a correct response. For students with a multi-modal learning style the positive effect of lecture notes offsets the negative effect of absence, not so for students with mono-modal learning styles.

Classroom grade composition and pupil achievement

Edwin Leuven and Marte Rønning (Statistics Norway)

This paper exploits discontinuous grade mixing rules in Norwegian junior high schools to estimate how classroom grade composition affects pupil achievement. Pupils in mixed grade classrooms are found to outperform pupils in single grade classrooms. This finding is driven by pupils benefiting from sharing the classroom with more mature peers from higher grades. The presence of lower grade peers is detrimental for achievement. Pupils can therefore benefit from de-tracking by grade, but the effects depend crucially on how the classroom is balanced in terms of lower and higher grades. These results reconcile the contradictory findings in the literature.

Migration and Education Aspirations - Another Channel of Brain Gain?

Marcus Böhme

International migration not only enables individuals to earn higher wages but also exposes them to new environments. The norms and values experienced at the destination country could change the behavior of the migrant but also of family members left behind. In this paper we argue that a brain gain could take place due to a change in educational aspirations of caregivers in migrant households. Using unique survey data from Moldova, we find that international migration raises parental aspirations in households located at the lower end of the human capital distribution. The identification of these effects relies on GDP growth shocks in the destination countries and migration networks. We conclude that aspirations are a highly relevant determinant of intergenerational human capital transfer and that even temporary international migration can shift human capital formation to a higher steady state by inducing higher educational aspirations of caregivers

[Higher education dropouts, access to credit, and labor market outcomes: Evidence from Chile]

Sergio Urzua (University of Maryland) ; Tomas Rau (Universidad Catolica de Chile)

In this paper we estimate a structural model of sequential decision of higher education and dropout to evaluate the impact of short-term credit constraint on dropouts. In particular, we analyze the impact on dropouts of the State Guaranteed Credit program (CAE) the most important funding program for higher education in Chile. The model allows for heterogeneity in observable and unobservable individual characteristics (Heckman et al. 2006) and controls for selectivity. Our data combine different sources of information, including individual data from standardized tests scores (PSU), higher education enrollment and unemployment insurance system (UI) data. The results show the important role of the abilities of individuals on educational choice. Individuals with higher ability tend to enroll in universities and not to drop out (sorting on ability). We show that household income and access to credit influence the probability o f dropping out. Specifically, the results suggest that CAE has a positive impact on reducing the dropouts from higher education, where the program reduces the first year dropout rate in 15.5% for those enrolled in a university and a 24% for enrolled in a Center or Technical Formation (CFT) and Professional Institute (IP). We also found that the CAE is more effective in reducing the probability of dropping out for low-skill individuals from low-income families. However, our results show that CAE beneficiaries have lower wages than those who are not beneficiaries (even after controlling for characteristics, ability and selectivity bias). We attribute this to a incentive problems in the design of CAE which may lead to higher education institutions to reduce the quality of education. The evidence then calls to revise the design of CAE.

[Science: why the gender gap?]

Thomas Breda ; Son Thierry Ly

Stereotypes, role models played by teachers and social norms influence girls' academic self-concept and push girls to choose humanities rather than science. Do recruiters reinforce this strong selection by discriminating more against girls in more scientific subjects? Using the entrance exam of a French higher education institution (the Ecole Normale Supérieure) as a natural experiment, we show the opposite: discrimination goes in favor of females in more male-connoted subjects (e.g. math, philosophy) and in favor of males in more female-connoted subjects (e.g. literature, biology), inducing a rebalancing of sex ratios between students recruited for a research career in science and humanities majors. We identify discrimination by systematic differences in students' scores between oral tests (non-blind toward gender) and anonymous written tests (blind toward gender). By making comparisons of these oral/written scores diff erences between different subjects for a given student, we are able to control both for a student's ability in each subject and for her overall ability at oral exams. The mechanisms likely to drive this positive discrimination toward the minority gender are also discussed.

[Koranic Schools in Senegal : A real barrier to formal education?]

Pierre André ; Jean-Luc Demonsant (THEMA, Universite de Cergy-Pontoise and THEMA)

This paper studies the substitution between formal education and informal religious education for Senegalese households. We use the timing of the opening of formal schools to estimate whether Koranic and formal education systems compete for the children's time. Adapting the diff-in-diff strategy in Duflo (2001), we assess the effect of school openings on Koranic and formal schooling. Our estimates show that formal school openings increase formal education attainment, especially in rural areas. Incidentally, this result highlights the lack of primary schools in rural areas : an additional primary school increases the probability to start primary school by 13 percentage points around this school. We then estimate that an additional formal school decreases the time spent in Koranic schools. This proves that, while both school systems are independent in terms of organization and pedagogical content, they still compete for t he children's time. This might increase the opportunity cost of formal primary school, and can narrow the political consensus around universal primary education.

The Impact of Educational Mismatch on Firm Productivity: Evidence from Linked Panel Data

Stephan Kampelmann ; François Rycx

We provide first evidence regarding the direct impact of educational mismatch on firm productivity. To do so, we rely on representative linked employer-employee panel data for Belgium covering the period 1999-2006. Controlling for simultaneity issues, time-invariant unobserved workplace characteristics, cohort effects and dynamics in the adjustment process of productivity, we find that: i) a higher level of required education exerts a significantly positive influence on firm productivity, ii) additional years of over-education (both among young and older workers) are beneficial for firm productivity, and iii) additional years of under-education (among young workers) are detrimental for firm productivity.

Do Classmate Effects Fade Out?

Robert Bifulco ; Jason M. Fletcher ; Sun Jung Oh ; Stephen L. Ross

Using data from the National Longitudinal Study of Adolescent Health, this study examines the impact of high school cohort composition on the educational and labor market outcomes of individuals during their early 20s and again during their late 20s and early 30s. We find that the positive effects of having more high school classmates with a college educated mother on college attendance in the years immediately following high school fade out as students reach their later 20s and early 30s, and are not followed by comparable effects on college completion and labor market outcomes.

University choice and entrepreneurship

Daghbashyan, Zara (CESIS - Centre of Excellence for Science and Innovation Studies, Royal Institute of Technology) ; Hårsman, Björn (CESIS - Centre of Excellence for Science and Innovation Studies, Royal Institute of Technology)

This paper aims at shedding light upon the impact of universities on graduates' entrepreneurial choice. Previous studies (Dale and Krueger, 2002, Brand and Halaby, 2006, McGuinness, 2003) have analyzed the relationship between the choice of university and labor market success of graduates in terms of their subsequent wages, employability or over-education, whereas the possible link between the choice of university and entrepreneurial choice has been neglected. Using 1998-2008 data on graduates from Swedish higher education institutions (HEI), the paper finds significant variation in the impact of universities on the career choice of graduates. The results suggest that graduates with degrees in the social sciences, natural sciences, medicine and teacher education from more prestigious universities systematically differ from others in their entrepreneurial choice. At the same time, no statistically significant difference i s found for technical science graduates.

The Role of Parental Income over the Life Cycle: A Comparison of Sweden and the UK

Björklund, Anders (SOFI, Stockholm University) ; Jäntti, Markus (SOFI, Stockholm University)
Nybom, Martin (SOFI, Stockholm University)

Research on intergenerational income mobility has shown stronger persistence between parental and offspring's income in the UK than in Sweden. We use similar data sets for the two countries to explore whether these cross-national differences show up already early in offspring's life in outcomes such as birth weight, grades at the end of compulsory school at age 16, height during adolescence, and final educational attainment. We do indeed find significant country differences in the association between parental income and these outcomes, and the associations are stronger in the UK than in Sweden. Therefore, we continue to investigate whether these differentials are large enough to account for a substantial part of the difference in intergenerational persistence estimates. We then conclude that the country differences in the intergenerational associations in birth weight and height are too weak to account for hardly any frac tion of the UK-Sweden difference in intergenerational income mobility. For the more traditional human-capital variables grades and final education, however, our results suggest that the country differences can account for a substantial part of the difference in income persistence.

Japan’s Education Services Imports: Branch Campus or Subsidiary Campus?

Hamanaka, Shintaro (Asian Development Bank)

On the one hand, trade in tertiary education is highly regulated; on the other hand, it is a considerably liberalized area of services. This is especially true in the case of Mode 3 of international services trade, namely oversea campuses. In the case of Japan, foreign universities are/were free to open campuses in Japan to supply tertiary education services, but those were regarded informal education that was not recognized by the Japanese government until 2004. For campuses in Japan established by foreign universities to supply formal education services in Japan, they are required to satisfy the criteria set by the government to be examined by the University Council and the Minister; but no foreign university campus in Japan actually obtained a formal school status. Moreover, program at the campuses in Japan were not regarded as an equivalent to the program provided at the home campuses abroad. It was only in 2004 when the Japanese government introduced a new scheme called “Japanese Branches of Foreign Universities”, under which they can receive the treatment similar to formal Japanese universities except taxation, though only four campuses obtained this status so far. This paper reviews the development of regulatory status of services trade in tertiary education services, especially education through oversea campuses, and considers the policy implications on two critical issues regarding the regulation of services industry: (i) who between the government and the University Council the regulator is; and (ii) who between the home country and host country has the jurisdiction over the oversea branches of universities.

The gap between school enrolments and population in South Africa: Analysis of the possible explanations

Martin Gustafsson (Department of Economics, University of Stellenbosch)

In South Africa, like in many developing countries, the differences between enrolment totals, estimated by the education authorities, and the numbers of children in the country, estimated by demographers in the national statistical agency, defy easy explanations and suggest that one or both sets of statistics are inaccurate. In South Africa the gap between the two sets of estimates is substantially larger than one would expect. The typical reasons that have been found to underlie developing country data problems of this kind are discussed and their applicability to the South African data is investigated, using a variety of data sources. It is found that not clarifying the reasons behind the data discrepancies and not making necessary adjustments lead to distortions in commonly cited international development indicators that are not insignificant. It is demonstrated that analysing the various possible reasons for unexplain ed gaps between enrolment and population aggregates can reveal patterns that are in general useful for education planning. For instance, comparing the educational attainment of adults to enrolment patterns for children in the household data can help to gauge the extent to which the child enrolment responses are subject to typical upward biases. The analysis as a whole highlights the importance of collaboration between the education authorities and national statistical agencies to improve data collection and imputation techniques on both sides.

The relationship between public education expenditure and economic growth: The case of India
Sayantan Ghosh Dastidar ; Sushil Mohan ; Monojit Chatterji
The paper reviews the theoretical and the empirical case for public investment in education in India. Though the theoretical literature provides a backing for such a policy, the empirical literature fails to find a robust relation between education expenditure and growth. Expenditure on education is a necessary but not a sufficient condition for growth. It seems that the effectiveness of education expenditure depends on the institutional and labour market characteristics of the economy. The effectiveness of education investments also depends on other factors such as trade openness. Due to these aforesaid factors, we argue that the empirical relation between education expenditure and growth for India has been inconsistent.

Entrepreneurship and Arts Related Education
Daghbashyan, Zara (CESIS - Centre of Excellence for Science and Innovation Studies, Royal Institute of Technology) ; Hårsman, Björn (CESIS - Centre of Excellence for Science and Innovation Studies, Royal Institute of Technology)
The aim of this paper is to improve understanding of the observed high level of entrepreneurship among arts graduates. Specifically, the entrepreneurship rates of university graduates in the arts, architecture and engineering are compared. The occupational choice model applied has three options: wage employment, owning and a combination of the two. The utility function governing the choice includes income as well as an indicator of the disutility resulting from differences between the skills required and the skills supplied. The model implies that an alternative providing a better match might be preferred to one providing a higher income. Using Swedish data, this paper shows that the possibility of using artistic skills has stronger impact on the choice of occupation than income considerations.

Equality of Educational Ppportunity Employing PISA Data: Taking both Achievement and Access into Account

Márcia de Carvalho (Departamento de Estatística and Centro de Estudos sobre Desigualdade e Desenvolvimento (CEDE), Universidade Federal Fluminense (UFF), Brazil) ; Luis Fernando Gamboa (Facultad de Economía, Universidad del Rosario, Colombia.) ; Fábio D. Waltenberg (Departamento de Economia and Centro de Estudos sobre Desigualdade e Desenvolvimento (CEDE), Universidade Federal Fluminense (UFF), Brazil)

While PISA datasets have been used for measuring inequality of educational opportunity they have important limitations: (i) samples only cover a relatively limited fraction of developing countries' cohorts of 15-year-olds, and (ii) such fractions are not uniform across countries and waves. This casts doubts on the reliability of such measures when used for international and intertemporal comparisons: a milder calculated inequality of opportunity in a given country at a given moment might simply be the artifact of a more restricted and homogeneous sample. Previous attempts of addressing this problem have focused on explicitly reconstructing full samples. Here an alternative path is followed, relying on bidimensional indices, in which equality of opportunity in achievement is the first dimension and equality of opportunity for access to the exam is the second one. We compute the two dimensions and aggregate them using alt ernative techniques. Employing PISA 2006/2009 data for six Latin-American countries we observe rank reversals when comparing results based upon our indices and those based upon conventional indices of equality of opportunity for achievement. We then generalize our approach allowing for more dimensions and parameterizing the dimensions' weights.

Quality of Secondary Education in Russia: Between Soviet Legacy and Challenges of Global Competitiveness

Baranov, Igor N.

In this paper we examine determinants of the quality of secondary education for making informed policy decisions at the levels of student / family, school, country's education system institutions and macroeconomic indicators. The quality of education is estimated by the outcomes of the latest round of PISA from 2009 on mathematics and science skills of 15-year old students from 67 countries. After regression analysis for the pool of countries, we estimate the same determinants for Russia in order to reveal in what way the Russian secondary education system is different from other countries, with a special attention paid to possible explanation of a surprisingly different performance of Russian students on TIMSS and PISA tests. We conclude with the discussion of the limitations of analysis based on international tests and possible policy issues related to the factors of quality of secondary education in Russia.

Estimating Heterogeneous Returns to Education in Germany via Conditional Second Moments

Saniter, Nils

In this paper I investigate the causal returns to education for different educational groups in Germany. I circumvent potential drawbacks of IV by employing a new method by Klein and Vella (2010). In this approach identification is not based on instruments but on the presence of heteroskedasticity. 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% 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 my findings.

Innovation and Education: Is there a 'Nerd Effect'?

Goldbach, Stefan

Policy makers are interested in fostering economic growth and employment. Therefore, it is important to know how to boost innovation in an effective way. This paper investigates whether entrepreneurs with technical education are more innovative in high-tech industries than economists. The main contribution to the literature is in using the type of education as main explanatory variable for innovation. To analyze this question, the KfW/ZEW Start-Up Panel between 2005 and 2007 is used. Two independent OLS regressions are conducted for entrepreneurs with university degree and practical education. The results suggest that education matters for individuals with a university degree in high-tech industries but not for people with practical education. Having an economics degree is correlated with higher innovativeness. Therefore, for the underlying sample we do not find a nerd effect .

Complementary Policies to Increase Poor People's Access to Higher Education: The Case of West Java, Indonesia

Mohamad Fahmi (Department of Economics, Padjadjaran University) ; Achmad maulana (Department of Economics, Padjadjaran University) ; Arief Anshory Yusuf (Department of Economics, Padjadjaran University)

We see a weakness of the merit-based government scholarship program for students from poor families, Bidik Misi, as most of them fail to meet the minimum academic requirement. This paper provide a policy simulation that compares two programs, private tutoring voucher (PTV) and conditional cash transfer (CCT), to complement the Bidik Misi scholarship to boost the number of poor students to get the support. To this end, we offer a policy targeted for second and third year high school students at public schools. The data sources that we used in this study are the Indonesia Family Life Survey (IFLS), the Indonesia Social and Economic Survey (SUSENAS), and some primary data. To choose the best alternatives, we compare the cost effectiveness of both program and we find that the cost effectiveness per student in private tutoring voucher (PTV) is lower than conditional cash transfer program. The PTV program is also more convincin g than CCT as PTV could directly influence the quality of instruction. We also check the robustness of the scenario using two one way sensitivity analyses. The sensitivity analyses support our finding that PTV program has more cost effective than the CCT.

The Effect of Education on Fertility: Evidence from a Compulsory Schooling Reform

Cygan-Rehm, Kamila ; Mäder, Miriam

This study analyzes the effect of education on the number of children, childlessness, and the timing of the first birth. We use exogenous variation from a mandatory reform to compulsory schooling in West Germany to deal with the endogeneity of schooling. In contrast to studies for other developed countries, we find a significant negative effect of education on completed fertility. We attribute this finding to the particularly high opportunity costs of child-rearing in Germany.

What is the impact of educational systems on social mobility across Europe? A comparative approach

Pedro Abrantes ; Manuel Abrantes

Education is reasonably expected to enhance intergenerational social mobility. However, the extent to which educational systems foster or otherwise constrain social mobility remains controversial. In this paper, data from the European Social Survey covering 22 countries is analysed in order to assess social mobility in the second half of the 20th Century. Variation across five cohesive regional clusters is examined in detail. Results confirm increasing rates of social mobility in Europe and their close relation to massive structural shifts. The erosion of the education-occupation linkage presents a current threat to this trend. Considering formal credentials only, the most equalitarian educational systems are to be found in the United Kingdom and Ireland, but their ability to allocate individuals in the occupational structure is lower than in the other regions. Scandinavian systems show higher chances of social mobility t hrough education, while Mediterranean systems present lower fluidity rates in both the background-education link (like Eastern European countries) and the education-occupation link (like the UK & Ireland). Gender and migration are identified as key factors to explain these differences.

Public education and economic prosperity: Semi-endogenous growth revisited

Prettner, Klaus

We introduce publicly funded education into R&D-based economic growth theory. Our framework allows us to i) explicitly describe a realistic process of human capital accumulation within these types of growth models, ii) reconcile semi-endogenous growth theory with the empirical evidence on the relationship between economic development and population growth, and iii) revise the policy invariance result of semi-endogenous growth frameworks. In particular, we show that the model supports a negative association between economic growth and population growth if the education sector is well developed and the population growth rate is low, that is, for modern industrialized countries. Furthermore, within our framework, changes in public educational investments have the potential to affect the long-run balanced growth rate.

Education as a driver of income inequality in twentieth-century Africa

Van Leeuwen, Bas ; van Leeuwen-Li, Jieli ; Foldvari, Peter

In this paper, we address the issue of how education affected income inequality in twentieth-century Africa. Three channels are identified through which education may affect income inequality. First, an increase in the average educational level is correlated with an increase in average income, which, ceteris paribus, reduces inequality. Second, a reduction in educational inequality may, given a positive correlation between education level and income, reduce income inequality. Thirdly, an increase in the supply of education may decrease the price of skilled labour thus lowering income inequality. We find that in the long-run education does not affect income growth, indicating that in twentieth-century Africa it was inspiration (i.e., Total Factor Productivity [TFP]) rather than perspiration (i.e., education and physical capital) that drove economic development. Testing for the effects of the remaining two channels, we foun d a significant non-linear relationship between educational and income inequality suggesting that, contrary to the level of education, these two channels were important in determining income inequality in Africa. Taking an example from the end of the twentieth century, if educational equality had been eliminated, then income inequality would decline by no less than 81%.

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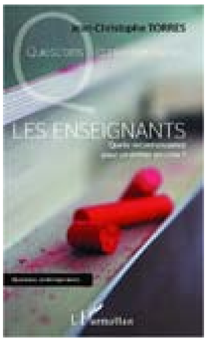
  Erik Neveu

3. Livres intéressants

ROMAINVILLE Marc, GOASDOUÉ Rémi, VANTOUROUT Marc (dir.) **Évaluation et enseignement supérieur**. Bruxelles : De Boeck, 2012. 372 p. (Pédagogies en développement). ISBN 9782804175436

Qui échappe encore à l'évaluation dans l'enseignement supérieur ? Les enseignants évaluent, comme ils l'ont toujours fait, les acquis des étudiants, mais il leur est désormais demandé, au-delà de la maîtrise de connaissances, de certifier l'acquisition de compétences et de développer une évaluation davantage formative. Les étudiants évaluent à leur tour les enseignements et les formations. Les chercheurs sont classés en « publiants » et « non-publiants » sur la base de procédures bibliométriques d'évaluation automatisée. Ces mêmes chercheurs participent à l'évaluation des propositions d'articles et d'ouvrages scientifiques de leurs collègues et de leurs demandes de subventions de recherche. Des agences nationales évaluent la « qualité » des filières et des établissements et ces derniers sont classés au sein de « palmarès » internationaux.

Face au développement considérable de formes nouvelles d'évaluation (plus externalisées, standardisées et publiques qu'auparavant), l'ambition de l'ouvrage est de présenter une synthèse des questions et des connaissances actuelles en la matière. En identifiant les tensions et les difficultés engendrées par ces modalités nouvelles d'une évaluation devenue omniprésente, l'ouvrage cherche à en comprendre l'origine, les ressorts et les effets. Sur la base des différentes analyses proposées (issues de champs disciplinaires variés), l'ouvrage tente également de repérer les pratiques innovantes les plus porteuses ainsi que les rééquilibrages qu'il s'agirait d'opérer de manière à réconcilier les acteurs de l'enseignement supérieur avec l'évaluation.



Jean-Christophe Torres. **Les enseignants : quelle reconnaissance pour un métier en crise ?** Paris : L'harmattan, 2013. 224 p. (questions contemporaines)- ISBN : 978-2-296-99375-4

Il existe aujourd'hui un malaise enseignant, la crise de l'autorité, la perte d'une référence partagée aux savoirs… sont autant de symptômes d'une transmission éducative désormais problématique. Authentiques cadres de la fonction publique, les enseignants restent à cet égard ignorés dans leurs compétences à assumer pleinement des responsabilités d'ingénierie et de pilotage pédagogique. L'urgence est donc à revaloriser un métier qui est de manière cruciale en perte de références.