



Veille de l'IREDU n° 1 15 novembre 2016

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1. Ressources sur le Web

Repéré sur : alterecoplus.fr

Xavier Molénat. [Inégalités de salaire femmes/hommes : le mystère des 10 %](#). 07 novembre 2016

Les femmes étaient appelées hier à cesser le travail à 16h34, afin de dénoncer la persistance des inégalités salariales qu'elles subissent. D'où vient cet écart ?

Repéré sur : alternatives-economiques.fr

Xavier Molénat. [La longue chaîne des inégalités](#). Alternatives Economiques, n° 362, novembre 2016
C'est un véritable réquisitoire contre l'école française qu'a dressé le Conseil national d'évaluation du système scolaire (Cnesco) dans son rapport intitulé "Comment l'école amplifie-t-elle les inégalités sociales et migratoires ?", paru fin septembre.

Fondé sur le travail d'enquête de 22 équipes de chercheurs, son originalité repose cependant moins sur les nouvelles connaissances qu'il contient que sur la perspective d'ensemble qu'il développe, qui se veut "un bilan solide de la justice à l'école".

Repéré sur : cafepedagogique.net

[L'école face à la violence : Agir avec Eric Debarbieux](#). L'expresso du 3 novembre 2016

"Techniquement – la plus grande partie de la violence à l'école est inscrite au coeur du pédagogique. C'est l'approche uniquement sécuritaire qui est idéologique, dangereuse par son renforcement des pratiques d'exclusion et inadaptée à la réalité de la violence quotidienne". Ancien Délégué ministériel à la prévention de la violence scolaire, redevenu chercheur et libre de parole, Eric Debarbieux publie un ouvrage qui réunit les meilleurs chercheurs internationaux sur la violence scolaire. Cette réunion d'études françaises et internationales converge vers des recommandations d'action qui concluent le livre. Face à la violence scolaire, la réponse est pédagogique et non sécuritaire. Dans un entretien accordé au Café pédagogique, Eric Debarbieux insiste sur un point : en France, il est urgent de changer notre philosophie de l'éducation pour lutter contre les violences scolaires.

[Franck Ramus : "Mets-toi ça dans la tête !" : Les stratégies d'apprentissage à la lumière des sciences cognitives](#). L'expresso du 4 novembre 2016

Dès le cours préparatoire (et souvent dès la maternelle), les élèves reçoivent de bien mystérieuses consignes : « apprenez la leçon pour la semaine prochaine ». Encore dociles à cet âge, bien peu d'élèves ont le culot nécessaire pour oser demander à leur enseignant : « mais comment fait-on pour apprendre une leçon » ? Au grand soulagement de la plupart des enseignants, qui se retrouveraient d'emblée mis en difficulté, et seraient obligés de livrer quelques consignes sommaires (et peu efficaces) : « relis la leçon jusqu'à ce que tu la retiennes ». Pourtant, si l'on y réfléchit bien, savoir

apprendre de manière efficace devrait être l'une des compétences fondamentales que l'école primaire a pour mission d'enseigner, aux côtés des incontournables lire, écrire, compter. C'est en effet une compétence dont tous les élèves auront besoin tous les jours de leur longue scolarité, jusque dans l'enseignement supérieur, puis au-delà dans leur vie professionnelle. Comment se fait-il que l'Education nationale n'ait pas fait d'une compétence aussi indispensable l'une de ses premières priorités ?

[Numérique : Peu d'évolution des pratiques selon Profetic](#). L'expresso du 4 novembre 2016

Le numérique marque-t-il toujours le pas dans l'école française ? Selon l'enquête Profetic 2016, qui a touché moins de 2000 enseignants du secondaire, tout juste publiée par le ministère, 15% des enseignants seraient toujours réticents face au numérique et 16% auraient une pratique quotidienne des outils numériques. La majorité des enseignants seraient entre ces deux poles.

[Métier enseignant : De la durée avant toute chose...](#) L'expresso du 7 novembre 2016

Comment renforcer l'attractivité du métier enseignant ? Trois études présentées par le Conseil national d'évaluation du système scolaire (Cnesco) le 7 novembre montrent à la fois que le métier d'enseignant attire toujours mais que des difficultés ponctuelles existent. La solution passe déjà par le maintien d'une politique de recrutement. Une leçon au moment où les candidats de droite veulent ramener le balancier en arrière ? Le Cnesco émet d'autres préconisations pour faciliter le recrutement comme un meilleur accompagnement des débutants.

[Orthographe : La nouvelle chute des résultats interroge le statut de l'orthographe](#). L'expresso du 9 novembre 2016

La France ton orthographe fout le camp. C'est ce que montre une nouvelle étude de la Depp (division des études du ministère). Sur la même dictée d'une dizaine de lignes (67 mots) donnée depuis 1987 et évaluée en Cm2, le nombre d'erreurs a encore progressé. Le pourcentage d'élèves faisant moins de 6 fautes est passé de 31 % en 1987 à 16% en 2007 et 8% en 2015. L'erreur orthographique, longtemps discriminante socialement, est maintenant socialement très partagée. C'est bien le statut de l'orthographe classique dans la société qui est interrogé. La ministre réunit le 9 novembre une grande conférence sur l'apprentissage du français.

[Comment favoriser la réussite des élèves issus de l'immigration ?](#) L'expresso du 9 novembre 2016

Comment favoriser l'apprentissage du français et les apprentissages en français? Comment faciliter le passage de la classe d'accueil à la classe ordinaire? Comment mieux collaborer avec les parents immigrants? Ces trois aspects sont traités dans ce webdocumentaire québécois proposé par l'Ecole branchée. "Le processus éducatif illustré ici contribue à la réduction des inégalités, à l'amélioration du climat scolaire et à la réussite de tous. Il concourt également à l'évolution des pratiques enseignantes".

[Qui sont les décrocheurs ?](#) L'expresso du 14 novembre 2016

Qui sont les décrocheurs et que peut y faire l'Ecole ? Deux nouvelles études publiées par la revue Education & formations (n°90 avril 2016) interrogent l'Ecole sur sa participation au décrochage des élèves. Que le "marre de l'école" soit un facteur dominant du décrochage, on le savait depuis une étude de Pierre Yves Bernard et Christophe Michaut, réalisée en 2013. Une nouvelle recherche réalisée par eux dans l'académie de Créteil ne change pas la donne. Mais elle montre que le fichier

de décrocheurs utilisé par l'Education nationale est loin de toucher à la réalité. Joël Zaffran et Juliette Vollet se sont attaqués à "l'accrochage" des jeunes. Et eux aussi mettent en avant les changements opérés dans la forme scolaire. Si les facteurs familiaux, sociaux ou économiques ont leur part dans le décrochage, c'est quand même toujours l'Ecole qui domine cette problématique

Repéré sur : Cereq.fr

Pierre Périer. [Attractivité du métier d'enseignant. Ce rapport propose d'interroger l'attractivité du métier d'enseignant en 2016](#). Paris : CNESTO, novembre 2016

Pierre Périer, professeur en sciences de l'éducation à l'université de Rennes 2, analyse l'évolution des recrutements d'enseignants et des viviers de candidats dans une perspective temporelle longue. Il présente une enquête exploratoire inédite sur l'attractivité du métier auprès des étudiants, éclairant les raisons de choix et de non choix du métier d'enseignant.

Le rapport est également l'occasion d'explorer les conditions d'exercice du métier d'enseignant, avec, notamment, la contribution de Marc Gurgand, directeur de recherche au CNRS, chercheur à l'École d'économie de Paris, membre du Cnesco, apportant un éclairage sur le traitement salarial des enseignants. Enfin, ce rapport apporte des éléments de comparaison internationale, particulièrement sur les leviers permettant d'améliorer l'attractivité du métier.

Repéré sur : Crifpe.com

Conseil supérieur de l'éducation (2016). [Remettre le cap sur l'équité, Rapport sur l'état et les besoins de l'éducation 2014 -2016](#). Québec : Conseil supérieur de l'éducation.

Si la concurrence en éducation paraît efficace et légitime du point de vue de la liberté de choix, elle alimente en réalité un cercle vicieux qui mine la confiance dans la classe ordinaire de l'école publique. C'est l'un des principaux constats du Rapport sur l'état et les besoins de l'éducation 2014-2016 Remettre le cap sur l'équité, lancé aujourd'hui par le Conseil supérieur de l'éducation.

Les travaux menés par le Conseil ont permis de constater que le Québec doit être vigilant s'il veut préserver l'équité de son système d'éducation. La concurrence qui s'est installée entre les établissements alimente la perception que toutes les écoles ne se valent pas. Ce contexte accentue la tendance à regrouper les élèves selon leur profil socioéconomique et scolaire, ce qui contribue à l'essor d'une école à plusieurs vitesses. Les plus vulnérables se retrouvent ainsi dans les conditions les moins propices à l'apprentissage.

« L'accès à une éducation qui répond à ses besoins est un droit, et la qualité du service reçu dans les écoles ne devrait pas être conditionnelle à la capacité de payer des parents. Le Québec bénéficie d'un système d'éducation performant sur lequel il peut construire, mais il ne doit toutefois pas reculer sur l'équité et laisser les bases de ce système s'effriter », plaide le président du Comité du Rapport sur l'état et les besoins de l'éducation 2014-2016, M. Claude Lessard.

La mission de l'école, qui est de permettre à tous les enfants de développer leur plein potentiel, doit demeurer une priorité au Québec. Pour remettre le cap sur l'équité, le Conseil insiste sur l'importance de réduire les écarts entre les milieux afin de rebâtir la confiance dans le réseau public. Il est préférable de donner aux parents le goût de choisir l'école publique de leur quartier plutôt que de les contraindre à s'y résigner, ce qui ne ferait que déplacer le sentiment d'injustice. Un parent ne

devrait pas avoir l'impression qu'il lui faut choisir entre ses valeurs progressistes et l'intérêt de son enfant.

Pour freiner ce mouvement et réduire les écarts entre les milieux, le Conseil estime qu'il faut procéder sans tarder aux investissements requis pour que toutes les écoles disposent des ressources matérielles et humaines nécessaires afin d'offrir une expérience scolaire de qualité à tous les élèves qu'elles accueillent. L'ajout de ressources est une étape urgente et nécessaire, mais cela ne sera pas suffisant pour empêcher certaines iniquités de se perpétuer. En effet, dès le début de la scolarité, l'école instaure une culture de concurrence entre les élèves et crée une hiérarchie qui stigmatise certains enfants : l'école transforme alors certaines différences de dons, de rythmes et de talents en inégalités. « Il faudrait donner à chaque enfant le temps de développer sa confiance en sa capacité d'apprendre », conclut la présidente par intérim et secrétaire générale du Conseil, Mme Lucie Bouchard.

Pour remettre le cap sur l'équité, le Conseil estime qu'il convient d'adopter une vision de la réussite qui prend davantage en considération tous les volets de la mission de l'école. Instruire tout en reconnaissant la diversité des personnes, valoriser différents types de parcours et évaluer les apprentissages sans classer prématurément sont des gestes qui permettront de qualifier davantage de jeunes. La réduction des écarts entre les milieux favorisera la mixité scolaire et sociale dans les classes et les établissements, ce qui permettra de concrétiser le volet socialiser de la mission de l'école.

Institut de coopération pour l'éducation des adultes (ICÉA) (2016). [L'éducation des adultes à la croisée des chemins. Enquête de l'ICÉA sur les effets des décisions et des politiques des gouvernements du Québec et du Canada sur l'éducation des adultes \(période 2010 - 2015\)](#). Rapport final. Montréal : Institut de coopération pour l'éducation des adultes (ICÉA).

Notre enquête poursuit deux objectifs. Dans un premier temps, elle vise à identifier les caractéristiques des organisations touchées par une diminution de leur financement public. Dans un second temps, elle veut évaluer les impacts de ces restrictions financières en identifiant les organisations les plus fragilisées parmi celles qui ont absorbé des réductions financières.

Redford, J., Battle, D. & Bielick, S. (2016). [Homeschooling in the United States: 2012](#). Washington D.C. : National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.

Since 1999, the National Household Education Surveys Program (NHES), conducted by the U.S. Department of Education's National Center for Education Statistics (NCES) in the Institute of Education Sciences, has collected nationally representative data that can be used to estimate the number of homeschooled students in the United States. This report provides estimates of the number, percentage, and characteristics of homeschooled students in the United States in 2012 and provides historical context by showing overall estimates of homeschooling in the United States since 1999. It also provides homeschooled students' learning context by examining reasons for homeschooling, sources of curriculum, parent preparation for homeschooling, students' online course-taking, and math and science subject areas taught to homeschooled students during home instruction.

Estimates of homeschooling in 2012 are based on data from the Parent and Family Involvement in Education Survey (PFI) of the 2012 NHES. NHES data are designed to measure phenomena that cannot be easily measured by contacting institutions such as schools but are efficiently measured by

contacting people at their homes. The target population for the PFI survey is students in the 50 United States and the District of Columbia, age 20 or younger, who are enrolled in kindergarten through grade 12 or are homeschooled for equivalent grades. The NHES:2012 included two surveys related to parent and family involvement in education: the PFI-Enrolled survey and the PFI-Homeschool survey. The PFI-Enrolled survey asks questions about various aspects of parent involvement in education of students enrolled in a public or private school, such as help with homework, family activities, and parent involvement at school. For homeschooled students, the PFI-Homeschool survey asks questions related to the students' homeschooling experiences and the reasons for homeschooling. The 2012 survey was administered from January through August of 2012, by mail. Questionnaires were completed by the parents of 17,563 students, including 397 homeschooled students reported in the PFI-Homeschool questionnaire.

In this Statistical Analysis Report, students are considered to be homeschooled if their parents reported them as being schooled at home instead of at a public or private school for at least part of their education and if their part-time enrollment in public or private school did not exceed 25 hours a week. Students who were schooled at home primarily because of a temporary illness are also excluded, resulting in an analytic sample of 347 students. In 2012, the estimate of the total number of homeschoolers includes these 347 students and a weight-adjusted number based on 303 students whose parents completed the PFI-Enrolled questionnaire and marked that the students were schooled at home instead of at school for some classes or subjects (see technical notes for details). When weighted to include homeschoolers reported on both the PFI-Homeschool and PFI-Enrolled questionnaires, data represent the experiences of approximately 1,773,000 homeschooled students ages 5 through 17 with a grade equivalent of kindergarten through grade 12 in the United States, which is NCES's most accurate estimate of the true number of students who were homeschooled in 2012. The unadjusted number of homeschooled students is 1,082,000.

Estimates in this report are produced from cross-tabulations of the data, and t-tests are performed to test for differences between estimates. All differences cited in the text of this report are statistically significant at the $p < .05$ level. No corrections were made for multiple comparisons. As a result, an increase in Type I error is possible. Type I error is the observation of a statistical difference when, in fact, there is none. Readers are cautioned not to make causal inferences about the data presented here. Some of the major findings are presented below.

Repéré sur : Education.gouv.fr

Sandra Andreu et Claire Steinmetz. [Les performances en orthographe des élèves en fin d'école primaire \(1987-2007-2015\)](#). Note d'information, n° 28, novembre 2016

Évalués en cours moyen deuxième année (CM2) en 2015, les élèves, entrés en cours préparatoire (CP) en 2010 pour la plupart, ont de moins bons résultats en orthographe que les élèves évalués en 1987 et 2007. La baisse des résultats constatée entre 1987 et 2007 n'a ainsi pas été enrayée. C'est l'orthographe grammaticale (règles d'accord entre le sujet et le verbe, accords dans le groupe nominal, accords du participe passé) qui demeure la source principale de difficultés pour les écoliers français.

I.G.A.E.N.R. [La dévolution du patrimoine immobilier aux universités](#), Septembre 2016

Le rapport relatif à la dévolution du patrimoine immobilier des université identifie les conditions dans lesquelles les universités pourraient se voir confier la gestion en pleine propriété de leur patrimoine immobilier, marquant ainsi une reprise du mouvement de dévolution engagé en 2011. Elle s'est pour cela notamment appuyée sur l'analyse du bilan de la dévolution du patrimoine réalisée en 2011-2012 au profit de trois établissements expérimentateurs et sur la réalisation d'études de cas auprès de six universités candidates. Le rapport identifie plus particulièrement les conditions et les leviers facilitant la réussite de futures opérations de dévolution.

Repéré sur : Enseignementsup-recherche.gouv.fr

Claudette-Vincent Nisslé. [Panorama de l'effort de R&D dans le monde](#). Note Flash Enseignement supérieur & Recherche, n°14, novembre 2016

Repéré sur : Esen.education.fr

Sylvie Le Laidier, Patricia Prouchandy, [Parcours à l'école primaire des élèves en situation de handicap](#). Note d'information - N° 26 - octobre 2016

Cette note souligne que moins d'un élève en situation de handicap sur 4 parvient en classe de cours moyen 2 (CM2) à l'âge de 10 ans. 4 ans auparavant, à 6 ans, 6 sur 10 entraient pourtant en cours préparatoire (CP).

Entrant moins souvent à l'école maternelle dès trois ans, et moins souvent "à l'heure" au début de l'école élémentaire, une moitié de ces enfants va progressivement passer dans une classe ou un établissement spécialisé.

Repéré sur : halshs.archives-ouvertes.fr

Aurélie Manon. [Quels sont les effets de la classe inversée sur les performances des élèves ?](#). Éducation. 2016.

L'ambition de ce mémoire professionnel est d'étudier l'impact de la classe inversée sur les performances scolaires des élèves, c'est-à-dire sur l'efficacité de l'apprentissage. La partie théorique rappelle les éléments de littérature scientifique concernant la classe inversée, à la fois sur les raisons d'inverser la classe et sur les résultats des élèves en termes de connaissances. L'objectif de ce mémoire est de vérifier en classe de Première si la classe inversée a des effets positifs sur les performances scolaires des élèves, et notamment sur les performances des élèves les plus en difficulté. Sur le plan méthodologique, la classe inversée est testée sous différentes formes : avec un polycopié comme support de cours et avec des capsules vidéos. Les performances scolaires des élèves en classe inversée sont comparées avec leurs performances en classe traditionnelle. Les résultats de l'expérimentation sont contrastés : la classe inversée semble améliorer les performances des élèves qui[...]

Cyril Champion. [L'apprentissage coopératif : quel impact sur la progression des élèves ?](#). Éducation. 2016.

Ce mémoire a pour objet l'impact du travail de groupe sur les apprentissages des élèves. En prenant appui sur la littérature en sciences de l'éducation (sciences cognitives et psychologie sociale

notamment), ce travail de recherche vise à tester l'impact du travail en groupe sur la progression des élèves sur une compétence ciblée grâce à la verbalisation des stratégies gagnantes de chacun des membres du groupe. Une expérimentation effectuée avec des élèves de classe de seconde et de première montre que la tâche proposée est mieux réalisée lorsqu'elle est effectuée en groupe mais que cet apprentissage coopératif n'a pas d'effet sur les résultats des élèves lorsqu'ils doivent à nouveau réaliser la tâche individuellement.

Anna Delamare. L'évaluation : [un outil de progrès pour l'élève ?](#). Éducation. 2016. Ce mémoire entame une réflexion autour de l'évaluation dans le second degré. Nous avons cherché à améliorer notre pratique de classe pour favoriser la progression de nos élèves à partir des corrections des évaluations. Notre mémoire permet donc de conseiller les enseignants pour améliorer leur pratique autour des évaluations. Nous avons également souhaité mettre en place une expérimentation autour des annotations. Le test a permis d'expliquer la progression des élèves après une évaluation

Didier Chavrier. [Influence des différents formes d'évaluations sommatives sur le développement d'une égalité sexuée effective au sein du système scolaire](#). Congrès International d'Actualité de la Recherche en Education et en Formation : A quelles questions cherchons-nous réponse ?, Jul 2016, Mons, Belgique.

Sylvie Moussay, Eric Flavier. [L'activité des enseignants face au décrochage scolaire : Quelles difficultés et quelles mises en œuvre professionnelles ?](#). France. Aix-Marseille Université, 2016, Questions vives, n°25, 2016. Recherches en éducation.

L'activité des enseignants face au décrochage scolaire : Quelles difficultés et quelles mises en œuvre professionnelles ? Depuis les années 2000, en France, les politiques publiques n'hésitent pas à renforcer les actions de lutte contre le décrochage scolaire et à multiplier les prescriptions institutionnelles (arrêtés, circulaires, référentiel des compétences professionnelles, circulaire de rentrée, etc.) invitant les professionnels à mettre en place des dispositifs spécifiques centrés sur la prévention, la remédiation scolaire, l'orientation réussie. Pour répondre à ces prescriptions, les professionnels se mobilisent et s'engagent dans la conception de dispositifs visant à prendre en charge et à soutenir les élèves à risque de décrochage scolaire ou en rupture professionnelle. L'opérationnalisation de ces dispositifs engendre des organisations et des collaborations nouvelles entre différents acteurs de l'éducation tant dans le cadre d'alliances éducatives que de la[...]

Nathanaël Friant. [NESET Country Report: Belgium](#) . [Research Report] Université de Mons. 2016. Résumé : In this report, we describe the main equity-related policy challenges in Belgium; assess the main relevant policy initiatives, reforms, measures and synthesize leads for reforms and specific measures proposals.

Simon Flandin, Germain Poizat, Marc Durand. [Concevoir pour le développement dans une approche non-curriculaire en formation des adultes](#). La conception d'un artefact : approches ergonomiques et didactiques , Oct 2016, Lausanne, Suisse.

La formation des adultes est principalement structurée selon une approche curriculaire et séquentielle ayant montré son efficacité, et qui suppose notamment i) la didactisation préalable d'objets d'apprentissage, ii) l'identification des situations susceptibles de favoriser l'acquisition de ces

objets et iii) la répétition et la graduation de ces situations. Cette approche montre aussi ses limites i) vis-à-vis de certains publics (en échec à l'université, évitant la formation continue, décrochant des institutions), et ii) vis-à-vis d'enjeux sociétaux majeurs (catastrophes industrielles et environnementales, atteintes graves à la santé...). Cette inadéquation est due à ce que Stiegler (2010) identifie comme un décalage critique entre la vitesse des mutations technologiques et sociales (excessivement rapides, voire disruptives) et celles des dynamiques organisationnelles des systèmes sociaux tels que l'éducation et la formation (lentes, voire sclérosées). Nos propositions concernent un[...]

Mélanie Leurs, Nathanaël Friant. [Étude d'un espace local en Belgique francophone : compétition et logique d'action](#). Éducation comparée. Nouvelle série, 2016, pp.67-89. .
Résumé : Les inégalités scolaires sont en partie dues aux interdépendances qui se créent entre les établissements géographiquement proches. Le système scolaire belge francophone est caractérisé par une logique de quasi-marché. Cet article vise à appréhender les logiques d'action déployées par les établissements afin de recruter les élèves. Les résultats montrent une différence entre les logiques observées et le modèle théorique de Maroy & Van Zanten (2007). Les écoles tentent de recruter des élèves ayant un profil particulier, créant ainsi une segmentation de la concurrence, qui s'établit principalement entre écoles d'une même « niche éducative » (Cornet & Dupriez, 2005).

Maud Besançon, Fabien Fenouillet, Rebecca Shankland. [Influence of school environment on adolescents' creative potential, motivation and well-being](#). Learning and Individual Differences, Elsevier, 2015, 43, pp.178 - 184. <10.1016/j.lindif.2015.08.029>.
Résumé : It is increasingly acknowledged that creativity has become essential in daily life. Each individual has the potential to be creative and the level of creativity actualization results from different factors that can be cognitive, conative and environmental. In particular, educational methods may impact creativity directly or indirectly through motivation and well-being. We hypothesized that the type of pedagogy influences levels of creativity, motivation and well-being. Furthermore, we hypothesized that creativity was linked to motivation and well-being. This study was conducted on 131 French adolescents attending a Waldorf school (alternative educational method) or a traditional school. Our results highlight differences in well-being and type of motivation when comparing both educational methods. Moreover, our results showed significant correlations between the different types of motivation and creativity scores.

Marine Jalaudin. [Le tutorat entre pairs au cycle 3](#). Éducation. 2016.
Résumé : Ce mémoire soulève la question de la conséquence de la formation en dyades dissymétriques lors de séances de tutorat en cours d'orientation sur les élèves acteurs : tuteurs et tutorés. Pour répondre à cette question, je me suis appuyée sur la méthodologie de Daniel GUICHARD et j'ai mené une expérimentation auprès d'élèves de CM1. Cette expérimentation s'est déroulée en trois phases. L'objectif était commun pour ces trois phases : les élèves devaient retrouver des lettres, à l'aide d'une carte et d'une boussole, pour former un mot. La phase de « pré-test », m'a permise d'évaluer le niveau de chaque élève face à cette tâche, car ils étaient en individuel. J'ai ainsi pu créer, grâce à leurs résultats, des binômes pour le tutorat, en associant un élève initialement bon et un élève initialement faible. Lors de la phase expérimentale, où les élèves étaient en situation de tutorat, j'ai enregistré leurs échanges verbaux afin de savoir comment les tuteurs appréhendaient leur rôle. Enfin, la[...]

EACEA. [Structural Indicators for Monitoring Education and Training Systems in Europe 2016 : Eurydice Background Report to the Education and Training Monitor 2016](#). European Commission (EC) - Eurydice, novembre 2016

Ce rapport Eurydice contient plus de 30 indicateurs structurels détaillés, des chiffres actualisés, des définitions, des fiches par pays et une courte analyse des récents développements politiques et des réformes dans cinq domaines: l'éducation et les soins de la petite enfance, l'éducation et la formation, l'enseignement supérieur et l'employabilité des diplômés.

Le rapport fournit des informations complémentaires et contextuelles à partir d'un certain nombre d'indicateurs structurels étudiés dans le rapport " Education and training monitor 2016", publication annuelle de la Commission européenne qui décrit l'évolution de 40 systèmes européens d'éducation et de formation sur la base d'un large éventail de données probantes. Il suit les progrès réalisés par les États membres de l'UE dans la réalisation des objectifs fixés par les processus de réforme «Europe 2020» et «Education et formation 2020».

OCDE. [Domaines d'études et marché du travail, où en sont les hommes et les femmes ?](#) Paris : OCDE, octobre 2016

Les adultes sont de plus en plus nombreux à obtenir un diplôme de l'enseignement tertiaire, mais tous les diplômes de ce niveau d'enseignement n'ont pas la même valeur sur le marché du travail. Les diplômes post-licence, tels que les masters et les doctorats, sont en général associés à des taux d'emploi et une rémunération plus élevés que les diplômes de licence. En outre, les débouchés professionnels varient également en fonction du domaine d'études. La composition hommes-femmes diffère sensiblement dans certains domaines d'études, reflétant les stéréotypes de genre prévalant dans certaines professions. Le domaine d'études des diplômés est étroitement lié à leurs choix professionnels ; Le choix du domaine d'études est façonné par les expériences que font les individus dans leur parcours personnel et scolaire avant d'atteindre l'enseignement tertiaire. Les écarts criants qui s'observent entre les sexes dans certains domaines d'études sont susceptibles de creuser le lit de graves déséquilibres dans les débouchés professionnels dont bénéficient les hommes et les femmes. Les domaines d'études où les femmes sont plus nombreuses sont typiquement associés à des taux d'emploi et à une rémunération plus faibles. Toutefois, même au sein d'un même domaine d'études, les hommes bénéficient en général d'une rémunération et de taux d'emploi plus élevés que les femmes. L'avènement de sociétés et de marchés du travail inclusifs ne peut se faire qu'au prix de la mise en œuvre sur le long terme de mesures globales et concertées.

Jeremy Redford, Danielle Battle, and Stacey Bielick. [Homeschooling in the United States: 2012](#).

National Center for Education Statistics (NCES) - American Institutes for Research, novembre 2016

Ce rapport fournit des estimations du pourcentage d'étudiants scolarisés à la maison aux États-Unis en 2012 et compare ces estimations avec celles de 1999, 2003 et 2007 afin d'en suivre les progressions. Les caractéristiques démographiques des homeschoolers et les raisons de ce choix par les parents y sont analysés ainsi que les sources en ligne utilisées par les parents.

ROUHANNA Joyce. [Vers une nouvelle pédagogie universitaire : analyse et conception de dispositifs numériques au Liban. Cas de la faculté des sciences II à l'université libanaise.](#) Thèse en Sciences de l'éducation, soutenue en 2016, sous la dir. de Jacques WALLET (Université de Rouen)

"Cette thèse a pour objet d'étude la formation des enseignants-chercheurs en pédagogie universitaire et en TICE à l'Université Libanaise - Faculté des Sciences II. Elle s'inscrit dans une approche descriptive et analytique qui nous permet d'analyser les pratiques de classe et de voir si ces pratiques correspondent à la conception d'une nouvelle pédagogie universitaire au Liban intégrant les TICE. Notre cadre théorique s'est appuyé sur l'approche systémique également connue par "l'analyse des systèmes" de que Jacques Wallet a appelé "carré PADI". La démarche méthodologique que nous avons adoptée pour l'étude de notre problématique s'est instaurée dans une perspective de type mixte qui a combiné deux approches : 1) une partie quantitative utilisant trois instruments de mesure (des questionnaires) : l'analyse des besoins des étudiants et des enseignants-chercheurs et la satisfaction des étudiants ; 2) une partie qualitative à travers des entretiens d'une part : des enseignants-chercheurs, le directeur et les chefs de département de la Faculté des Sciences II, des représentants des organisations francophones (AUF/IF) et des représentants des départements TICE dans des universités françaises, et à travers des observations de classes d'autre part. La méthode mixte adoptée dans l'étude est la triangulation qui permet de faire ressortir les différentes forces et atténuer les faiblesses du chevauchement des méthodes quantitatives et qualitatives. Ensuite, nous avons traité les données recueillies dans une approche thématique et à l'aide de modèles statistiques pour tirer plusieurs interprétations qui recouvrent les thèmes principaux et qui couplent les résultats quantitatifs aux résultats qualitatifs."

HACHE Caroline. [Les enseignants face à la réussite scolaire des élèves de ZEP.](#) Thèse en sciences de l'éducation, soutenue en 2016, sous la dir. de Jean RAVESTEIN (Aix-Marseille Université)

Les professeurs des écoles, en zones d'éducation prioritaire (ZEP), font face à la forte hétérogénéité des niveaux de leurs élèves, à la grande difficulté scolaire et aux problèmes de discipline, plus fréquents qu'ailleurs. Pourtant, en ZEP, il existe des élèves en grande réussite scolaire (EGRS). Nous nous intéressons à la perception qu'ont les enseignants des EGRS à travers l'analyse de leurs déclarations ainsi qu'à leur quotidien avec ces élèves. Cette étude se propose d'explorer : leurs définitions d'un EGRS ; leurs déclarations autour des dispositifs mis en place pour les EGRS ; leurs avis sur des changements dans la vie de la classe liés à la présence des EGRS. Notre étude donne la parole aux enseignants par un questionnaire à échelle nationale à destination de l'ensemble des professeurs des écoles (2490 répondants) exerçant en ZEP en France ainsi qu'à travers des entretiens directs menés avec dix d'entre eux. La personnalité des enseignants ressort significativement de nos résultats car de nombreuses variables caractérisant ces professionnels influencent leur définition des EGRS ainsi que leurs pratiques pédagogiques. Les enseignants décrivent le caractère particulier des EGRS, qui sont perçus comme des auxiliaires pédagogiques, prenant une part importante dans les actions conjointes. Il y a danger d'instrumentaliser les EGRS au profit des élèves en difficulté, quitte à pénaliser leur propre acquisition de savoirs. Cela entre en dissonance avec la volonté par ailleurs affirmée des enseignants de garder un haut niveau d'exigence pour les EGRS présents dans leur classe.

Repéré sur : Insee.fr

Damien Richet et Léa Thomas. [Créations et créateurs d'entreprises - Première interrogation 2014, profil du créateur](#). INSEE résultats, n°89 économie, novembre 2016

Le monde des entreprises est en perpétuel renouvellement. Des entreprises nouvelles voient le jour tandis que d'autres disparaissent ou sont reprises. Pour suivre les nouvelles entreprises au cours du temps et disposer d'informations sur leurs créateurs, les montages de projets ou encore les difficultés rencontrées les premières années d'existence, l'Insee a créé un Système d'information sur les nouvelles entreprises (Sine). Ce dispositif vise à étudier de façon permanente et régulière la naissance et la vie des jeunes entreprises.

Le dispositif Sine comporte deux volets : une enquête sur les auto-entreprises et l'autre sur les entreprises « classiques ».

Cet Insee Résultats présente les résultats tirés d'une cohorte d'entreprises « classiques » créées, reprises ou réactivées au premier semestre 2014, actives au 30 septembre 2014.

Aline Ferrante, David Guillas, Rosalinda Solotareff. [Entre 2010 et 2015, les inégalités de patrimoine se réduisent légèrement](#). Insee Première, n° 1621, novembre 2016

Début 2015, la moitié des ménages vivant en France possèdent plus de 158 000 euros de patrimoine brut et concentrent 92 % des avoirs patrimoniaux des ménages. Les 10 % les mieux dotés disposent d'au moins 595 700 euros de patrimoine brut et détiennent près de la moitié de la masse totale de celui-ci. Les 1 % des ménages les plus aisés en matière de patrimoine possèdent chacun plus de 1,95 million d'euros d'actifs. À l'opposé, les 10 % de ménages les moins dotés détiennent chacun moins de 4 300 euros de patrimoine et collectivement moins de 0,1 % de la masse totale. Le montant des actifs accumulés varie selon la position des membres des ménages dans le cycle de vie, mais aussi selon leur catégorie socioprofessionnelle : détenteurs d'actifs professionnels, les ménages d'indépendants ont en moyenne un patrimoine plus élevé que les ménages de salariés.

Entre début 2010 et 2015, en excluant le patrimoine relatif aux véhicules, à l'équipement de la maison, aux bijoux et aux œuvres d'art, les inégalités globales de patrimoine mesurées par l'indice de Gini ont légèrement diminué. Elles se sont cependant accentuées parmi les ménages les plus modestes.

Les ménages les plus jeunes ont su profiter de taux bas pour accéder à la propriété : le poids de l'immobilier a ainsi augmenté de 6 points en cinq ans pour atteindre, début 2015, 70 % de la valeur de leur patrimoine privé brut (hors biens durables et de valeur).

INSEE. [Les entreprises en France](#) - Insee Références - Édition 2016

Cette nouvelle édition du numéro Les entreprises en France de la collection « Insee Références » offre une vue structurelle complète de notre système productif.

Catherine Sourd. [Arrivées d'emplois et de résidents - Un enjeu pour les territoires](#). Insee Première, n° 1622, novembre 2016

En 2013, comme en 2008, les zones d'emploi autour des grandes agglomérations concentrent les arrivées d'emplois, qu'il s'agisse de créations ou de transferts. Elles sont, notamment, attractives pour les travailleurs qualifiés. Malgré des difficultés économiques, certains territoires du nord de la France, à la périphérie de la métropole de Lille, bénéficient toujours d'arrivées d'emplois. Lorsqu'elles sont dotées d'atouts naturels et résidentiels, et d'équipements suffisants, les zones littorales et certaines zones d'emploi éloignées des grandes villes sont prisées par les retraités. Cependant, la façade atlantique perd un peu de son attractivité entre 2008 et 2013. Les zones

d'emploi proches des grandes agglomérations offrent un cadre de vie et des possibilités de logements recherchés par les actifs mobiles et leurs familles. À l'inverse, une centaine de zones d'emploi offrent moins de possibilités pour travailler et d'agréments pour résider. Elles sont souvent éloignées des grandes villes ou situées dans le quart nord-est de la France.

Amandine Ulrich, Guillaume Volmers. [Le chômage continue de baisser mais la conjoncture est mitigée](#). Insee Conjoncture Bourgogne-Franche-Comté N° 5 - octobre 2016

Au cours du deuxième trimestre 2016, l'économie de la Bourgogne-Franche-Comté n'affiche pas l'amélioration escomptée malgré la bonne orientation de certains indicateurs. Le taux de chômage continue de baisser et les demandeurs d'emploi inscrits en fin de trimestre sont moins nombreux. Dans la construction, le nombre de permis de construire autorisés augmente ce qui laisse augurer une amélioration. Enfin, le nombre des défaillances d'entreprises diminue. L'emploi salarié est cependant orienté à la baisse, surtout dans l'intérim, et ne suit pas la tendance nationale avec laquelle l'écart continue de se creuser. Autres difficultés : le tourisme connaît un ralentissement et le nombre de créations d'entreprises recule. Ces indicateurs restent cependant bien orientés en tendance longue.

David Brion, Marie Léger. [L'arrivée d'emplois et d'actifs qualifiés renforce quelques zones d'emploi](#).

Insee Analyses Bourgogne-Franche-Comté N° 11 - novembre 2016

L'attractivité traduit la capacité d'un territoire à attirer des facteurs de production et des personnes en provenance de l'extérieur. En Bourgogne-Franche-Comté, parmi les trois zones d'emploi les plus importantes, deux d'entre elles, Dijon et Belfort-Montbéliard-Héricourt présentent une attractivité productive qui se renforce : elles accueillent des actifs qualifiés et bénéficient de la création d'emplois relevant de centres de décision extérieurs à leur territoire. L'attractivité de la zone d'emploi de Besançon est davantage résidentielle avec l'arrivée de résidents travaillant à l'extérieur de la zone ou l'installation de retraités.

L'attractivité des zones d'emploi de taille moyenne ou plus modeste relève davantage de leur localisation ou de leur spécialisation. La situation géographique de Mâcon, à proximité de la métropole lyonnaise, est favorable à l'installation de nouvelles entreprises et ainsi à la création d'emplois. Le Creusot-Montceau, par sa tradition industrielle, accueille des actifs qualifiés. Beaune, par la renommée de son vignoble et son patrimoine, attire des touristes mais aussi des emplois qualifiés. Le travail frontalier stimule l'installation de navetteurs dans les zones de Morteau ou Pontarlier.

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Luka Boeskens. [Regulating Publicly Funded Private Schools : A Literature Review on Equity and Effectiveness](#). OECD Education Working Papers, n°147, 67 p.

As school choice is an increasingly common feature of OECD education systems, the regulation of publicly funded private schools has become a salient concern for researchers and policy makers alike. Focussing on three areas of regulation – selective admission, add-on tuition fees and for-profit ownership – this paper provides a review of the theoretical and empirical literature concerning their effects on equity and educational effectiveness. It also offers an overview of different countries' approaches to the funding of private education and the methodological challenges involved in their

empirical evaluation. The available evidence confirms that the funding of private schools has yielded widely different results across educational systems and suggests that regulatory frameworks are an important factor shaping these outcomes. Selective admission and substantial add-on tuition fees in particular are likely to exacerbate social segregation and can undermine schools' incentives to compete on the basis of educational quality. The evidence on subsidised for-profit schools is equally divergent across countries but evidence points to the importance of rigorous accreditation processes and clear conditions concerning selectivity and fees to guide allocation of public funds. Although important questions are yet to be conclusively addressed, including the interaction of different regulatory devices and their effect on specific student groups, the existing literature suggests that private school regulation can make an important contribution to the equity and effectiveness of school choice programmes.

[Comment l'enquête PISA évalue-t-elle la culture scientifique ?](#) PISA à la loupe, n°66, nov 2016, 4 p.
PISA 2015, la dernière édition de cette enquête, avait pour domaine majeur d'évaluation la culture scientifique des jeunes de 15 ans, définie comme « la capacité des individus de s'engager dans des questions et des idées en rapport avec la science en tant que citoyens réfléchis ». Pour réussir l'évaluation PISA de sciences, les élèves devaient prouver leur maîtrise de trois compétences : expliquer des phénomènes de manière scientifique (sur la base de la connaissance de faits et concepts scientifiques) ; évaluer et concevoir des investigations scientifiques ; et interpréter des données et des faits de manière scientifique.

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[General versus Vocational Education: Lessons from a Quasi-Experiment in Croatia](#)

Ivan Zilic (The Institute of Economics, Zagreb)

This paper identifies the causal effect of an educational reform implemented in Croatia in 1975/76 and 1977/78 on educational and labor market outcomes. High-school education was split into two phases which resulted in reduced tracking and extended general curriculum for pupils attending vocational training. Exploiting the rules on elementary school entry and timing of the reform, we use a regression discontinuity design and pooled Labor Force Surveys 2000–2012 to analyze the effect of the reform on educational attainment and labor market outcomes. We find that the reform, on average, reduced the probability of having university education, which we contribute to attaching professional context to once purely academic and general high-school programs. We also observe heterogeneity of the effects across gender, as for males we find that the probability of finishing high school decreased, while for the females we do not observe any adverse effects, only an increase in the probability of having some university education. We explain this heterogeneity with different selection into schooling for males and females. Reform did not positively affect individuals' labor market perspectives; therefore, we conclude that the observed general-vocational wage differential is mainly driven by self-selection into the type of high school.

[Good schools or good students? Evidence on school effects from universal random assignment of students to high schools](#)

Paulo Bastos ; Julian Cristia (Research Department, Inter-American Development Bank, United States)
; Beomsoo Kim (Department of Economics, Korea University, Seoul, Republic of Korea)

How much do schools differ in their effectiveness? Answering this question has been complicated by the selection of heterogeneous students into schools, which has made it difficult to distinguish between the influence of school inputs, student selection and peer effects. We exploit universal random assignment of students to high schools in certain areas of South Korea to provide clean estimates of the influence of school inputs. We find statistically significant differences across schools in the effects they have on scores in college entrance exams. However, school effects explain only 0.5% of the variation in learning outcomes in areas where students are randomized to schools. These results suggest that school inputs play a limited role in explaining variation in learning outcomes.

[Gender Gaps in the Effects of Childhood Family Environment: Do They Persist into Adulthood?](#)

Brenøe, Anne Ardila (University of Copenhagen) ; Lundberg, Evelina (Uppsala University)

We examine the differential effects of family disadvantage on the education and adult labor market outcomes of men and women using high-quality administrative data on the entire population of Denmark born between 1966 and 1995. We link parental education and family structure during childhood to male-female and brother-sister differences in teenage outcomes, educational attainment, and adult earnings and employment. Our results are consistent with U.S. findings that boys benefit more from an advantageous family environment than do girls in terms of the behavior and grade-school outcomes. Father's education, which has not been examined in previous studies, is particularly important for sons. However, we find a very different pattern of parental influence on adult outcomes. The gender gaps in educational attainment, employment, and earnings are increasing in maternal education, benefiting daughters. Paternal education decreases the gender gaps in educational attainment (favoring sons) and labor market outcomes (favoring daughters). We conclude that differences in the behavior of school-aged boys and girls are a poor proxy for differences in skills that drive longer-term outcomes.

[The Impact of Lengthening the School Day on Substance Abuse and Crime: Evidence from a German High School Reform](#)

Franz Westermaier

In the 2000s, a major educational reform in Germany reduced the academic high school duration by one year while keeping constant the total number of instructional hours before graduation. The instructional hours from the eliminated school year shifted to lower grade levels, which increased the time younger students spend at school. This study explores the impact of the reform on youth crime rates and substance abuse using administrative police crime statistics, administrative student enrollment data, and a student drug survey. The staggered implementation of the reform in different Länder-age-groups allows for a difference-in-difference approach. I find that the reform resulted in a decline in crime rates, which is almost exclusively driven by a reduction in violent crime and illegal substance abuse. Regarding the latter, the rate of illegal cannabis consumption strongly declined; however, no significant effect is detected on cannabis dealers or the consumption of other illegal drugs. The survey evidence further suggests that decreased cannabis consumption was not driven by a shift of consumption into 'school hours'. The results point to an 'incapacitation' effect of schooling due to the increased instructional hours at lower grade levels.

[Grading On A Curve: When Having Good Peers Is Not Good](#)

Caterina Calsamiglia ; Annalisa Loviglio

Student access to education levels, tracks or majors is usually determined by their previous performance, measured either by internal exams, designed and graded by teachers in school, or external exams, designed and graded by central authorities. We say teachers grade on a curve whenever having better peers harms the evaluation obtained by a given student. We use rich administrative records from public schools in Catalonia to provide evidence that teachers indeed grade on a curve, leading to negative peer effects. We find suggestive evidence that school choice is impacted only the year when internal grades matter for future prospects.

[Cities drifting apart: Heterogeneous outcomes of decentralizing public education](#)

Zelda Brutti (Barcelona Institute of Economics (IEB))

Looking at the decentralized provision of public education in a middle income country, this paper estimates the impact of local autonomy on service quality, finding large heterogeneity in the effect across different levels of local development. Colombian municipalities were assigned to administer their public education service autonomously solely on the basis of whether they exceeded the 100 thousand inhabitants threshold. Exploiting this discontinuity, I estimate the impact that autonomy has had on student test scores across municipalities, using a regression discontinuity design and fixed-effects regression on a discontinuity sample. I find a test score gap arising between autonomous municipalities in the top quartile and those in the bottom quartile of the development range, in a trend that reinforces over time. >From analysis of detailed municipal balance sheet data, I show that the autonomous high-developed municipalities invest in education more than the ad hoc transfers they receive, supplementing these with own financial resources. Indicators of municipal administration quality also show significant differences between the two groups of cities, helping to explain the education outcome patterns.

[Understanding the Response to Financial and Non-Financial Incentives in Education: Field Experimental Evidence Using High-Stakes Assessments](#)

Burgess, Simon (University of Bristol) ; Metcalfe, Robert (University of Chicago) ; Sadoff, Sally (University of California, San Diego)

We analyze the impact of incentivizing students' effort during the school year on performance on high-stakes assessments in a field experiment with 63 low-income high schools and over 10,000 students. We contribute to the literature on education incentives by incentivising inputs rather than output, by focusing on high stakes outcomes, and by comparing financial and non-financial rewards. We take advantage of our large sample and rich data to explore heterogeneity in the effects of incentives, and identify a "right tail" of underperforming students who experience a significant impact on high stakes assessments. Among students in the upper half of the distribution of incentive effectiveness, exam scores improve by 10% to 20% of a standard deviation, equal to about half the attainment gap between poor and non-poor students.

[Schooling Infrastructure and Female Educational Outcomes in Nepal](#)

Animesh Giri (Cornerstone Research, Washington DC) ; Vinish Shrestha (Department of Economics, Towson University)

We estimate the impact of increases in schools constructed during the late 1980s and early 1990s on educational outcomes in Nepal. We use a difference-in-differences framework by combining the across- district differences in the number of new schools with variation in exposure to these schools

created by the virtue of individuals being of school-going-age. Our results indicate that an additional school constructed (per 1,000 kilometer square) increased the probability to read and write among females by 1.5 percentage points and increased the highest level of schooling attained by 0.12 units but did not affect basic literacy skills among males. Back-of-the-envelope calculations suggest that on average the increase in the number of schools can explain about a fourth of the total differences in the reading and writing outcomes between the treated and control groups of women. These results underscore the continued importance of increasing access to schooling in developing countries like Nepal.

[Inequalities in Educational Outcomes: How Important Is the Family?](#)

Bredtmann, Julia (RWI) ; Smith, Nina (Aarhus University)

In this paper, we investigate sibling correlations in educational outcomes, which serve as a broad measure of the importance of family and community background. Making use of rich longitudinal survey and register data for Denmark, our main aim is to identify the parental background characteristics that are able to explain the resemblance in educational outcomes among siblings. We find sibling correlations in educational outcomes in the range of 15 to 33 percent, suggesting that up to a third of the variation in educational achievement can be explained by family and community background. Our results further reveal that parents' socio-economic background can account for a large part of the sibling correlation. Other family characteristics such as family structure, the incidence of social problems, and parents' educational preferences also play a role, though these factors only contribute to explaining sibling similarities at lower levels of the educational distribution.

[Vocational vs. General Education and Employment over the Life-Cycle: New Evidence from PIAAC](#)

Hampf, Franziska (Ifo Institute for Economic Research) ; Woessmann, Ludger (Ifo Institute for Economic Research)

It has been argued that vocational education facilitates the school-to-work transition but reduces later adaptability to changing environments. Using the recent international PIAAC data, we confirm such a trade-off over the life-cycle in a difference-in-differences model that compares employment rates across education type and age. An initial employment advantage of individuals with vocational compared to general education turns into a disadvantage later in life. Results are strongest in apprenticeship countries that provide the highest intensity of industry-based vocational education.

[The Compositional Effect of Rigorous Teacher Evaluation on Workforce Quality](#)

Julie Berry Cullen (University of California San Diego) ; Cory Koedel (University of Missouri) ; Eric Parsons (University of Missouri)

Improving public sector workforce quality is challenging in sectors such as education where worker productivity is difficult to assess and manager incentives are muted by political and bureaucratic constraints. In this paper, we study how providing information to principals about teacher effectiveness and encouraging them to use the information in personnel decisions affects the composition of teacher turnovers. Our setting is the Houston Independent School District, which recently implemented a rigorous teacher evaluation system. Prior to the new system teacher effectiveness was negatively correlated with district exit and we show that the policy significantly strengthened this relationship, primarily by increasing the relative likelihood of exit for teachers in the bottom quintile of the quality distribution. Low-performing teachers working in low-achieving

schools were especially likely to leave. However, despite the success, the implied change to the quality of the workforce overall is too small to have a detectable impact on student achievement.

[The causal effect of age at migration on youth educational attainment](#)

Dominique Lemmermann ; Regina T. Riphahn

We investigate the causal effect of age at migration on subsequent educational attainment in the destination country. To identify the causal effect we compare the educational attainment of siblings at age 21, exploiting the fact that they typically migrate at different ages within a given family. We consider several education outcomes conditional on family fixed effects. We take advantage of long running and detailed data from the German Socio-Economic Panel, which entails an oversample of immigrants and provides information on language skills. We find significant effects of age at migration on educational attainment and a critical age of migration around age 6. The educational attainment of female immigrants responds more strongly to a high age at immigration than that of males.

[Too Scared to Learn? The Academic Consequences of Feeling Unsafe in the Classroom](#)

Johanna Lacoe

A safe environment is a prerequisite for productive learning. Using a unique panel data set of survey responses from New York City middle school students, the article provides insight into the relationship between feelings of safety in the classroom and academic achievement.

[Disrupting Education? Experimental Evidence on Technology-Aided Instruction in India](#)

Muralidharan, K. ; Singh, A. ; Ganimian, A. J.

Technology-aided instruction has the potential to sharply increase productivity in delivering education, but its promise has yet to be realized. This paper presents experimental evidence on the impact of a technology-aided after-school instruction program on secondary school learning outcomes in urban India. We report five main findings. First, students in this setting are several grade-levels behind their enrolled grade, and this gap grows with every grade. Second, the offer of the program led to large increases in student test scores of 0.36? in math and 0.22? in Hindi over a 4.5-month period, which represent a two-fold increase in math and a 2.5 times increase in Hindi test score value-added relative to non-participants. IV estimates suggest that attending the program for 90 days increases math and Hindi test scores by of 0.59? and 0.36? respectively. Third, absolute treatment effects are large and similar at all levels of baseline scores, but the relative gain is much greater for academically weaker students because their ?business as usual? rate of learning is close to zero. Fourth, we show that the program precisely targets instruction to students? preparation level, thus catering to wide variation within a single grade. Fifth, the program is highly cost-effective, both in terms of productivity per dollar and unit of time. Our results suggest that well-designed technology-aided instruction programs can sharply improve productivity in education by relaxing multiple constraints to effective teaching and learning.

[Longer School Schedules and Early Reading Skills: Effects from a Full-Day School Reform in Chile](#)

Berthelon, Matias (Universidad Adolfo Ibañez) ; Kruger, Diana (Universidad Adolfo Ibañez) ; Vienne, Veronica (University of Manchester)

This paper analyzes the impact of longer school schedules on children's 2nd grade reading comprehension skills in Chile. In a setting where families choose schools, we identify the causal effect

of longer schedules with instrumental variables, using the local availability of full-day schools as an instrument. We find that lower-income families are more likely to choose full-day schools, and after controlling for selection, longer school schedules lead to an increase of 0.14 standard deviations in reading comprehension. Effects are heterogeneous, with greater benefits among children attending public (municipal) and urban schools, and among girls. We also find that the benefits of longer school days accumulate over time.

[Competency-Based Education in College Settings](#)

Ann Person

Competency-based education (CBE) has ignited a great deal of public interest in recent years because it allows students to learn and progress at a flexible pace and holds promise for filling workforce skills gaps. What makes it different?

[Do Low-Income Students Have Equal Access to Effective Teachers? Evidence from 26 Districts \(Final Report\)](#)

Eric Isenberg ; Jeffrey Max ; Philip Gleason ; Matthew Johnson ; Jonah Deutsch ; Michael Hansen

This report examines whether low-income students are taught by less effective teachers than high-income students, and if so, whether reducing this inequity would close the student achievement gap. It also describes how the hiring of teachers and their subsequent movement into and out of schools could affect low-income students' access to effective teachers.

[Race to the Top: Implementation and Relationship to Student Outcomes](#)

Lisa Dragoset ; Jaime Thomas ; Mariesa Herrmann ; John Deke ; Susanne James-Burdumy ; Cheryl Graczewski ; Andrea Boyle ; Courtney Tanenbaum ; Jessica Giffin ; Rachel Upton

This report summarizes findings from Mathematica's multiyear evaluation of Race to the Top (RTT) for the Department of Education's Institute of Education Sciences. It describes the policies and practices states reported using in spring 2013 and examines the relationship between RTT and student achievement.

[Using Goals to Motivate College Students: Theory and Evidence from Field Experiments](#)

Clark, Damon (University of California, Irvine) ; Gill, David (Purdue University) ; Prowse, Victoria L. (Purdue University) ; Rush, Mark (University of Florida)

Will college students who set goals for themselves work harder and perform better? In theory, setting goals can help time-inconsistent students to mitigate their self-control problem. In practice, there is little credible evidence on the causal effects of goal setting for college students. We report the results of two field experiments that involved almost four thousand college students in total. One experiment asked treated students to set goals for performance in the course; the other asked treated students to set goals for a particular task (completing online practice exams). We find that performance-based goals had no discernible impact on course performance. In contrast, task-based goals had large and robust positive effects on the level of task completion, and task-based goals also increased course performance. Further empirical analysis indicates that the increase in task completion induced by setting task-based goals caused the increase in course performance. We also find that task-based goals were more effective for male students. We develop new theory that reinforces our empirical results by suggesting two key reasons why task-based goals might be more effective than performance-based goals: overconfidence and uncertainty about performance. Since

task-based goal setting is low-cost, scaleable and logistically simple, we conclude that our findings have important implications for educational practice and future research.

[Parental Investments and Child Development: Counting Games and Early Numeracy](#)

Chris Ryan (Melbourne Institute of Applied Economic and Social Research, The University of Melbourne)

While reading to children affects the development of their own early reading skills, the set of numeracy activities studied here and undertaken by Australian parents with children before they start school had no impact on their Year 4 achievement in mathematics. It is possible that other, unmeasured parental activities affect the early numeracy skills of children, but just what these activities might be is unclear from the available literature. Activities undertaken prior to starting school other than reading to children also appear to contribute little to the early reading skills of children. Broader measures of activities, better measurement and study design are necessary to make progress in understanding how the home learning environment affects early child learning.

[Are High- and Low-Income Students Taught by Equally Effective Teachers? \(Study Snapshot\)](#)

Eric Isenberg ; Jeffrey Max ; Philip Gleason ; Matthew Johnson ; Jonah Deutsch ; Michael Hansen

This snapshot examines whether low-income students are taught by less effective teachers than high-income students, and if so, whether reducing this inequity would close the student achievement gap. It also describes how the hiring of teachers and their subsequent movement into and out of schools could affect low-income students' access to effective teachers.

[Do Sports Crowd Out Books? The Impact of Intercollegiate Athletic Participation on Grades](#)

Michael Insler (United States Naval Academy) ; Jimmy Karam (United States Naval Academy)

We investigate the influence of intercollegiate athletic participation on grades using data from the U.S. Naval Academy. Athletic participation is an endogenous decision with respect to educational outcomes. To identify a causal effect, we develop an instrument via the Academy's random assignment of students into peer groups. Instrumental variables estimates reveal that sports participation reduces athletes' grades, on average, by nearly one-quarter of a letter grade. This finding has implications beyond college, as we also show that grades--not athletic participation--are most strongly associated with post-collegiate outcomes such as military tenure and promotion rates.

[Race to the Top: Implementation and Relationship to Student Outcomes \(In Focus\)](#)

Lisa Dragoset ; Jaime Thomas ; Mariesa Herrmann ; John Deke ; Susanne James-Burdumy ; Cheryl Graczewski ; Andrea Boyle ; Courtney Tanenbaum ; Jessica Giffin ; Rachel Upton

This brief summarizes findings from a new report from Mathematica's multiyear evaluation of Race to the Top (RTT) for the Department of Education's Institute of Education Sciences. It describes the policies and practices states reported using in spring 2013 and examines the relationship between RTT and student achievement.

[The Intergenerational Transmission of Human Capital and Earnings in Contemporary Russia](#)

Borisov, Gleb V. (St. Petersburg State University) ; Pissarides, Christopher A. (London School of Economics)

We make use of longitudinal data for the Russian economy over 1994-2013 to obtain earnings and education information about parents and children. We estimate the intergenerational transmission of educational attainment and earning capacity and find high intergenerational correlation of earnings for both sons and daughters independently of educational qualifications. We attribute them to the impact of informal networks. We also find high correlation of educational qualifications but with critical variations due to labour market conditions. At the time of transition around 1990 children's educational attainment fell well below parents but recovered a decade later when the economy was booming.

[Do Low-Income Students Have Equal Access to Effective Teachers? Evidence from 26 Districts \(Executive Summary\)](#)

Eric Isenberg ; Jeffrey Max ; Philip Gleason ; Matthew Johnson ; Jonah Deutsch ; Michael Hansen

This executive summary examines whether low-income students are taught by less effective teachers than high-income students, and if so, whether reducing this inequity would close the student achievement gap. It also describes how the hiring of teachers and their subsequent movement into and out of schools could affect low-income students' access to effective teachers.

[The Redistributive Impact of Government Spending on Education and Health Evidence from Thirteen Developing Countries in the Commitment to Equity Project](#)

Nora Lustig (Stone Center for Latin American Studies, Department of Economics, Tulane University.)

Here, I examine the level, redistributive impact and pro-poorness of government spending on education and health for thirteen developing countries from the Commitment to Equity project. Social spending as a share of total income is high by historical standards, and it rises with income per capita and income inequality. Spending on education and health lowers inequality and its marginal contribution to the overall decline in inequality is, on average, 69 percent. There appears to be no "Robin Hood Paradox:" redistribution increases with income inequality, even if one controls for per capita income. Concentration coefficients indicate that spending on pre-school, primary and secondary education is pro-poor in twelve countries. Spending on tertiary education is regressive and unequalizing in three countries, and progressive and equalizing (but not pro-poor) in ten. Health spending is pro-poor in five countries. Of the remaining eight, health spending per capita is roughly equal across the income distribution in three, and progressive and equalizing (but not pro-poor) in five.

[The Impact of Family Composition on Educational Achievement](#)

Stacey H. Chen (National Graduate Institute for Policy Studies) ; Yen-Chien Chen (National Chi-Nan University, Taiwan) ; Jin-Tan Liu (National Taiwan University and NBER)

Parents preferring sons tend to go on to have more children until a boy is born, and to concentrate investment in boys for a given number of children (sibsize). Thus, having a brother may affect child education in two ways: an indirect effect by keeping sibsize lower and a direct rivalry effect where sibsize remains constant. We estimate the direct and indirect effects of a next brother on the first child's education conditional on potential sibsize. We address endogenous sibsize using twins. We find new evidence of sibling rivalry and gender bias that cannot be detected by conventional methods.

Profile of Educational Outcomes by Gender: An Age Cohort Analysis

Madeeha Gohar Qureshi (Pakistan Institute of Development Economics, Islamabad)

How do we achieve target of universal primary education in Pakistan and how do we keep students that have enrolled to continue with schooling to higher levels are the most important policy questions which can only be effectively answered if one is well-informed about the trends in educational outcomes and of proportion of students indulging in continuation or discontinuation of schooling at critical transitions say from primary to secondary benchmark and higher. Hence an accurate description of patterns in educational achievements is crucial for both understanding the dynamic of low human capital stock build up and also for finding ways of getting out of such low-educational trap. In this context gender discrepancy in human capital building process plays an important role and in this paper an attempt is made to examine in-depth how gap in attained schooling measures for males and females at different levels of education have evolved in Pakistan through analysing the varying behaviour over age cohorts by gender. Further not only patterns of gender gap in achieved education are formulated for overall economy and across rural-urban divide both at national and provincial level but a rough estimate for attrition or continuation in studies as one move from lower to higher educational level for males and females within age cohort 15–19 are also evaluated so as to capture in totality the gender dynamics in education sector. Our findings show that though there is conspicuous deviations in percentage shares of population with completed grades by gender in favour of the males and against females at all levels of education from basic to higher studies within each province (only exception to this trend is at tertiary level of education within urban Punjab where females are in slightly higher proportion), however the analysis by age cohort show that as one move from oldest to youngest age group with individuals belonging to attained education from primary to tertiary level of education, there is a present a tilt towards university level of education for females within their own attainment distribution indicating that there is emerging a tendency of break in patriarchal force against female education. Further such tendencies are more apparent in urban parts of Pakistan and that too from mainly Province Punjab.

The effect of teenage employment on character skills, expectations and occupational choice strategies

Fuchs, Benjamin

A growing body of research suggests that, even after controlling for cognitive abilities, personality predicts economic success in later life. The learning environment at school focuses on knowledge and cognitive skills. The transmission of character skills, however, is not at the center of attention. Leisure activities as informal learning activities outside of school may affect the formation of skills. By providing valuable opportunities, working part-time while attending full-time secondary schooling can be seen as a stepping stone toward independence and adulthood. The channel of the positive influence, however has not been identified empirically. I suggest that employment during adolescence promotes the formation of character skills that are known to have a positive effect on labor market outcomes and educational achievement. Employing a exible strategy combining propensity score matching and regression techniques to account for self-selection, I find beneficial effects on character skills. Further, it improves future expectations, the knowledge on which skills and talents school students have and reduces the importance of parents advice with respect to their childs future career. The results are robust to several model specifications and varying samples and robust to including family-fixed effects.

[The Post Matriculation Enrolment Decision: Do Public Colleges Provide Students with a Viable Alternative? Evidence from the First Four Waves of the National Income Dynamics Study](#)

Nicola Branson (SALDRU, UCT) ; Amy Kahn (SALDRU, UCT)

This paper uses National Income Dynamic Survey (NIDS) data from 2008-2015, together with administrative data on South African schools and post-secondary institutions, to estimate the impact of home background, school quality and scholastic ability during a learner's final years of schooling on enrolment in post-secondary education. We analyse enrolment patterns for each of three institution types separately, namely public universities, public Technical and Vocational Education and Training (TVET) colleges, and private colleges. In light of government's current policy to expand TVET colleges over the next two decades, we focus specifically on this institutional category. In particular, we investigate the role of financial constraints in the enrolment decision, in order to assess the viability of the plan to expand post-secondary education via the TVET sector. Through a series of multinomial logit regressions, we find that household income during matric year is highly significant in determining enrolment in all types of post-secondary institutions, including TVETs. Individual ability (as measured by numeracy test scores) is also important in explaining enrolment in both universities and TVETs, even after controlling for socio-economic background and school quality variables. These findings suggest that increasing the number of seats available at TVET colleges, without expanding funding opportunities and assessing the level of course content, is unlikely to result in the target of 2.5 million learners in TVET by 2030 being met.

[Expansion and Evaluation of Social Sciences Disciplines in the Public Sector Universities of Pakistan from 1947 to 2013](#)

Muhammad Arslan Haider (Pakistan Institute of Development Economics, Islamabad) ; Zulfiqar Ali (Pakistan Institute of Development Economics, Islamabad)

New tools and technologies have changed the existing social order of society and due to this new social order a new knowledge about society is emerged what is known as "Social Sciences". During the 19th century social sciences were disciplined and institutionalised in the form of established departments in the Western universities. In Pakistan, universities doing research and teaching in the various fields of social sciences since the independence and the development started particularly from 1960. The evaluation of social sciences is the part of academic activity in developed countries but in Pakistan, the evaluation of academic disciplines remained underdeveloped. The purpose of this research study was to examine the expansion and to evaluate the social sciences in Pakistan. The sample consisted of 60 departments of social sciences from five disciplines (Economics, History, Political Science, Journalism and Sociology) taken from 17 public sector universities of Pakistan. The expansion of social sciences was looked in terms of university, department and faculty strength, while the evaluation of these academic disciplines were measured by the qualification profile of teachers teaching postgraduate classes in public sector universities of Pakistan. Both quantitative and qualitative research methodologies are applied in this research. For the theoretical grounds dependency theory is applied and discussed the intellectual dependency of underdeveloped states on developed states. In Pakistan the extension and expansion of higher education is without any proper planning and policy and due to that reason social sciences disciplines were facing different challenges of specialised faculty, research methodologies and relevant research. In Pakistan, as an indicator higher education was very low comparatively to other countries.

[Political Turnover, Bureaucratic Turnover, and the Quality of Public Services](#)

Mitra Akhtari ; Diana Moreira ; Laura Trucco

We study how political party changes in mayoral elections in Brazil affect the provision of public education. Exploiting a regression discontinuity design for close elections, we find that municipalities with a new party in office have test scores that are 0.07 standard deviations lower than comparable municipalities with no change in the ruling party. Party turnover leads to a sharp increase in the replacement rate of headmasters and teachers in schools controlled by the municipality. In contrast, we show that changes in the party of the mayor do not impact the rate of replacement of school personnel or student test scores for local (non-municipal) schools that are not controlled by the mayor's office. The findings suggest that political turnover in Brazilian municipalities negatively impacts student outcomes through political discretion over the municipal education bureaucracy. Political turnover can adversely affect the quality of public service provision in environments where the bureaucracy is not shielded from the political process.

[The Impact of Performance Ratings on Job Satisfaction for Public School Teachers](#)

Cory Koedel (Department of Economics and Truman School of Public Affairs) ; Jiaxi Li (Department of Economics, at the University of Missouri) ; Matthew G. Springer (Peabody College of Education and Human Development at Vanderbilt University) ; Li Tan (Department of Economics, at the University of Missouri)

Spurred by the federal Race to the Top competition, the state of Tennessee implemented a comprehensive statewide educator evaluation system in 2011. The new system is designed to increase the rigor of evaluations and better differentiate teachers based on performance. The use of more differentiated ratings represents a significant shift in education policy. We merge teacher performance evaluations from the new system with data from post-evaluation teacher surveys to examine the effects of the differentiated ratings on job satisfaction for teachers. Using a regression-discontinuity design, we show that higher ratings under the new system causally improve teachers' perceptions of work relative to lower ratings. Our findings offer the first causal evidence of which we are aware on the relationship between performance ratings and job satisfaction for individual teachers.

[The Compositional Effect of Rigorous Teacher Evaluation on Workforce Quality](#)

Julie Berry Cullen ; Cory Koedel ; Eric Parsons

Improving public sector workforce quality is challenging in sectors such as education where worker productivity is difficult to assess and manager incentives are muted by political and bureaucratic constraints. In this paper, we study how providing information to principals about teacher effectiveness and encouraging them to use the information in personnel decisions affects the composition of teacher turnovers. Our setting is the Houston Independent School District, which recently implemented a rigorous teacher evaluation system. Prior to the new system teacher effectiveness was negatively correlated with district exit and we show that the policy significantly strengthened this relationship, primarily by increasing the relative likelihood of exit for teachers in the bottom quintile of the quality distribution. Low-performing teachers working in low-achieving schools were especially likely to leave. However, despite the success, the implied change to the quality of the workforce overall is too small to have a detectable impact on student achievement.

[Regulating Publicly Funded Private Schools: A Literature Review on Equity and Effectiveness](#)

Luka Boeskens

As school choice is an increasingly common feature of OECD education systems, the regulation of publicly funded private schools has become a salient concern for researchers and policy makers alike. Focussing on three areas of regulation – selective admission, add-on tuition fees and for-profit ownership – this paper provides a review of the theoretical and empirical literature concerning their effects on equity and educational effectiveness. It also offers an overview of different countries' approaches to the funding of private education and the methodological challenges involved in their empirical evaluation. The available evidence confirms that the funding of private schools has yielded widely different results across educational systems and suggests that regulatory frameworks are an important factor shaping these outcomes. Selective admission and substantial add-on tuition fees in particular are likely to exacerbate social segregation and can undermine schools' incentives to compete on the basis of educational quality. The evidence on subsidised for-profit schools is equally divergent across countries but evidence points to the importance of rigorous accreditation processes and clear conditions concerning selectivity and fees to guide allocation of public funds. Although important questions are yet to be conclusively addressed, including the interaction of different regulatory devices and their effect on specific student groups, the existing literature suggests that private school regulation can make an important contribution to the equity and effectiveness of school choice programmes.

À mesure que le choix scolaire est une caractéristique des systèmes éducatifs de l'OCDE de plus en plus commune, la réglementation des écoles privées subventionnées par l'État est devenue une préoccupation saillante pour les chercheurs et les décideurs. En se concentrant sur trois domaines de la réglementation – l'admission sélective, les frais de scolarité et les établissements à but lucratif – ce rapport présente une revue de la littérature théorique et empirique concernant leurs effets sur l'équité et l'efficacité pédagogique. Il énumère également des approches différentes au financement des écoles privées et les défis méthodologiques impliqués dans leur évaluation empirique. Les données disponibles confirment que le financement de l'enseignement privé a donné des résultats très différents à travers les systèmes éducatifs et suggère que les cadres réglementaires sont un principal facteur affectant ces résultats. L'admission sélective et les frais de scolarité substantiels en particulier sont susceptibles d'aggraver la ségrégation sociale et de réduire les incitations des écoles de concourir sur la base de leur qualité éducative. Les données sur les écoles subventionnées à but lucratif sont également divergentes à travers des pays, mais ils soulignent l'importance d'un processus d'accréditation rigoureux et des conditions réglementaires en ce qui concerne leur qualité et sélectivité. Bien que des questions importantes doivent encore être abordées définitivement, la littérature existante suggère que la réglementation des écoles privées peut constituer une contribution importante à l'équité et l'efficacité des programmes de choix scolaire.

[Impact of Foreign Aid in Education on Educational Outcomes](#)

M. Ali Kemal (Pakistan Institute of Development Economics, Islamabad) ; Anum Jilani (Pakistan Institute of Development Economics, Islamabad)

The study is an attempt to reveal a link between foreign aid and educational projects in the last one and a half decade. This study used nonlinear model by adding square term of foreign aid to capture the nonlinear association with the primary enrolment, secondary enrolment and higher enrolment. Nevertheless the linear model is also estimated and in the all the three models the results are same that foreign aid in the three sectors does not affect enrolment rate. The study concludes that foreign aid could be effective in increasing primary enrolment but not secondary or higher enrolment.

[Student responses to the changing content of school meals in India](#)

Farzana Afridi (Indian Statistical Institute) ; Bidisha Barooah (International Initiative for Impact Evaluation (3ie)) ; Rohini Somanathan (Department of Economics, Delhi School of Economics)

Can countries with binding budget constraints increase the benefits of school transfers through better program design? We use a cost-neutral change in the design of India's school meal program to study this question. Municipal schools in Delhi switched from packaged snacks to cooked meals in 2003, with no change in payments to meal providers. We use variation in the timing of this transition and child-level panel data to estimate a 3 percentage point rise in average monthly attendance in response to the new program. The effects are largest for early grades, morning school shifts and schools serving diverse menus.

[The return to education in terms of wealth and health](#)

Strulik, Holger

This study presents a new view on the association between education and longevity. In contrast to the earlier literature, which focused on inefficient health behavior of the less educated, we investigate the extent to which the education gradient can be explained by fully rational and efficient behavior of all social strata. Specifically, we consider a life-cycle model in which the loss of body functionality, which eventually leads to death, can be accelerated by unhealthy behavior and delayed through health expenditure. Individuals are heterogeneous with respect to their return to education. The proposed theory rationalizes why individuals equipped with a higher return to education chose more education as well as a healthier lifestyle. When calibrated for the average male US citizen, the model motivates about 50% percent of the observable education gradient by idiosyncratic returns to education, with causality running from education to longevity. The theory also explains why compulsory schooling has comparatively small effects on longevity and why the gradient gets larger over time through improvements in medical technology.

[Higher education and the fall and rise of inequality](#)

Prettner, Klaus ; Schäfer, Andreas

We investigate the effect of higher education on the evolution of inequality. In so doing we propose a novel overlapping generations model with three social classes: the rich, the middle class, and the poor. We show that there is an initial phase in which no social class invests in higher education of their children such that inequality is driven by bequests. Once a certain income threshold is surpassed, the rich start to invest in higher education of their children, which partially crowds out bequests and thereby reduces income inequality and inheritance flows in the short run. The better educated children of the rich, however, enjoy higher incomes such that inequality starts to rise again. As time goes by, the middle class and potentially also the poor start to invest in higher education. As the economy proceeds toward a balanced growth path, educational differences between social groups and thus inequality decline again. We argue that (1) the proposed mechanism has the potential to explain the U-shaped evolution of income inequality and inheritance flows in rich countries as well as the differential investments in higher education by richer and poorer households, (2) the currently observed increase in inequality is likely to level off in the future.

[The Impact of Maternal Death on Children's Health and Education Outcomes](#)

Cally Ardington (SALDRU, School of Economics, University of Cape TownAuthor-Email:) ; Megan Little (SALDRU, UCT)

The HIV/AIDS pandemic continues to have a devastating impact, particularly on the lives of sub-Saharan African children. In addition to reversing the downward secular trend in infant and child mortality, HIV/AIDS has orphaned millions of children. Substantial progress has been made in reducing mother-to-child transmission, but rates of orphanhood continue to climb despite increased availability of antiretroviral therapy. UNAIDS estimates that in sub-Saharan Africa in 2014, 11 million children under the age of 18 had lost one or both of their parents to AIDS (UNAIDS 2016). Recent empirical evidence suggests that children in sub-Saharan Africa who have suffered parental loss are at risk of poorer educational outcomes (Beegle, de Weerd and Dercon 2006; Bicego, Bicego et al 2003; Case, Paxson and Ableidinger 2004; Evans and Miguel 2007; Guarcello et al. 2004; Monasch and Boerma 2004; Ardington and Leibbrandt 2010; Case and Ardington 2006; Ardington 2009). In South Africa, there are significant differences in the impact of a mother and a father's death. The loss of a child's mother is a strong predictor of poor schooling outcomes, while the loss of a child's father is a significant correlate of poor household socioeconomic status. In two localised longitudinal studies, Case and Ardington (2006) and Ardington and Leibbrandt (2009) use the timing of mothers' deaths relative to children's educational shortfalls to argue that mothers' deaths have a causal effect on children's education. They cannot, however, answer the question of why children whose mothers have died fall behind in school.

[How Information Affects Support for Education Spending: Evidence from Survey Experiments in Germany and the United States](#)

Martin R. West ; Ludger Woessmann ; Philipp Lergetporer ; Katharina Werner

We study whether current spending levels and public knowledge of them contribute to transatlantic differences in policy preferences by implementing parallel survey experiments in Germany and the United States. In both countries, support for increased education spending and teacher salaries falls sharply when respondents receive information about existing levels. Treatment effects vary by prior knowledge in a manner consistent with information effects rather than priming. Support for salary increases is inversely related to salary levels across American states, suggesting that salary differences between the two countries could explain Germans' lower support for increases. Information about the tradeoffs between different categories of education spending shifts preferences away from class-size reduction and towards alternative purposes.

[Impact of Training and Mentoring on Employee Performance - Empirical analysis of Public and Private Universities' staff members of Islamabad](#)

Tanoli, Mubashar Farooq

This study tries to illustrate the relationship between training, mentoring and employee performance. The purpose of the study is to highlight the role of different practices which are mainly out of a few practices of HR. Employee training and mentoring shows their influence on the employee performance. It will generate different results of empirically tested and analyzed data. Data from 250 staff members will be collected from different public and private sector universities of Islamabad. After collection of data it will be analyzed through SPSS and certain results will be achieved. Further, on the basis of calculations results will be obtained through SPSS. Limitations of the study mainly defines the lack of interest of many teacher who are less or not reluctant in sharing the information.

[El Impacto del Sistema Tributario y el Gasto Social en la Distribución del Ingreso y la Pobreza en América Latina: Argentina, Bolivia, Brasil, Chile, Colombia, Costa Rica Ecuador, El Salvador, Guatemala, Honduras, México, Perú y Uruguay](#)

Nora Lustig (Stone Center for Latin American Studies, Department of Economics, Tulane University. Commitment to Equity Institute (CEQI).)

Using standard fiscal incidence analysis, this paper estimates the impact of fiscal policy on inequality and poverty in thirteen countries in Latin America around 2010. Argentina, Brazil, Chile, Costa Rica and Uruguay are the countries which redistribute the most and El Salvador, Guatemala and Honduras redistribute the least. Contributory pensions are significantly equalizing in Argentina, Brazil and Uruguay and also in Chile, Costa Rica and Ecuador but, in the latter, their effect is small. In the rest of the countries, contributory pensions are unequalizing but their effect is also small. More unequal countries tend to redistribute more. Bolivia, Colombia, El Salvador, Guatemala, Honduras and Peru redistribute below the trend; Chile, Ecuador and Mexico are on trend; and, Argentina, Brazil, Costa Rica and Uruguay redistribute above the trend. Fiscal policy reduces poverty in nine countries. However, in Brazil, Bolivia, Guatemala and Honduras, the incidence of poverty after taxes, subsidies and transfers (excluding spending on education and health) is higher than market income poverty, even though fiscal policy is equalizing. In Brazil and Mexico, a third of the post-fiscal poor were impoverished by fiscal policy and, in Bolivia and Guatemala, two thirds were. Public spending on pre-school and primary education is always equalizing and also pro-poor (i.e., per capita spending falls with per capita income). Spending on secondary education is always equalizing but pro-poor only in some countries. Spending on tertiary education is never pro-poor; however, it is always equalizing except for Guatemala. Government spending on public health is always progressive in relative terms and equalizing. Resumen. Este artículo presenta resultados sobre el impacto de la política fiscal en la desigualdad y la pobreza en trece países de América Latina para alrededor del año 2010. Los países que más redistribuyen son Argentina, Brasil, Chile, Costa Rica y Uruguay, y los que menos, El Salvador, Guatemala y Honduras. Las pensiones contributivas tienen un efecto igualador, de magnitud significativa, en Argentina, Brasil y Uruguay. En Chile, Costa Rica y Ecuador el efecto es igualador pero pequeño. En el resto de los países, el efecto es desigualador pero también pequeño. Estos resultados son importantes porque indican que no se puede afirmar de manera general que las pensiones contributivas en América Latina son regresivas y desigualadoras. Si las pensiones contributivas se consideran un ingreso diferido, el efecto redistributivo es 4.1 puntos porcentuales mayor en la Unión Europea pero 15.4 puntos porcentuales mayor cuando las pensiones contributivas se consideran una transferencia. Los resultados para los trece países latinoamericanos muestran que los países más desiguales tienden a dedicar una proporción mayor del PIB al gasto social y que a mayor gasto social, mayor redistribución. Los países más desiguales también tienden a redistribuir más. Entre los países que redistribuyen por debajo de lo que predice la tendencia, se encuentran Bolivia, Colombia, El Salvador, Guatemala, Honduras y Perú. Chile, Ecuador y México prácticamente se encuentran sobre la línea de tendencia. Argentina, Brasil, Costa Rica y Uruguay lo hacen por encima de la tendencia. Países con un nivel de gasto social similar muestran diferentes niveles de redistribución lo cual sugiere que otros factores tales como la composición y focalización del gasto intervienen en determinar el efecto redistributivo más allá del tamaño. La política fiscal reduce la pobreza extrema en nueve países : Argentina, Chile, Colombia, Costa Rica, Ecuador, El Salvador, México, Perú y Uruguay. Sin embargo, la incidencia de la pobreza después de impuestos, subsidios y transferencias monetarias es mayor que la incidencia para el ingreso de mercado en Bolivia , Brasil, Guatemala y Honduras , aun cuando la política fiscal reduce la desigualdad . Además, aun cuando la

incidencia de la pobreza y la desigualdad se reducen, con la nueva medida de Empobrecimiento Fiscal se puede observar que en Brasil y México un tercio y en Bolivia y Guatemala dos tercios de la población pobre medida con el ingreso consumible fue empobrecida: es decir, pasó de pobre a ser más pobre o de no pobre a ser pobre. El gasto en educación pre-escolar y primaria es igualador y pro-pobre en todos los países. El gasto en educación secundaria es igualador en todos los países y también pro-pobre en algunos pero no en todos. El gasto en educación terciaria nunca es pro-pobre pero es igualador a excepción de Guatemala. El gasto en salud siempre es igualador pero es pro-pobre solamente en Argentina, Brasil, Chile, Costa Rica, Ecuador y Uruguay.

[Does corporate social responsibility make over-educated workers more productive?](#)

Romina R. Giuliano ; Benoît Mahy ; François Rycx ; Guillaume Vermeulen

This article provides first evidence on whether corporate social responsibility (CSR) influences the productivity effects of overeducation. By relying on detailed Belgian linked employer-employee panel data covering the period 1999-2010, our empirical results exhibit a positive and significant impact of over-education on firm productivity. Moreover, they suggest that the effect of over-education is positively enhanced when the firm implements a corporate social responsibility process, especially when it aims to have: i) a good match between job requirements and workers' educational level, ii) a diverse workforce in terms of gender and age, and iii) a long-term relationship with its workers. When focussing on required and over-education, the results suggest that CSR, besides representing an innovative and proactive approach for the firms' stakeholders, may also be beneficial for the firm itself through a bigger increase in productivity for each additional year of required or over-education.

[Investment in education under disappointment aversion](#)

Dan Anderberg (Department of Economics, Royal Holloway University of London) ; Claudia Cerrone (Max Planck Institute for Research on Collective Goods)

This paper develops a model of risky investment in education under disappointment aversion, modelled as loss aversion around one's endogenous expectation. The model shows that disappointment aversion reduces the optimal investment in education for lower ability people and increases it for higher ability people, thereby magnifying the investment gap between them generated by the riskiness of education. Policies aimed at influencing students' expectations can reduce early dropout.

[Which incentives to increase survey response of secondary school pupils?](#)

Sprietsma, Maresa

Increasing participation rates in pupil surveys has become an important challenge for empirical educational research. In this paper we investigate whether combining a monetary incentive with a personalised invitation to participate in a survey increases the response rate of secondary school pupils. It is found that pupils who receive a personalised invitation and a monetary incentive are not more likely to participate, nor to participate more quickly following the invitation, than those who received a nonpersonalised invitation and a monetary incentive.

[Educational mismatches and earnings: are the graduates more penalized for being overeducated?](#)

Leszek Wincenciak (Faculty of Economic Sciences, University of Warsaw)

This paper estimates an extended Mincer wage regression model with Heckman correction for non-random selection using LFS data for Poland for the second quarter of 2013. Significant wage penalties

are found to overeducation status as well as positive wage premia for being undereducated, which confirms findings that are found in the literature for other countries. Using Duncan and Hoffman (1981) approach, we find significant positive returns to years of overschooling and negative for underschooling. Young participants of the labour market (graduates) are less penalized for being overeducated, which suggests their overeducation is not necessarily a manifestation of lower ability.

[From “Ring-a-Ring O” Roses” To “Coffins Full of Roses” : Impact of Exposure to Terrorism on Students’ Outcome](#)

Afnan Nasim (National University of Computer and Emerging Sciences (NUCES), Islamabad) ; Zaira Hijab (National University of Computer and Emerging Sciences (NUCES), Islamabad)

We examined the impact of exposure to terrorism on students’ outcome (i-e anxiety and learning ability of students). Data was collected from the sample (N=182) of students from various universities of twin cities of Pakistan in order to get the better findings and to support our hypothesis. The results revealed that the exposure to terrorism has positive and significant relation with students’ anxiety but positive and insignificant relation with students’ learning ability. Those students who personally experienced exposure to terrorism were more inclined towards anxiety than those who just listened to the news or heard from some other medium. Particularly, those students who were physically present on the place of incident were more likely to be stressed, uncertain and scared. Similarly, the findings indicate that there is a positive but insignificant relation between exposure to terrorism and students’ learning ability. It means that higher the exposure to terrorism, higher will be the students’ learning ability. In other words, students who are directly exposed to terrorism are more motivated towards learning.

[Effect of Parental Job Loss on Child School Dropout: Evidence from the Palestinian Occupied Territories](#)

Michele Di Maio (University of Naples Parthenope) ; Roberto Nisticò (Università di Napoli Federico II and CSEF)

We investigate the effect of parental job loss on child school dropout using data from the Palestinian Labour Force Survey. To identify the effect, we exploit conflict-induced job separations of Palestinian workers employed in Israel during the Second Intifada. Our results show that parental job loss increases child's school dropout probability by 9 percentage points. The effect varies with the gender, grade, and academic ability of the child, with parental education and the number of children in the household. The effect appears to be driven by a drop in household income. We do not find evidence of alternative mechanisms such as parental divorce or relocation.

[Impact of Quality Education and Tangibles of Education system \(constructs of globalization\) on Literacy Improvement- An analysis of Public-Private Educational Sector of Southern Punjab Region of Pakistan](#)

Farooq, Mubashar

In the case of a firm or a nation lack of familiarity with the surroundings, changes occurring with the passage of time and lack of ability to adapt or cope with the changes around the globe draw you back and snatch the capability of fighting at front with the global challenges. In under developing and a few developing countries literacy has been their core issue while comparing them with the other nations of the world. Current study targeted the Public and Private sector educational institutions of South Region of Province Punjab of Pakistan. Institutions which were considered as the population of

the study comprise of strength of students which were unable to be accounted for the collection of data. Sample size of 200 was selected on the basis of collection of data from prominent or senior students from all the selected institutes. Secondary data in the shape of statistical reports selected from the annual education reports were capitalized to strengthen the literature review while a survey questionnaire was applied to obtain the responses from the students of the different institutes. Results were obtained through SPSS (Statistical Package for Social Sciences). Reliability Statistics, Factor Analysis and Correlation analysis were applied on the data to judge its strength, evaluation by respondents and capability to influence each other through their values of interrelation. Results of the data analysis provide full support to the annual educational reports so, supporting the activities done by the Government of Pakistan for promotion and development of Literacy. It was recommended that role of other dimensions of higher and quality education like (competency, attitude, delivery & reliability) can be applied to analyze their role in influencing the level of literacy.

[Access to education and teenage childbearing](#)

Martin Foureaux Koppensteiner ; Jesse Matheson

We look at the effect of expanding secondary school access on teenage childbearing in Brazil. For this purpose we combine information from the Brazilian school census with vital statistics data. Variation in the introduction of schools across municipalities over time is used to estimate the effect of education access on teenage births. Our results show a 4.56% reduction in municipal teenage childbearing following a school introduction. These results suggest that Brazil's secondary school expansion between 1997 and 2010 can account for 25% of a substantial decline in teenage childbearing observed over the same period.

[Human Capital Investment under Quasi-Geometric Discounting](#)

Karl David Boulware (Department of Economics, Wesleyan University) ; Robert R. Reed (Department of Economics, Finance, and Legal Studies, University of Alabama) ; Ejindu Ume (Department of Economics, Miami University)

Recent work by Laibson (1997) identifies that individuals are excessively impatient in the short-run, but wish to become more patient over time. It is often argued that such a time-inconsistency problem distorts individuals' savings decisions. The objective of this paper is to study human capital accumulation in the presence of a time-inconsistency problem. In doing so, we explain that many policies put into place to take advantage of the inter-personal benefits from human capital accumulation may also be important for resolving 'intra-personal' planning problems. Our results also shed light on the role of compulsory education.

[Remittances and the Brain Drain: Evidence from Microdata for Sub-Saharan Africa](#)

Julia Bredtmann (RWI - Leibniz-Institut für Wirtschaftsforschung) ; Fernanda Martínez Flores (RWI, Ruhr) ; Sebastian Otten (University College London)

Research on the relationship between high-skilled migration and remittances has been limited by the lack of suitable microdata. We create a unique cross-country dataset by combining household surveys from five Sub-Saharan African countries that enables us to analyze the effect of migrants' education on their remittance behavior. Having comprehensive information on both ends of the migrant-origin household relationship and employing household fixed effects specifications that only use within-household variation for identification allows us to address the problem of unobserved

heterogeneity across migrants' origin households. Our results reveal that migrants' education has no significant impact on the likelihood of sending remittances. Conditional on sending remittances, however, high-skilled migrants send significantly higher amounts of money to their households left behind. This effect holds for the sub-groups of internal migrants and migrants in non-OECD countries, while it vanishes for migrants in OECD destination countries once characteristics of the origin household are controlled for.

[The impact on wages and worked hours of childbirth in France.](#)

Bruno Rodrigues ; Vincent Vergnat

Using French administrative data, we estimate the impact of the birth of a first, second and third child on hourly wages, as well as for hours worked, for both women and men. We compute the impact on these outcome variables, two, four and six years after the birth of the child, and focus on the distinction between highly educated women and women with a high school degree or less. We also take the maternity leave (or paternity leave in case of men) duration into account. Estimation is done with difference-in-differences and we compute bootstrapped confidence intervals. Results show both lower and highly educated women decrease significantly their working hours after the birth of their child. Men are, for the most part, not much impacted by the birth of their children. Maternity leave duration influences the magnitude of the impact of the birth, especially on the hourly wages of educated women.

[The Ranking of Researchers by Publications and Citations](#)

Hausken, Kjell (UiS)

Researcher-level metrics assess a researcher's publications and number of citations for each publication. This paper tests empirically 28 two-variable metrics, 26 of which are new in this paper, determined as geometric means from eight one-variable metrics. The 54 highest ranked researchers in RePEc are considered, 13 of whom are Nobel prize winners. One new one-variable metric, the number of citations for the 10 the most cited publication, is introduced. Characteristics of the eight one-variable metrics are considered, illustrating why two-variable metrics are needed. The 54 researchers are ranked for all 36 metrics. The lowest sum of ranks for the 13 Nobel prize winners occurs for metric c 1 , the number of citations for the highest cited publication. The 13 Nobel prize winners have on average 5.3 higher rank on w than on h, suggesting a need for being widely cited, not captured by the h-index. The metric nc, the square root of the product of the number of publications and the citation count, proposed as an interesting metric, correlates best with the RePEc scores. Correlations between the 36 metrics are determined. The 28 two-variable metrics are tentatively ranked according to how they capture characteristics apparently not captured by the one-variable metrics.

Repéré sur : Senat.fr

Mme Brigitte GONTHIER-MAURIN, MM. Michel BILLOUT, Éric BOCQUET, Patrick ABATE, Pierre LAURENT, Mmes Christine PRUNAUD, Éliane ASSASSI, Marie-France BEAUFILS, M. Jean-Pierre BOSINO, Mmes Laurence COHEN, Cécile CUKIERMAN, Annie DAVID, Michelle DEMESSINE, Évelyne DIDIER, MM. Christian FAVIER, Thierry FOUCAUD, Michel LE SCOUARNEC, Bernard VERA, Paul VERGÈS et Dominique WATRIN. [Proposition de résolution en application de l'article 73 quinquies du](#)

[Règlement, sur la reconnaissance de l'enseignement supérieur comme un investissement nécessaire à l'avenir](#). Paris : Sénat, 4 novembre 2016

Repéré sur : worldbank.org

Steffen Soulejman Janus. [Becoming a Knowledge-Sharing Organization: A Handbook for Scaling Up Solutions through Knowledge Capturing and Sharing](#). Washington : World Bank, November 2016. 203 p.

This volume offers a simple, systematic guide to creating a knowledge sharing practice in your organization. It shows how to build the enabling environment and develop the skills needed to capture and share knowledge gained from operational experiences to improve performance and scale-up successes. Its recommendations are grounded on the insights gained from the past seven years of collaboration between the World Bank and its clients around the world—ministries and national agencies operating in various sectors—who are working to strengthen their operations through robust knowledge sharing. While informed by the academic literature on knowledge management and organizational learning, this handbook's operational background and many real-world examples and tips provide a missing, practical foundation for public sector officials in developing countries and for development practitioners. However, though written with a public sector audience in mind, the overall concepts and approaches will also hold true for most organizations in the private sector and the developed world.

2. Sommaires de revues en éducation

Revues francophones :

[Bulletin de méthodologie sociologique, 132 \(1\), octobre 2016](#)

- Controlling Variables in Social Systems - A Structural Modelling Approach
Michel Mouchart, Guillaume Wunsch, and Federica Russo
- Modèles de mélange fini (FMM) appliqués à la segmentation du marché du travail à Bogota
Thibaud Deguilhem and Suneha Seetahul
- Methodological Aspects of Central Left-Right Scale Placement in a Cross-national Perspective
Evi Scholz and Cornelia Zuell
- Combien de manifestants ? Les cafés de la statistique – Soirée du 10 novembre 2015*
Groupe « Statistique et enjeux publics »
- Social Desirability Bias and Mode Effects in the Case of Voting Behavior
Pei-shan Liao

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- Les relations profs élèves
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- La discussion à visées démocratique et philosophique
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- Croire en un monde juste à l'école
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- Pourquoi parfois « c'est pas juste » ?
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- Ruptures ou ajustements provoqués entre pratiques agricoles et enseignement de ces pratiques. Implantation et gouvernance de la réforme « Produire autrement »
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- Francis Bacon et le Life design
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- Programmes de développement des compétences sociales et d'insertion professionnelle chez les étudiant.e.s : efficacité et limites
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- Genre et représentations de l'autorité chez les enseignantes débutantes exerçant en lycée professionnel
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- Les tests BV9 et B53 peuvent-ils prédire la réussite scolaire ?
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- Using Constitutional Law Classes to Address the “Civic Empowerment Gap” Among Inner-City Public High School Students
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- Assessing the Accuracy of Generalized Inferences From Comparison Group Studies Using a Within-Study Comparison Approach: The Methodology
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- Applications of a Within-Study Comparison Approach for Evaluating Bias in Generalized Causal Inferences From Comparison Groups Studies
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Elizabeth M. King, Peter F. Orazem, and Elizabeth M. Paterno

3. Livres intéressants



JELLAB Aziz. **Société française et passions scolaires**. Toulouse : Presses universitaires du Midi, novembre 2016. 410 p. (Socio-Logiques) - 19.5 euros

Symbole de la République et de ses valeurs, objet de nombreuses attentes parfois contradictoires, l'école en France ne cesse de susciter de multiples débats, sur fond de réformes successives qui se sont fixé comme horizon l'égalité des chances et la démocratisation. L'étroite imbrication entre l'école et la République explique les controverses passionnelles que provoque tout projet de changement, dépassant le plus souvent les clivages idéologiques et politiques. C'est que l'institutionnalisation de l'instruction obligatoire annonçait le projet fondamental visant à « faire société » par l'école, de sorte que celle-ci conditionne fortement aujourd'hui le destin des individus. Partant des évolutions qui touchent la société française et des incertitudes générées par la mondialisation et par l'Europe, cet ouvrage cherche à mettre en lumière en quoi ces changements mettent à l'épreuve l'école, ses missions ainsi que les thèses de la reproduction.

Il mobilise également les enseignements issus de recherches scientifiques et empiriques menées par l'auteur. Où il apparaît, au final, que la question scolaire interroge l'idéal d'une société solidaire dont

la démocratie a partie liée avec l'élévation du niveau d'éducation et la réduction des inégalités d'accès au savoir et à la culture.



LIGOZAT Florence, CHARMILLOT Maryvonne, MULLER Alain (dir.). **Le partage des savoirs dans les processus de recherche en éducation**. Bruxelles : De Boeck, octobre 2016. 320 p. (Raisons Éducatives) - 38 €

Dans un contexte qui interroge de plus en plus fortement les rapports entre la recherche scientifique et la Cité, un meilleur « partage des savoirs » semble faire l'objet d'une demande croissante à travers des formes de « collaboration », de « coopération » ou de « participation » plus étroites entre chercheurs et usagers, et ceci d'autant plus que les recherches en sciences de l'éducation ont, pour la plupart, une double visée de production de connaissances et d'amélioration des pratiques éducatives.

Cet ouvrage part du constat que les recherches portant sur l'éducation et la formation font intervenir les acteurs prioritairement concernés par les savoirs produits, dans le processus même de leur élaboration. En acceptant de participer à une recherche, enseignants, formateurs, parents, élèves, etc. deviennent partie intégrante de l'univers empirique des chercheurs, tout en se transformant eux-mêmes dans le cours du processus de recherche, voire en transformant le processus de recherche lui-même.

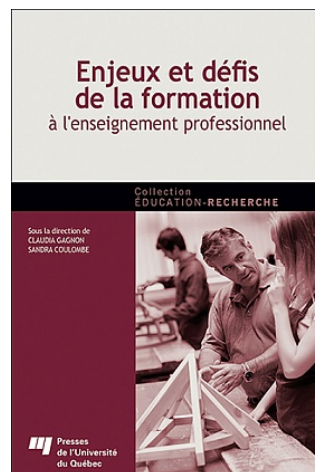
Le « partage des savoirs » concernant l'éducation et la formation n'est donc pas seulement une affaire de transfert ou de diffusion des résultats de recherche. C'est aussi une question de rapports entre chercheurs et acteurs des systèmes d'éducation et de formation au sein desquels s'élaborent divers types de savoirs sur ces systèmes. Depuis des domaines tels que l'enseignement scolaire, la formation des adultes et les apprentissages informels, les contributeurs de cet ouvrage (ré)interrogent leurs processus de recherche pour saisir ce qui s'y partage (ou non), par quels moyens, à quelles conditions.

Au-delà des dispositifs de recherche qui s'inscrivent explicitement dans des approches dites « collaboratives », « coopératives » ou « participatives », cet ouvrage propose une réflexion théorique, épistémologique et méthodologique sur les modes de participation des différents acteurs dans la temporalité des processus de recherche en sciences de l'éducation et de la formation.



Jean-François Bruneaud et Maïtena Armagnague-Roucher (dir.). **Lutte contre les discriminations. 2. Ecole, migrations, discriminations.** Paris : l'Harmattan, novembre 2016. 168 p. (Les cahiers de la Lutte Contre les Discriminations). ISBN : 978-2-343-10494-2 -

Dans un contexte social fortement marqué par les problématiques migratoires, identitaires, ethnoraciales, religieuse et sécuritaires, ce cahier propose de repenser ces questions dans le système éducatif. Souvent présentée comme l'outil emblématique de l'égalisation, l'institution scolaire française produit pourtant des inégalités et des discriminations. En les croisant avec les phénomènes de domination socio-économiques et culturelles, acteurs de terrain et chercheurs vont en exposer et en expliquer les mécanismes dans les réalités scolaires quotidiennes. 14.25 €



Gagnon, C. & Coulombe, S. (2016). **Enjeux et défis de la formation à l'enseignement professionnel.** Québec, Québec : PUQ. 302 p. (éducation -recherche)- ISBN 978-2-7605-4610-3 - 35 \$

Depuis plusieurs années, les milieux politique et éducatif ont mis en œuvre différentes avenues pour valoriser la formation professionnelle au Québec. À l'automne 2003, le baccalauréat en enseignement professionnel devient un programme de 120 crédits et la seule voie d'accès au brevet d'enseignement. Contrairement aux autres secteurs de formation à l'enseignement, les étudiants de ce secteur occupent déjà, à 81 %, un poste d'enseignant dans un centre de formation professionnelle, où ils ont été recrutés sur la base de leur expertise de métier ; ce n'est qu'une fois en poste qu'ils amorcent leur formation universitaire. Cette réalité et les changements politico-

éducatifs ont représenté des défis pour l'implantation du baccalauréat en enseignement professionnel pour toutes les universités offrant le programme et pour tous les acteurs impliqués dans cette réforme.

Ce collectif est le fruit d'une rencontre entre les auteurs et des chercheurs préoccupés par les défis de la formation à l'enseignement professionnel. Les perspectives multiples et les regards variés proposés par les chercheurs dans cet ouvrage soulèvent des enjeux émanant de la complexe réalité vécue par ces enseignants-étudiants.



Noel, B. & Cartier, S. C. (2016). **De la métacognition à l'apprentissage autorégulé**. Bruxelles : De Boeck. 224 p. (perspectives en éducation et formation) - ISBN-13 9782807301849 - 34 euros

La métacognition ? L'apprentissage autorégulé ? Quelles différences ? Quelles similitudes ? Comment les définir ? Comment les utiliser en contexte scolaire, académique, professionnel ? Voici les questions auxquelles cet ouvrage tente de répondre. Dans l'introduction, les coordinatrices dressent un historique des concepts et des travaux de recherche construits autour de cette problématique, depuis Flavell à nos jours. Les contributions de ce livre couvrent les différents niveaux de l'enseignement, de l'élémentaire au supérieur, en passant par le secondaire et l'éducation continue. Elles sont rédigées par des chercheurs-enseignants francophones issus de Belgique, de France, de Suisse et du Canada. Certains chapitres, plus théoriques, intéresseront surtout les chercheurs et les spécialistes du domaine, d'autres, plus proches des pratiques de classe sur le terrain, interpellent davantage les praticiens qui souhaiteraient intégrer ces approches constructives et dynamiques dans leurs pratiques pédagogiques.