



Veille de l'IREDU n° 4

15 janvier 2016

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1. Ressources sur le Web

Repéré sur : Alternatives-economiques.fr

Isabelle Dautresme. [Education Et si on faisait les devoirs en classe ?](#) 20/12/2016

Et si les élèves préparaient leurs cours à la maison et faisaient leurs devoirs à l'école ? De plus en plus d'enseignants pratiquent la classe inversée : ils font travailler les élèves en amont sur des textes, des vidéos ou des Powerpoint animés, pour consacrer le temps de classe à l'approfondissement de certaines notions, des exercices d'application, la résolution de problèmes, la mise en commun des productions des élèves ou encore des échanges et des débats.

Repéré sur : assemblee-nationale.fr

[Instauration d'un processus de sélection pour l'entrée en 2ème cycle d'enseignement supérieur : examen en séance d'une proposition de loi](#)

Lundi 19 décembre soir, l'Assemblée examine la proposition de loi, adoptée par le Sénat, portant adaptation du deuxième cycle de l'enseignement supérieur français au système Licence-Master-Doctorat.

Repéré sur : cafepedagogique.net

[Un système éducatif équitable est-il plus efficace ?](#) L'expresso du 16 décembre 2016

C'est devenu une antienne du débat politique. En favorisant la mixité sociale, le ministère encouragerait le nivellement par le bas. C'est justement cette question du rapport entre la mobilité sociale et l'efficacité scolaire que deux chercheurs belges, Jean Hindriks et Mattéo Godin, interrogent dans un nouveau numéro (n°106) des Cahiers de recherches du Girséf. Ils mettent en évidence un lien entre ces deux termes et concluent qu'il n'y a pas lieu d'opposer excellence et équité...

[Innovation pédagogique : L'obscur objet du changement.](#) L'expresso du 20 décembre 2016

Et si la seule innovation qui vaille dans le système éducatif était changer l'Inspection ? C'est un peu la conclusion que livre le rapport de l'Inspection générale sur "L'innovation et l'expérimentation et leurs incidences sur l'évolution du système éducatif" que le ministère vient de rendre public. Coordonné par Pascal Raphaël Ambrogi et Dominique Rojat, ce gros rapport est une longue errance pour saisir un objet toujours désiré mais qui reste finalement insaisissable à l'administration de l'Education nationale : l'innovation pédagogique. Cinq ans après le rapport Reuter, la quête de l'innovation se conclue par une prise de conscience de la force de l'esprit d'innovation et sur une nouvelle injonction au changement d'une institution qui en semble peu capable.

[La réforme du master adoptée par l'Assemblée.](#) L'expresso du 20 décembre 2016

L'Assemblée nationale a adopté le 19 décembre la réforme des études en master proposée par le gouvernement. "Cette proposition de loi... met fin à la situation incohérente d'une sélection entre la

première et la seconde année de master au profit d'un recrutement à l'entrée du M1 assorti d'un droit à la poursuite d'études pour tous les diplômés de licence et d'un droit à l'information permettant à chacun de construire son orientation, Cette proposition de loi offre des garanties de clarté et de continuité aux établissements et aux étudiants. Désormais, aucun diplômé de licence souhaitant poursuivre ses études en master ne sera sans solution, sans choix, sans droit", affirme le ministère. Pour Patrick Hetzel, député Républicains, "En substituant à la sélection pour tous l'admission automatique pour chacun, on ne rend service à ! personne : ni aux universitaires, dont on viole le principe d'autonomie pédagogique, ni aux étudiants – auxquels on laisse penser que l'automatisme de l'accès serait une opportunité alors qu'elle dévaloriserait le diplôme qui leur sera délivré – et pas plus aux employeurs qui seront, plus que jamais, poussés à privilégier, dans leur recrutement, des diplômés de grandes écoles".

[L'architecture scolaire peut-elle changer la pédagogie ?](#) L'expresso du 21 décembre 2016

L'architecture scolaire est de retour dans les réflexions actuellement en cours au ministère. Il publie le 19 décembre les résultats du concours Archi classe qui veut promouvoir une école différente grâce à une architecture nouvelle. Mais l'architecture a aussi sa place dans le rapport de l'Inspection générale ou encore dans un autre concours organisé par l'Université et l'Espé de Cergy. Peut-on enseigner au 21ème siècle dans des bâtiments du 19ème ? L'architecture commande-t-elle une forme scolaire ?

[La Suisse et le Luxembourg menacent de quitter Pisa.](#) L'expresso du 22 décembre 2016

Deux pays européens pourraient quitter Pisa alors même que leur place dans l'enquête internationale sont bien différentes. Le Luxembourg obtient des résultats médiocres et estime que ceux ci sont faussés du fait d'un échantillon national particulier. Le ministre de l'éducation a estimé que " l'étude ne nous apprend rien de nouveau" et "ne donne pas plus d'informations que les études précédentes sur ce qui fonctionne ou non dans le système éducatif".

[Le lent tassement des classes moyennes...](#) L'expresso du 22 décembre 2016

"La classe moyenne, définie comme l'ensemble des personnes dont le revenu (après prestations sociales et avant impôts) est compris entre deux tiers et deux fois le revenu médian, regroupe la moitié de la population adulte aux États-Unis, contre plus des deux tiers en France", note une nouvelle étude comparative de France Stratégie, un service du premier ministre. L'étude montre une érosion continue de la classe moyenne en France depuis 1996 : -1.5%. Aux États-Unis le mouvement d'érosion est deux fois plus rapide. Dans les deux pays, la classe moyenne est grignotée par en haut et par en bas. En France la "descente" a augmenté deux fois plus vite que la "montée", à l'opposé des États Unis.

[Eduquer avec le numérique ?](#) L'expresso du 23 décembre 2016

Le numérique change-t-il profondément l'Ecole? Transforme-t-il la façon d'enseigner ? Impacte-il les résultats et réduit-il les inégalités ? Que nous apprend-il des relations dans l'établissement scolaire et entre l'institution Education nationale et ses agents ? Toutes ces questions, Bruno Devauchelle, professeur associé à l'Université de Poitiers et chargé de mission TICE à l'université catholique de Lyon, les aborde chaque vendredi dans la chronique qu'il publie dans le Café pédagogique depuis plus de 4 ans. Il publie chez ESF un ouvrage qui synthétise sa pensée et offre aux enseignants , aux cadres et aux acteurs de l'Ecole une vision globale de la rencontre difficile entre le numérique et

l'Education nationale. Un livre à ne pas rater pour comprendre et interpréter le phénomène social du numérique.

[Nouveau recul des diplômes en VAE](#). L'expresso du 23 décembre 2016

"Le nombre des diplômes délivrés après une validation des acquis de l'expérience est à nouveau en baisse. En 2015, les jurys ont examiné 19 300 candidatures à un diplôme professionnel de l'Éducation nationale et délivré 13 150 diplômes, soit respectivement 3 % et 2 % de moins qu'en 2014. Ce nouveau recul touche aussi les recevabilités qui filtrent l'accès au dispositif", annonce la DEPP.

[Risques psychosociaux : Les enseignants sont les plus affectés](#). L'expresso du 3 janvier 2017

Les enseignants du premier et du second degré sont bien les catégories de cadres les plus touchés par les risques psychosociaux, affirme une étude publiée par la revue ministérielle Education & formations. Au coeur du problème : le manque de soutien hiérarchique et l'isolement des enseignants. Une position qui contraste avec le sentiment d'utilité ressenti par les professeurs.

[Le numérique a-t-il un sexe ?](#) L'expresso du 3 janvier 2017

Le numérique est-il un territoire masculin ? Dans l'imaginaire collectif assurément, et même dangereusement. Car cet imaginaire enferme les élèves comme les enseignants dans des représentations stéréotypées. Il produit des différences de pratiques numériques entre les filles et les garçons dans la sphère familiale comme à l'Ecole. Il entraîne des inégalités dans le nécessaire développement chez tou•te•s de compétences en littératie. C'est ce que démontre le nouveau dossier en ligne, passionnant, de la Revue de Recherches en Littératie Médiatique et Modale. Il invite à une prise de conscience individuelle et à l'action collective, pour ne plus assimiler l'expertise aux uns et en priver les autres.

[Primaire : Le privé progresse](#). L'expresso du 4 janvier 2017

Avec 13 646 élèves en plus à cette rentrée, l'enseignement privé fait une progression inattendue à la rentrée 2016. C'est un des enseignements d'une nouvelle étude de la Depp qui retient également deux faits : la scolarisation des moins de deux ans repart timidement à la hausse. Par contre les taux de redoublement s'effondrent aux années charnières du CP et du CM2.

[Les professeurs du public mieux payés que ceux du privé ?](#) L'expresso du 4 janvier 2017

Les professeurs du public sont-ils mieux payés que ceux du privé ? Premier round : la question est lancée en octobre 2016 par l'IFRAP, un thinktank ultra conservateur, qui en a profité pour promouvoir la privatisation de l'éducation nationale. Second round : dans le dernier numéro d'Education & formations, la Depp, le service des études du ministère, lui répond. Bilan du match : la redécouverte de faits bien connus et le maintien dans l'ombre de quelques inégalités cachées... " Des outils informatiques inadaptés, des recteurs gagnent petits sur le dos de précaires", voilà ce que cache cette question selon la Fep Cfdt, premier syndicat des enseignants du privé...

[Second degré : Poussée du privé au collège et en seconde](#). L'expresso du 5 janvier 2017

Constatée au primaire, la poussée du privé concerne aussi le second degré affirme une récente étude de la Depp. A la rentrée 2016, le collège public a perdu près de 10 000 élèves quand le privé en gagne plus de 6 000. L'étude met en évidence une autre évolution : la baisse du redoublement fait

gonfler à la fin de la seconde les filières technologiques. La voie professionnelle continue à perdre des élèves. Les réformes jouent-elles contre l'Ecole publique ?

[Apartheid dans les établissements : L'expérience des bons élèves noirs](#). L'expresso du 5 janvier 2017
Doit-on choisir son orientation en fonction de sa race ? La question se pose déjà au moins en Ile-de-France. Une nouvelle étude réalisée par une doctorante de Sciences Po, Elodie Druetz, montre que l'expérience des élèves d'origine subsaharienne n'est pas la même en fonction de leurs résultats scolaires. Quand les élèves moyens et faibles subissent plutôt de la discrimination, les "bons élèves" rencontrent du racisme durant leur parcours dans les "bons établissements" très majoritairement "blancs". L'étude aborde un volet encore tabou des processus de ségrégation sociale dans l'Ecole.

[Démissions d'enseignants : Une hausse en trompe l'oeil ?](#) L'expresso du 6 janvier 2017
Qu'est ce qui peut pousser un enseignant à quitter le métier ? Début décembre, le Café pédagogique soulignait la forte hausse des démissions d'enseignants, une information tirée du rapport du sénateur Carle sur le budget de l'Education nationale. Depuis l'information fait le tour des médias. Pourtant cette progression est plus relative que l'on croit...

[Jeux numériques : Quels effets ?](#) L'expresso du 6 janvier 2017
"Pour étudier les effets d'une technologie éducative, tableau noir ou jeu numérique, il ne suffit pas de mesurer les prétendues conséquences de sa présence dans le système didactique. Il est nécessaire d'en caractériser les usages pour comprendre les relations qui s'établissent entre ces usages et le processus d'apprentissage. Cela suppose que le chercheur aille dans les classes et travaille avec les enseignants pour décrire, voire imaginer, les usages des technologies qu'il sera amené à étudier et recueillir des données qui permette de mettre en évidence ces relations". Eric Sanchez revient sur les études cherchant à évaluer les effets pédagogiques des jeux vidéos pour poser une réflexion méthodologique avec beaucoup d'humour.

[Faut-il maintenir l'enseignement technologique ?](#) L'expresso du 9 janvier 2017
A défaut d'un bilan de l'ensemble du lycée, l'Inspection générale, sous la plume d'Alain Henriot, Michel Rage et Marc Rolland, nous livre un bilan du lycée technologique. Coincé entre un enseignement général en expansion et un enseignement professionnel en explosion, l'enseignement technologique est en crise. Faut-il le réformer ou le faire disparaître ? Les inspecteurs analysent l'évolution de chaque filière et concluent à l'utilité sociale et économique de la voie technologique. Ils recommandent de revoir les contenus enseignés de façon à renforcer les liens entre enseignements technologiques et généraux. Surtout ils envisagent une recomposition globale du lycée général et technologique dans un ensemble plus modulaire et mieux articulé avec le post bac. Pour le lycée, l'heure de la réforme, dans tous les sens du mot, pourrait sonner en 2017.

[Plus de maîtres que de classes : Un dispositif au milieu du gué](#). L'expresso du 11 janvier 2017
Fleur de la refondation, faisant l'unanimité du ministère aux syndicats, le dispositif "Plus de maîtres que de classes" (Pdm) doit permettre à l'école française de relever son niveau et de réduire ses inégalités. N. Vallaud-Belkacem a présenté le 10 janvier un nouveau rapport d'étape qui fait le bilan de 3 années de déploiement dans les écoles primaires. S'il monte en puissance et s'il sera élargi à la rentrée 2017 à toutes les écoles de l'éducation prioritaire avec 5 161 emplois de "maître +", le dispositif Pdm n'a pas encore fait ses preuves. Les progrès constatés semblent fragiles. La mise en

place rapide a ses lacunes. 2017 devrait être une année de vérité pour un dispositif qui compte aussi des ennemis politiques.

Repéré sur : cedefop.europa.eu

[Spotlight on VET Malta](#). January 2017. 6 p.

This booklet focuses on some of the main aspects of vocational education and training (VET) in Malta. It provides an outline of the structure and characteristics of the training system and the challenges it faces. The booklet includes a chart of the Maltese education system and some education and training figures.

Repéré sur : cee-recherche.fr

Julie Couronné, Marie Loison-Leruste, François Sarfati. [« La Garantie jeunes en action : usages du dispositif et parcours de jeunes »](#), *Connaissance de l'emploi*, n° 133, décembre 2016

L'enquête de terrain a mis en évidence le fait que l'allocation mensuelle, versée aux jeunes pendant un an, est une nécessité pour tous. Elle a également permis de dégager trois parcours types vis-à-vis du marché du travail. Le premier aboutit à une réelle insertion professionnelle bien que précaire (CDD et intérim). Le deuxième amène les jeunes aux abords de l'emploi et leur redonne confiance sans créer de véritable dynamique. Le dernier ne fait pas évoluer leur situation par rapport à l'emploi, tant ils sont « empêchés » par des problèmes physiques, psychiques, sociaux et économiques.

Nicolas Farvaque, Claire Kramme, Carole Tuchsirer. [« La Garantie jeunes dans les missions locales : la mise en œuvre d'une nouvelle approche de l'accompagnement »](#), *Connaissance de l'emploi*, n° 134, décembre 2016

L'enquête de terrain souligne la forte valeur ajoutée de l'accompagnement intensif et collectif préconisé, même si ce modèle innovant d'accompagnement a suscité l'inquiétude des conseillers lors du démarrage. Elle démontre également que les conditions de la mise en œuvre ont perturbé l'organisation interne des structures et n'ont pas permis à cette expérimentation de bénéficier des savoir-faire accumulés par les conseillers à l'occasion d'autres dispositifs, une difficulté à prendre en compte lors de la généralisation du dispositif.

Repéré sur : Cereq.fr

Nathalie Beaupère, Chantal Labruyère, avec la collaboration de Dominique Fournié et Michèle Ménabréaz. [Prise en compte des mutations induites par la transition vers l'économie verte dans les formations professionnelles initiales - Volume 2](#). Céreq Etudes n°6, décembre 2016, 119 p.

Comment la transition écologique est-elle prise en compte dans les diplômes professionnels ? Sur la base d'une sélection de diplômes et titres de quatre ministères certificateurs, les auteures ont analysé la manière dont les différentes commissions professionnelles consultatives intègrent dans les référentiels les préoccupations relatives à la transition écologique au regard des enjeux et préoccupations qu'elle soulève pour les métiers et secteurs d'activités.

Après les diplômes de l'Education nationale, ceux des ministères de l'Agriculture, du Travail et Jeunesse et Sport sont traités dans ce deuxième volume.

Ce document est précédé d'une synthèse concernant les quatre ministères certificateurs.

L'étude a été conduite dans le cadre d'une convention de partenariat avec le Commissariat général au développement durable (CGDD).

Philippe Lemistre, Boris Ménard. [Les parcours des diplômés de licence scientifique au croisement des libertés individuelles et de la reproduction sociale](#). Working paper n°3 janvier 2017 22 p.p.

Dans cet article, les auteurs associent les théories de Bourdieu et Sen, afin de comprendre les processus qui influencent les parcours d'études de jeunes ayant obtenu une licence générale dans une université scientifique française. La pondération par les capitaux économiques et culturels des parcours dans le secondaire et dans le premier cycle du supérieur, permet de caractériser les éléments de parcours qui contrecarrent ou renforcent une reproduction qui n'en demeure pas moins dominante.

Magali Jaoul-Grammare, Simon Macaire (coordonnateurs). [Étudier le devenir professionnel des docteurs. Groupe de travail sur l'enseignement supérieur](#). Céreq Echanges n°2 décembre 2016 92 p.

De nombreuses enquêtes rendent compte du devenir professionnel des docteurs et témoignent de façon récurrente de leurs difficultés d'accès à l'emploi stable. Devant leur multiplicité, le Groupe de travail sur l'enseignement supérieur s'est interrogé sur la production d'indicateurs pertinents pour éclairer et comprendre l'insertion professionnelle de cette population spécifique.

Le Groupe de travail sur l'enseignement supérieur (GTES) est un réseau national d'échange et de production sur les parcours de formation et d'insertion des inscrits de l'enseignement supérieur. Il réunit deux fois par an une quarantaine de personnes expertes de l'enseignement supérieur d'origines professionnelles diverses. Ses membres contribuent à des productions communes tous les deux ans.

Lieu d'échanges, d'information, de discussion et de capitalisation, le GTES traite, sur un thème donné, des questionnements aussi bien théoriques, méthodologiques qu'empiriques ou liés aux politiques publiques. Le groupe est coanimé par un représentant du Céreq, un représentant des observatoires universitaires et une représentante des observatoires régionaux.

Philippe Lemistre, Virginie Mora (coordonnateurs). [Professionnalisation des publics et des parcours à l'université. Groupe de travail sur l'enseignement supérieur](#). Céreq Echanges n°3 décembre 2016 166 p.

La professionnalisation s'est développée récemment dans un contexte où la recherche de compétitivité en Europe s'articule à un discours sur l'efficacité des formations supérieures à développer l'employabilité des étudiants. Dans ce contexte, cet ouvrage vise à faire le point sur la professionnalisation des filières et des parcours à l'université et les effets qu'elle produit.

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Delphine Beraud. [Les formations obligatoires en entreprise : des formations comme les autres ?](#) Bref du Céreq, n°350, décembre 2016. 4 p.

Les formations obligatoires et réglementaires constituent le premier poste de dépense des entreprises en matière de formation. Les entreprises des secteurs traditionnellement les moins formateurs ainsi que les salariés les moins qualifiés sont les plus concernés. Mais les entreprises dans lesquelles les formations obligatoires représentent la quasi-totalité des dépenses ont les mêmes caractéristiques que les moins formatrices. En filigrane, se pose la question du rôle des formations obligatoires dans la réduction des inégalités d'accès.

<i>Repéré sur : Crifpe.com</i>

Patton, S. (2016). [Étude exploratoire de l'incidence de l'intimidation sur le parcours scolaire et la construction identitaire d'étudiants universitaires](#). Mémoire de maîtrise inédit, Université Laval, Québec, Québec.

Ce mémoire a pour but d'examiner la façon dont s'est opérée la construction identitaire d'étudiants et d'étudiantes universitaires ayant subi de l'intimidation à l'école secondaire. Il vise en outre à mieux cerner le processus de résilience qui a conduit à la persévérance jusqu'à l'université. L'intimidation est une problématique sociale d'importance, qui touche entre 16,5 % et 36 % des élèves durant leur parcours scolaire (Beaumont, Leclerc, Frenette & Proulx, 2014; Conseil canadien sur l'apprentissage, 2008; Institut de la statistique du Québec, 2012). Sur le plan scientifique, cette problématique a été examinée sous différents angles, mais peu d'études se sont intéressées à la façon dont elle peut influencer le parcours scolaire et la construction identitaire des adolescents et adolescentes qui en ont été victimes. Pour réaliser ce mémoire, dix-huit étudiants universitaires ont été rencontrés dans le cadre d'entrevues individuelles s'inspirant de l'approche biographique du récit de vie. L'angle d'approche choisi a permis de mettre en lumière « la vie après l'intimidation » et d'en dégager une typologie comprenant trois types de parcours. Le premier type, le parcours où la persévérance scolaire a été compromise, est caractérisé par le fait que l'intimidation a agi comme un frein à la poursuite d'un parcours scolaire positif. Le deuxième type, le parcours axé sur la transition, met en lumière des répercussions d'ordre contextuel. Puis, pour le parcours axé sur la réussite, l'intimidation a poussé les étudiants à s'investir davantage sur les plans scolaire et professionnel et à vivre des réussites. Par ailleurs, cette étude apporte un éclairage descriptif quant aux répercussions de l'intimidation sur la persévérance scolaire et le choix de carrière. Les résultats ont également permis d'appliquer un nouvel éclairage théorique à la construction identitaire des élèves qui subissent de l'intimidation, soit la théorie de contrôle identitaire (Kerpelman et coll., 1997).

Skakni, I. (2016). [Progresser dans la formation doctorale en sciences de l'humain et du social: individus et structure en tension](#). Thèse de doctorat inédite, Université Laval, Québec, Québec.

La présente thèse porte sur les enjeux de la progression dans la formation doctorale en sciences de l'humain et du social (SHS). Dans la plupart des pays occidentaux, les administrations universitaires se disent préoccupées par les délais d'achèvement et les faibles taux de diplomation au doctorat. S'il est admis que les aptitudes intellectuelles ne suffisent pas pour progresser dans les études doctorales, les recherches menées jusqu'ici montrent que les modalités de la formation, ainsi que le milieu et le contexte d'études dans lesquels celle-ci s'inscrit ont des répercussions sur l'expérience doctorale. Peu d'études portent toutefois sur la façon dont l'interaction de facteurs individuels et structurels peut affecter la progression dans ce processus de formation. En nous appuyant sur la théorie de la structuration de Giddens (2005), nous postulons dès lors que certaines valeurs, traditions et pratiques propres au monde académique – perpétuées, volontairement ou non, par les acteurs universitaires – peuvent nuire à la progression des doctorant-e-s. Afin d'examiner la question, une étude de cas instrumentale à visée compréhensive (Stake, 1994) a été réalisée. Six facultés des SHS d'une université canadienne ont été ciblées pour constituer le cas à l'étude. Outre l'analyse d'un ensemble de documents institutionnels relatif à la formation doctorale dans le contexte étudié, 36 doctorant-e-s issus de 19 disciplines ainsi que quatorze professeur-e-s et cinq administrateurs universitaires (directions de programmes/doyens/vices-doyens) ont été rencontrés dans le cadre d'entrevues semi-directifs. Nos résultats ont dans un premier temps permis de tracer un portrait descriptif détaillé du cas à l'étude. Les particularités de l'organisation formelle et tacite de la formation doctorale en SHS dans le contexte étudié ainsi que les défis qu'elle sous-tend ont été circonscrits, de même que les stratégies à privilégier – du point de vue des participant-e-s – pour progresser dans la formation. Dans un deuxième temps, il a été possible de montrer, d'une part, que c'est bien à la jonction de facteurs individuels et structurels que se situe la problématique de la progression dans la formation doctorale en SHS et des faibles taux de diplomation qui la caractérisent. D'autre part, la portée systémique d'une telle problématique a été mise au jour : à travers leurs choix, leurs attitudes et leurs pratiques, les acteurs universitaires contribuent à la reproduction de façon de faire et de penser « attendues » ou « admises » dans leur milieu, dont certaines ont le potentiel de nuire à la progression dans la formation doctorale.

Snyder, T. D., de Brey, C. & Dillow, S. A. (2016). [Digest of Education Statistics, 2015. 51st Edition](#). Washington D.C. : National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.

The 51st in a series of publications initiated in 1962, the Digest's purpose is to provide a compilation of statistical information covering the broad field of education from prekindergarten through graduate school. The Digest contains data on a variety of topics, including the number of schools and colleges, teachers, enrollments, and graduates, in

addition to educational attainment, finances, and federal funds for education, libraries, and international comparisons.

Social Mobility Advisory Group of the Universities UK (UUK) (2016). [Working in partnership: Enabling Social Mobility in Higher Education : The final report of the Social Mobility Advisory Group](#). Londres : Universities UK (UUK).

Universities transform lives. Going to university leads to new ways of seeing the world, to new horizons and networks, and to significantly enhanced job opportunities. But not everyone benefits in the same way. Fewer students from socially and economically disadvantaged backgrounds go to university, and when they do they tend not to do as well as their more privileged peers. The influence of background continues long after graduation. A student's race, gender and disability may also affect their experience. Although overall students from black and minority ethnic backgrounds have high rates of participation at university, this varies regionally and between institutions, and also between different racial groups. Male and female students tend to choose different subjects, and more women than men go to university. Compared to their peers, graduate outcomes are not as good for black and minority ethnic students, nor for disabled students.

Universities have long worked hard to remedy the impact of disadvantage, and they have made progress with extensive, ambitious and innovative programmes. But differences remain, and are stark.

The Social Mobility Advisory Group was set up in October 2015, at the request of Jo Johnson MP, Minister of State for Universities and Science, with the aim of identifying practical ways to address inequality in higher education. The Advisory Group has considered the evidence and drawn together recommendations as to ways forward, acknowledging that there will be no simple solutions to embedded social inequality that passes from generation to generation. No one organisation or sector can resolve such deep-rooted inequalities. Instead, the extensive work that universities have been carrying out over many years needs to be built on, and collaborations and partnerships extended. Change will be incremental.

Some consistent themes have emerged from the group's work, and in the report:

- The need for a rigorously evidence-based approach to social mobility
- The importance of evaluation to inform and shape future work
- The need to move away from the perception that people only have one chance for university study, at the age of 18
- Sustained change can only be achieved through collaboration and partnership between universities, schools, colleges and employers

These are complex issues and they will affect different universities in different ways. Universities in the UK are profoundly diverse, and any meaningful response will need to reflect the individual university's geographical location and circumstances.

The Advisory Group's recommendations are only a beginning. Universities UK will work with its members, and with schools, employers, students' unions, the third sector and other partners, to take forward the recommendations.

ISBN-13978-1-84036-367-8

Statistique Canada, Conseil des ministres de l'Éducation (Canada) (CMEC), & Conseil des statistiques canadiennes de l'éducation (CSCE) (2016). [Indicateurs de l'éducation au Canada : une perspective internationale 2015](#). (Rapport no. 81-604-X). [Ottawa], Ontario : Statistique Canada, Conseil des statistiques canadiennes de l'éducation (CSCE).

Indicateurs de l'éducation au Canada : une perspective internationale est conçu en vue d' étoffer les données sur le Canada transmises annuellement à l'Organisation de coopération et de développement économiques (OCDE) pour publication dans Regards sur l'éducation : Les indicateurs de l'OCDE (RSE). Les données supplémentaires, comparables au niveau international, fournies par l'Indicateurs de l'éducation au Canada complètent le rapport RSE et soutiennent la mission du Conseil des statistiques canadiennes de l'éducation (CSCE) d'« élaborer des stratégies, des plans et des programmes exhaustifs à long terme destinés à la collecte, à l'analyse et à la diffusion à l'échelle pancanadienne et internationale de statistiques pertinentes à ses politiques et comparables.

Douze indicateurs sont inclus dans l'Indicateurs de l'éducation au Canada : une perspective internationale 2015. Les onze premiers indicateurs présentent de l'information sur : le niveau de scolarité (Indicateur A1) ; les taux d'obtention de diplômes au niveau secondaire (A2) ; les résultats sur le marché du travail (A3); les ressources financières investies dans l'éducation (B1, B2 et B3) ; les étudiants internationaux (C1) ; les transitions vers le marché du travail (C2) ; et l'organisation de l'environnement pédagogique aux niveaux élémentaire et secondaire (D1, D2 et D3). Un douzième indicateur (E1) ajoute une sélection des sujets liés à une évaluation récente de compétence de la population adulte en littératie et en numératie.

Faits saillants, des courts textes analytiques avec des graphiques, et des tableaux de données sont inclus pour chaque indicateur. Les définitions, catégories et méthodes utilisées pour ce rapport étant alignées sur la Classification internationale type de l'éducation (CITE 2011) afin de produire des statistiques normalisées et comparables, les chiffres dans le rapport peuvent différer légèrement des chiffres similaires que produisent les provinces et les territoires. La rubrique Notes aux lecteurs du rapport comprend des explications et les descriptions des catégories pertinentes de la CITE, et décrit comment les données de Statistique Canada sont harmonisées avec ce système international.

ISBN-131920-5929

Benoit, B. A. (2016). [Understanding the teacher self : learning through critical autoethnography](#). Mémoire de maîtrise inédit, McGill University, Montréal, Québec.

Cette thèse examine comment les souvenirs peuvent façonner la manière dont nous percevons le présent et l'avenir dans le cadre de la formation des enseignants et du

développement professionnel. En utilisant une enquête qualitative, en m'inspirant de l'auto-apprentissage et de la mémoire-travail, j'explore les façons dont l'autoethnographie critique peut servir d'outil de croissance personnelle et professionnelle dans le contexte de l'identité des enseignants. Cette thèse étudie la relation entre l'autoethnographie, la pédagogie critique et l'autoethnographie critique. Dans mon travail sur le terrain, j'examine trois lieux de la mémoire. Le premier site de recherche est une étude influencée par l'art des souvenirs associés aux terrains de jeux de l'école primaire et aux quartiers que je fréquentais durant mon enfance dans les années 1980, dans la région de Montréal. J'identifie et apporte des précisions sur trois importantes approches d'enquête narrative : a) en me penchant sur la mémoire et les histoires comme outil pédagogique; b) en me concentrant sur les lieux comme marqueurs d'identité; et c) en utilisant l'auto-apprentissage comme forme de développement professionnel. Le deuxième lieu de la mémoire est tiré de mon observation personnelle et de ma lecture attentive d'une télé-série, *Les Bougon*, une série populaire québécoise ayant été diffusée entre 2004 et 2006. J'observe comment les concepts de genre, de race et de classe ont été utilisés pour fournir un mince vernis de normalité contribuant à la fabrication et au renforcement d'un type spécifique de répression culturelle au Québec. Le troisième lieu de la mémoire porte sur le développement de ma propre ethnographie qui se rapporte à la réflexivité de l'auto-conscience professionnelle. Je présente des récits liés à ma formation d'enseignant dans le but définir mes expériences vécues comme des "textes" menant à une plus grande compréhension de mon développement professionnel en tant que formateur d'enseignants. Le fait d'identifier et d'incorporer les souvenirs comme de la pédagogie en employant des récits autoethnographiques critiques joue sur la relation symbiotique entre le processus et le produit qui a permis d'inclure ma propre voix au sein de ma recherche. Prendre davantage conscience de moi-même en tant qu'enseignant par l'utilisation de l'autoethnographie critique m'a permis d'approfondir simultanément ma compréhension de mon identité auto-professionnelle et personnelle. L'étude a des implications pour l'utilisation de la mémoire-travail en autoethnographie critique en tant qu'outil pour le renouvellement personnel et pédagogique de l'enseignant. Les enseignants doivent être en mesure de se situer au sein de leurs propres dynamiques culturelles, en étant capable de se voir de façon critique dans un contexte plus large en abordant des questions telles que la classe et la race. Ainsi, cela peut les amener à découvrir les injustices dans leur travail avec les élèves.

Gariépy, M. (2016). [The first five : A short story inquiry into the beginning years of teaching.](#) Mémoire de maîtrise inédit, McGill University, Montréal, Québec.

This thesis uses narrative inquiry to explore the plight of new teachers in the Québec school system through the eyes of the writer. The six short stories advance through time along the lines of the researcher's career to provide cohesion and coherence. The goal, therefore of this work is to provide a silent sounding board for new teachers as they explore the writer's exploits in teaching during the time of researcher's tenure as an ESL teacher. It is to be understood that the writer and researcher are the same physical being but are guided by

different forces. The writer seeks to tell stories and write creatively while the researcher navigates through the tales using tenets of narrative inquiry: Commonplaces and the Curriculum of Place. It is my hope that these stories will help new teachers to stay in the profession and have a long and fruitful career.

Nardoza, M. (2016). [Remembering the teacher : An autobiographical reflective journey through the memories](#). Mémoire de maîtrise inédit, McGill University, Montréal, Québec.

Cette étude explore comment des entrevues avec d'anciens élèves de même que la collecte de leurs commentaires peuvent être bénéfiques au développement professionnel d'un enseignant. Malgré le fait qu'il y ait une très grande quantité de littérature qui concerne ce sujet du point de vue de l'enseignant, cette étude met l'emphase autant sur le point de vue de l'enseignant que sur celui des anciens étudiants. S'appuyant sur les travaux de Dewey, Tyler et Aoki portant sur les expériences éducatives, sur l'approche de Korthagen face à la réflexion de l'enseignant, sur les idées de Eakin et Graham concernant l'autobiographie de même que sur les points de vue de Barone, Yoder et Strong-Wilson sur ce qu'on peut apprendre des histoires des autres, l'auteur prend la littérature existante et propose une approche unique afin d'approfondir sa propre évolution en tant qu'enseignant. Utilisant une approche narrative autobiographique, l'auteur présente les souvenirs de l'enseignant et des élèves dans une série de vignettes. L'échantillon d'élèves interviewés couvre un spectre de six années d'expérience de l'enseignant dans son domaine. Ces vignettes mettent en lumière les souvenirs de l'enseignant face à ses anciens élèves de même que ceux que les étudiants ont par rapport à leur ancien enseignant et à leur temps passé en classe. De plus, chaque vignette est rédigée à la troisième personne de façon à créer une certaine distance entre l'auteur et les informations recueillies. L'analyse consiste à rechercher des thèmes communs qui sont ressortis durant la collecte de données effectuées avec les neuf anciens élèves interviewés et aussi à décrire ce que l'enseignant a appris durant le processus de recherche qui pourra par la suite l'aider à s'améliorer dans de futures expériences d'enseignement. En effectuant la recherche de cette façon, l'enseignant se retrouve dans une pratique réfléchie qui combine les perspectives uniques de ceux qui ont été directement touchés par son enseignement: lui-même et ses élèves.

Shahsavari-Arshad, V. (2016). [Learning to bridge language and content : Teachers'experiences during a professional development initiative on content-based instruction](#). Mémoire de maîtrise inédit, McGill University, Montréal.

La recherche démontre que les élèves dans les programmes de l'enseignement axé sur le contenu (EAC), dans lesquels ils apprennent une langue seconde à travers une matière comme l'histoire, ont souvent des difficultés avec la précision linguistique. De plus, les enseignants dans ces programmes ne reçoivent pas la formation nécessaire afin de focaliser sur les formes langagières pendant leur enseignement. Cette étude qualitative vise à dévoiler les expériences vécues de huit enseignantes en univers social au cours d'une année de formation continue et professionnelle menée par l'Université McGill en partenariat avec

la Commission Scolaire Eastern Townships (CSET). La formation avait pour but d'encadrer les enseignantes pendant la planification de modules scolaires visant à la fois la langue et le contenu qu'elles ont mises en œuvre en français auprès de leurs élèves dans des écoles anglophones. Bien que l'appel à la formation continue et professionnelle pour l'EAC efficace soit répandu, les réalités phénoménologiques et les voix des enseignants et des enseignantes au cœur de cette approche s'avèrent souvent à l'écart dans la recherche actuelle. À travers des questionnaires, des entretiens, et des observations proches pendant toute la participation des enseignantes, les résultats ont découvert six composantes principales et émotions essentielles qui caractérisent leurs expériences : l'enthousiasme, l'éclaircissement, la confusion, la collaboration, la satisfaction, et, enfin, la réticence. Plusieurs recommandations pour de futures initiatives de formation continue et professionnelle concernant l'EAC sont suggérées.

Arbeit, C. A., Staklis, S., Horn, L. & RTI International (2016). [New American Undergraduates: Enrollment Trends and Age at Arrival of Immigrant and Second-Generation Students](#). Washington D.C., USA : U.S. Department of Education, National Center for Education Statistics (NCES).

OCDE (2016). [La direction d'établissement : un atout pour le développement des communautés d'apprentissage professionnel](#). (Rapport no. 15). Paris : OECD Publishing.

L'encadrement pédagogique est l'ensemble de pratiques adoptées par les chefs d'établissement pour améliorer l'enseignement et l'apprentissage. Il constitue une bonne variable prédictive de la collaboration entre les enseignants et de leur engagement dans un dialogue réflexif concernant leurs pratiques. Dans la plupart des pays et économies, la majorité des chefs d'établissement jouent un rôle d'encadrement pédagogique, même si un tiers n'adopte que rarement ce type d'initiatives. Le partage des responsabilités correspond à la capacité des établissements d'enseignement à impliquer différentes parties prenantes dans leur processus décisionnel. Ce mode de direction des établissements semble faciliter l'instauration d'une vision stratégique commune au sein des établissements. La quasi-totalité des établissements impliquent leur personnel dans leur processus décisionnel, mais des différences s'observent toutefois concernant les possibilités offertes aux élèves et à leurs parents/tuteurs de prendre part à ce processus. Les chefs d'établissement ayant acquis des compétences d'encadrement pédagogique dans le cadre d'une formation ou d'un cours dédié prennent davantage d'initiatives d'encadrement pédagogique dans leur établissement que ceux qui n'ont pas suivi ce type de formation.

Provasnik, S., Malley, L., Stephens, M., Landeros, K., Perkins, R. & Tang, J. H. (2016). [Highlights from TIMSS and TIMSS Advanced 2015: Mathematics and Science Achievement of U.S. Students in Grades 4 and 8 and in Advanced Courses at the End of High School in an International Context](#). Washington D.C., USA : U.S. Department of Education, National Center for Education Statistics (NCES).

The Trends in International Mathematics and Science Study (TIMSS) 2015 is the sixth administration of this international comparative study since 1995 when first administered. TIMSS is used to compare over time the mathematics and science knowledge and skills of fourth- and eighth-graders. TIMSS is designed to align broadly with mathematics and science curricula in the participating countries. The results, therefore, suggest the degree to which students have learned mathematics and science concepts and skills likely to have been taught in school. In 2015, TIMSS was administered in 49 IEA member countries and 6 other education systems at grade 4, and in 38 IEA member countries and 6 other education systems at grade 8.

TIMSS Advanced assesses the advanced mathematics and physics knowledge and skills of students at the end of high school who have taken courses in advanced mathematics and physics. TIMSS Advanced 2015 represents only the second administration in which the United States has participated since the first administration in 1995, and is designed to align broadly with the advanced mathematics and physics curricula in the participating countries. The results, therefore, suggest the degree to which students have learned the advanced mathematics and physics concepts and skills likely to have been taught in school. Nine countries participated in TIMSS Advanced 2015.

The focus of the report is on the performance of U.S. students relative to their peers in other countries on TIMSS and TIMSS Advanced 2015, and, for TIMSS results, on changes in achievement since 2011 and 1995. For a number of participating countries and education systems, changes in achievement can be documented over the last 20 years, from 1995 to 2015. This report also describes the characteristics of students who participated in the advanced mathematics and physics assessments at the end of high school, and describes the performance of males and females in these subjects. In addition, it includes achievement in Florida, a U.S. state that participated in TIMSS both as part of the U.S. national sample of public and private schools as well as individually with state-level samples of public schools. In addition to numerical scale results, TIMSS also includes international benchmarks. The TIMSS international benchmarks provide a way to interpret the scale scores by describing the types of knowledge and skills students demonstrate at different levels along the TIMSS scale.

Repéré sur : Education.gouv.fr

Dominique Abriac. [Dispositif académique de validation des acquis : nouveau recul du nombre des diplômes délivrés par la VAE en 2015](#). Note d'information - N° 39 - décembre 2016

Le nombre des diplômes délivrés après une validation des acquis de l'expérience est à nouveau en baisse. En 2015, les jurys ont examiné 19 300 candidatures à un diplôme professionnel de l'Éducation nationale et délivré 13 150 diplômes, soit respectivement 3 % et 2 % de moins qu'en 2014. Ce nouveau recul touche aussi les recevabilités qui filtrent l'accès au dispositif.

Juliette Robin. [Les élèves du premier degré à la rentrée 2016 : moins d'un élève sur dix est en retard à l'entrée en CM2](#). Note d'information - N° 40 - décembre 2016

À la rentrée 2016, 6 806 000 élèves sont scolarisés dans les écoles publiques et privées du premier degré. Du fait des évolutions démographiques, les effectifs sont stables par rapport à la rentrée précédente (+ 1 200 élèves).

Quatre caractéristiques de cette rentrée méritent d'être relevées :

- le taux de scolarisation des enfants de deux ans progresse, notamment en zone d'éducation prioritaire (+ 1,5 point) ;
- les taux de redoublement connaissent une nette baisse en 2016, à tous les niveaux. Hormis au CP, ils sont désormais inférieurs à 1 % ;
- la taille des classes est de 23,7 élèves en moyenne contre 23,8 l'année précédente ;
- la scolarisation dans des classes multiniveaux concerne près de la moitié des élèves du secteur public.

Paul-Olivier Gasq, Elsa Conton, Evelyne Blanché. [Les élèves du second degré à la rentrée 2016 : une baisse généralisée des taux de redoublement](#). Élèves et apprentis - Note d'information - N° 41 - décembre 2016

Avec 42 900 élèves de plus qu'en 2015, les établissements publics et privés accueillent 5 579 000 élèves du second degré à la rentrée 2016, soit une hausse de 0,8 %.

Les effectifs sont quasi stables dans les collèges, où les taux de redoublement diminuent de manière très significative. Ils sont désormais inférieurs à 1 % à tous les niveaux à l'exception de la troisième.

Au lycée, les effectifs augmentent fortement dans les formations générales et technologiques (GT) (+ 48 300 élèves). Cette hausse concerne en priorité les élèves de première. Non seulement les taux de passage de la seconde GT vers la première GT sont en hausse, mais en plus, ils s'appliquent à une génération nombreuse (la génération 2000). En seconde, en revanche, les effectifs diminuent, tout comme le taux de redoublement qui s'établit en 2016 à 4,3 %.

En raison d'une baisse dans le secteur privé, les effectifs de la voie professionnelle sont en léger recul (- 0,3 %) ; le nombre d'élèves diminue notamment en CAP et en seconde professionnelle.

Paul-Olivier Gasq, Claudine Pirus. [Après leur entrée en sixième en 2007, près de quatre élèves de Segpa sur dix sortent diplômés du système éducatif](#). Note d'information - N° 02 - janvier 2017

Parmi les élèves entrés en sixième en 2007, 3,4 %, soit plus de 28 000, ont intégré une classe de Segpa (Section d'enseignement général et professionnel adapté) au cours du collège. Les élèves de Segpa sont plus fréquemment des garçons, et des enfants issus d'une famille nombreuse et de milieu défavorisé. La quasi-totalité d'entre eux a connu un redoublement à l'école primaire, en CP pour la moitié d'entre eux.

Sur les 28 000 élèves de Segpa, 37 %, ont obtenu un diplôme huit ans après leur entrée en sixième. Dans l'immense majorité des cas, il s'agit du CAP, très rarement d'un baccalauréat professionnel. Une part importante des élèves de Segpa (58 %) est sortie du système scolaire sans obtenir un diplôme. Certains ont abandonné leur scolarité avant d'atteindre la classe de troisième Segpa ou à la fin du collège, d'autres durant la préparation d'un diplôme professionnel.

[L'impact sur la structuration territoriale des établissements d'enseignement supérieur sur la politique documentaire des universités](#). Rapport I.G.A.E.N.R. - Décembre 2016

L'objet du rapport est de préciser comment la politique documentaire des universités a évolué avec la nouvelle structuration territoriale dans l'enseignement supérieur. Le rapport vérifie si le mouvement créé par cette restructuration a servi le développement de la documentation au profit d'une communauté élargie ou si au contraire le secteur documentaire a poursuivi sa propre évolution, de façon autonome.

Ce rapport qui permet, à partir de l'étude de quatre sites universitaires de prendre connaissance de la réalité de la politique documentaire a mis en lumière à la fois l'engagement des services documentaires visités dans le mouvement de structuration territoriale mais également une trop grande discrétion de ces mêmes services. L'IGAENR regrette que les équipes de directions des établissements n'utilisent pas davantage les services documentaires comme un levier dans la construction des regroupements.

L'impact sur la structuration territoriale des établissements d'enseignement supérieur sur la politique documentaire des universités télécharger (982.74 Ko, pdf)

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[Dépenses de recherche et développement en France \(résultats détaillés pour 2014 et premières estimations pour 2016\)](#). Note d'information, n° 16.12, décembre 2016

En 2014, la dépense intérieure de recherche et développement (DIRD) s'établit à 47,9 milliards d'euros (Md€), en hausse de 0,6 % en volume par rapport à 2013. L'augmentation de la DIRD résulte de la progression des dépenses de recherche et développement (R&D) des entreprises (+ 1,2 %), mais est modérée par une légère diminution des dépenses des administrations (- 0,4 %). Les activités de R&D dans les entreprises et les administrations mobilisent 417 200 personnes, en équivalent temps plein. L'effort de recherche de la nation, mesuré en rapportant la DIRD au produit intérieur brut (PIB), se maintient à 2,24 % en 2014. Il pourrait légèrement diminuer en 2015, pour atteindre 2,23 %. En effet, l'évolution de la DIRD devrait accélérer (+ 0,9 % en volume, estimation) grâce à la progression de la DIRD des entreprises et des administrations, mais moins rapidement que le PIB.

Repéré sur : Esen.education.fr

Inspection générale de l'éducation nationale (IGEN) ; Inspection générale de l'administration de l'éducation nationale et de la recherche (IGAENR). [Rapport annuel 2015 des inspections générales](#), Décembre 2016

Le rapport 2015 est consacré à l'innovation et l'expérimentation et à leur incidence sur l'évolution du système éducatif. À la fois état des lieux et outil de réflexion, il définit ce que sont l'innovation et l'expérimentation, tant d'un point pédagogique et didactique qu'administratif, et observe la façon dont les deux concepts ont été appréhendés et employés par l'institution au cours des 20 dernières années. Il rend compte également d'exemples concrets d'innovations et d'expérimentations observées sur le terrain tout en s'attachant à étudier de façon systémique, leur incidence sur l'évolution du système éducatif.

Inspection générale de l'éducation nationale (IGEN) ; Inspection générale de l'administration de l'éducation nationale et de la recherche (IGAENR). [Bonnes pratiques pédagogiques dans l'enseignement professionnel](#), Novembre 2016

Après une définition de la notion de "bonnes pratiques", la mission d'inspection identifie celles spécifiques à l'enseignement professionnel et analyse les freins et leviers pour leur développement et leur mutualisation.

Émile Zuccarelli, prés., Commission " Laïcité et Fonction publique", [Laïcité et fonction publique](#), Décembre 2016

Échelonnés sur cinq mois, de juin à novembre 2016, les travaux de la Commission se sont appuyés sur l'audition d'agents des trois versants de la fonction publique (État, territoriale, hospitalière) mais aussi sur l'audition de formateurs qui interviennent dans le champ de la laïcité. Parallèlement, les membres ont entendu une cinquantaine d'acteurs pour parfaire leurs propositions : parlementaires, représentants des ministères, des collectivités territoriales, associations de professionnels hospitaliers, organisations syndicales, institutions de formation.

L'objectif de ce rapport est d'apporter des réponses concrètes aux agents qui s'interrogent quant à l'application du principe de laïcité dans l'exercice de leurs fonctions.

Inspection générale de l'administration de l'éducation nationale et de la recherche (IGAENR). [Identification, recensement et évaluation des réseaux et référents métiers au sein du MENESR](#), Novembre 2016

Après un état des lieux des 160 réseaux existants et des modalités de leur fonctionnement, la mission d'inspection souligne notamment que les réseaux gagneraient à être regroupés en thématiques, la réforme territoriale étant l'occasion de repenser le périmètre de certains d'entre eux. Les nouvelles technologies devraient également faciliter le travail en mode projet, ce qui améliorerait l'efficacité et l'efficience de leurs activités dans la mesure où les réseaux sont devenus une réponse à la multiplication des affaires traitées par le MENESR et témoignent de nouveaux modes de relations entre l'administration centrale, les services déconcentrés et les opérateurs.

Yves Dutercq et Eric Maleyrot. ["Plus de maîtres que de classes" : un outil de transformation de l'école ?](#) Les notes du CREN, n°24, Novembre 2016

Les notes du centre de recherche en éducation de Nantes (CREN) n° 24, Cette note met en évidence "des choix d'implantation d'écoles et de maîtres supplémentaires plus politiques et circonstanciés que pédagogiques". Les deux chercheurs en sciences de l'éducation observent par ailleurs que les maîtres supplémentaires "ne sont pas toujours les enseignants les plus expérimentés mais ont été recrutés parce qu'ils se sont portés volontaires". Les chercheurs regrettent également que les indicateurs permettant d'évaluer l'impact du dispositif sur les élèves et sur leurs pratiques ne soient pas prévus.

Marine Boisson-Cohen. [Projet 2017/2027 : Quelle autonomie pour les établissements scolaires ?](#) France Stratégie, Décembre 2016

Après un bilan des politiques éducatives mises en œuvre depuis les années 1980, France Stratégie propose de rechercher une plus grande autonomie des établissements scolaires. Ce concept peut cependant se traduire par des approches très différentes :

- la première repose sur une plus forte capacité d'auto-organisation locale, sans bouleverser le cadre existant ;
- la deuxième instaure une modulation des moyens et des marges de manœuvre accrues pour les chefs d'établissement ;
- la troisième promeut une nouvelle offre d'établissements privés ou proches du fonctionnement du privé couplée à la mise en place d'outils pour lutter contre le risque de sélection des élèves.

Secrétariat d'État en charge de la Recherche et de l'Enseignement supérieur. [Les étudiants en classes préparatoires aux grandes écoles \(CPGE\)](#). Note Flash n° 22, Décembre 2016

À la rentrée 2016, les effectifs en CPGE progressent légèrement (0,6 %) pour atteindre 86 500 étudiants. Ils augmentent dans la filière scientifique, qui concentre près des deux tiers des effectifs, mais où les filles constituent moins d'un tiers des inscrits. Ils progressent aussi dans la filière économique, se replient cependant dans la filière littéraire.

Repéré sur : halshs.archives-ouvertes.fr

Mia Ogouchi. [Grandeur et descendance des MOOCs : Synthèse de quatre années de veille sur les MOOCs dans le cadre du sous-projet uTOP-Inria](#). Document de synthèse sur 4 années de veille sur les MOOCs. 2016, pp.24.

Résumé : Le texte suivant est issu de la veille réalisée par Mia Ogouchi dans le cadre du sous-projet uTOP-Inria "Valorisation de la recherche par la formation". Ce sous-projet a vu le jour en janvier 2013 et s'est achevé en décembre 2016. Dans le cadre de ce sous-projet, une veille portant notamment sur les usages et technologies innovants en e-learning a été réalisée de janvier 2013 à décembre 2016. La veille uTOP-Inria a démarré en janvier 2013, au moment où le phénomène des MOOCs prenait de l'ampleur. Elle a suivi leur évolution durant quatre années cruciales pour ce nouveau format de cours. Nous avons voulu prendre du recul sur le phénomène en rassemblant ici le produit de la veille réalisée sur le sujet. Nous nous sommes notamment attachés à confronter les questionnements des premières années à ce qui a réellement été fait par la suite. En guise d'éclairage, nous vous proposons une sélection de publications marquantes et d'articles de recherche qui ont accompagné l'histoire de cet objet[...]

Repéré sur : ife.ens-lyon.fr

Catherine Reverdy. [La coopération entre élèves : des recherches aux pratiques](#). Dossier de veille de l'IFÉ, n° 114, décembre 2016

À l'heure où le travail en équipe, l'intelligence collective et le travail collaboratif en projet sont ancrés dans le monde du travail, que les idées de collectifs citoyens, de fablabs et d'échanges de savoirs se développent, que se passe-t-il à l'école ? Comment la coopération est-elle envisagée ? Comment les compétences des élèves à coopérer sont-elles travaillées ?

Ce Dossier interroge la manière de mettre en œuvre la coopération dans les classes, à l'appui des recherches en éducation. Il y a de nombreux paramètres qui entrent en jeu lors des situations de coopération entre élèves, comme l'influence des relations et des tensions entre élèves, la place sociale accordée à chaque élève, l'habitude de la classe à coopérer, le contexte culturel de chaque

pays qui incite plus ou moins explicitement les élèves à s'engager collectivement dans l'apprentissage, ou au contraire à travailler de manière plus individuelle, etc. Ce Dossier fait le point sur les avancées des recherches (en psychologie, en sciences de l'éducation, en didactique...) autour de la question de la coopération entre élèves, notamment par l'examen des relations entre la coopération et l'apprentissage : les élèves apprennent-ils mieux à plusieurs ? Faut-il plutôt un accord ou un désaccord entre les élèves pour qu'ils puissent chacun exprimer leur point de vue et comprendre celui des autres élèves ? Comment étudier les échanges entre eux pour trouver les traces d'un éventuel apprentissage ?

Côté enseignement, pour mettre en place cet apprentissage coopératif, l'enseignant.e peut organiser les situations de coopération selon différentes modalités qui dépendent des objectifs d'apprentissage visés : ce peut être le tutorat, où un.e élève est expert.e, l'autre novice ; ou encore l'aide spontanée entre les élèves, pour pallier aux difficultés ponctuelles. Mais la coopération évoque d'abord le travail en petits groupes autour d'une activité précise : comment choisir les élèves des groupes ? Combien en faut-il par groupe ? Quelles sont les activités qui nécessitent une situation de coopération ? Faut-il utiliser un système de récompense pour motiver les groupes ? Autant de questions qu'aborde ce Dossier de veille, en explicitant la manière dont les recherches sur l'apprentissage en coopération peuvent nourrir les différentes pratiques existantes, et comment elles s'inspirent en même temps de ces pratiques, rendant par là-même vaine et simpliste toute tentative d'application directe des unes vers les autres.

Claire Joubaire. [EMI : partir des pratiques des élèves](#). Dossier de veille de l'IFÉ, n° 115, janvier 2017

Ce Dossier de veille interroge la notion d'éducation aux médias et à l'information, et présente des travaux de recherche récents qui permettent de cerner les contours des pratiques médiatiques et informationnelles des élèves, en mettant en cause les stéréotypes associés aux générations familiarisées au numérique depuis l'enfance.

La première partie retrace l'histoire de l'émergence de la notion d'éducation aux médias et à l'information (EMI) afin de la définir. Telle qu'elle est promue par l'UNESCO, l'EMI est la traduction française de media and information literacy (MIL), un concept très large qui associe au sein d'une même notion différentes littératies, comme la maîtrise de l'information, la maîtrise documentaire, la sensibilisation à la liberté d'expression et d'information, l'éducation à l'informatique, au numérique, aux jeux, au cinéma, à la télévision, à l'actualité, au décodage de la publicité, aux médias au sens le plus large. En France, l'éducation aux médias et à l'information fait depuis quelques années l'objet de travaux transdisciplinaires alliant des chercheur.se.s s'inscrivant dans le champ de l'éducation aux médias, de la culture de l'information et de l'éducation aux TIC.

La seconde partie du dossier présente, sans volonté d'exhaustivité, des travaux récents cherchant à cerner les pratiques médiatiques et informationnelles des élèves, en particulier du secondaire. Elle montre comment est mise à mal par les chercheur.se.s l'idée d'une génération homogène de « natifs numériques », pour faire apparaître l'hétérogénéité des pratiques réelles des élèves, c'est-à-dire des leurs usages individuels des outils qu'ils utilisent, mais aussi des représentations qu'ils développent à leur sujet. Si le numérique facilite l'accès des jeunes à l'information, remettant ainsi en partie en cause la vision traditionnelle du rôle des enseignant.e.s, fait l'objet d'un apprentissage loin d'être intuitif.

M. Jean-Claude CARLE et Mme Françoise FÉRAT. [Projet de loi de finances pour 2017 : Enseignement scolaire](#). Paris : Sénat, 01/2017

Les conclusions du rapport : une complémentarité avec l'éducation nationale à consolider.

1. L'orientation, une question stratégique

Outre l'association étroite des professionnels, qui lui permet de répondre aux besoins des entreprises et des territoires, l'enseignement agricole possède de nombreux atouts : une autonomie réelle des établissements qui permet l'innovation pédagogique, une définition souple de l'offre de formation, des possibilités réelles de transition entre filières ou entre la voie scolaire et l'apprentissage.

2. Développer les mutualisations

Les mutualisations entre l'enseignement agricole et l'éducation nationale constituent un gisement de gains d'efficience insuffisamment exploité.

En raison de leur dispersion sur le territoire, les établissements de l'enseignement agricole auraient tout à gagner à s'appuyer sur le maillage plus resserré de l'éducation nationale, et inversement, afin de mettre en commun certains moyens. Pourraient en effet être concernés l'affectation des enseignants, notamment de langues vivantes, les moyens de remplacement, la formation initiale et continue des enseignants, le déploiement et la maintenance des systèmes informatiques, les auxiliaires de vie scolaire (AVS).

Sur ce dernier point, les représentants de la direction générale de l'enseignement et de la recherche (DGER) ont assuré à votre rapporteur que des arrangements étaient trouvés au cas par cas au niveau déconcentré, afin de garantir un accompagnement stable et de qualité des élèves handicapés.

Pascal-Raphaël Ambrogi, Dominique Rojat, Yves Cristofari, Bertrand Richet. [Rapport annuel 2015 des Inspections générales](#). Paris : Inspection générale de l'Éducation nationale - Inspection générale de l'administration de l'Éducation nationale et de la Recherche, décembre 2016

Le rapport annuel 2015 des inspections générales du ministère de l'éducation nationale et de la recherche est consacré à l'innovation et l'expérimentation et leur incidence sur l'évolution du système éducatif. À la fois état des lieux et outil de réflexion, le rapport annuel définit ce que sont l'innovation et l'expérimentation, tant d'un point pédagogique et didactique qu'administratif, et observe la façon dont les deux concepts ont été appréhendés et employés par l'institution au cours des vingt dernières années. Le rapport rend compte également d'exemples concrets d'innovations et d'expérimentations observées sur le terrain tout en s'attachant à étudier de façon systémique, leur incidence sur l'évolution du système éducatif.

[Articulation et collaboration entre les équipes pédagogiques et les services de documentation : conclusions du groupe de travail – juillet 2016](#). Paris : Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche, décembre 2016

Conclusions du groupe de travail composé de représentants de réseaux d'enseignants, d'étudiants, des services d'appui, des bibliothèques, de l'IGB et de l'Ensib. C'est ce groupe qui a défini le cadre de l'étude "Articulation et collaboration entre les équipes pédagogiques et les services de documentation au coeur de la transformation pédagogique de l'enseignement supérieur" en termes de périmètre, d'attendus et de modalités. Il a mené une analyse, à partir du rapport du LISEC, selon plusieurs axes : les espaces, les ressources, les compétences, les structures et les instances politiques. Il a élaboré et formulé en juillet 2016 un ensemble de recommandations pour développer la collaboration entre équipes pédagogiques et services de documentation.

[Le futur de l'apprentissage et de la formation - Scan environnemental](#). Janvier 2017

Les salariés de l'avenir risquent de ne plus pouvoir compter simplement sur l'éducation acquise dans les établissements d'enseignement actuels pour les mener au bout de leur carrière. Ils vont devoir s'adapter plus rapidement à une économie en constante évolution et pourraient devoir faire appel aux processus d'apprentissage juste-à-temps et sur demande pour se maintenir à jour. Des progrès technologiques rapides transformeront les emplois, modifieront la demande en matière de compétences et créeront de nouvelles professions. Cet article explore quelques-uns des changements qui influent sur l'apprentissage et la formation du point de vue des employés et des employeurs, et se penche sur les nouvelles technologies. Comme agents de changement tant sur le marché du travail que dans les secteurs de l'apprentissage et de la formation. Les innovations dans le domaine de l'éducation primaire, secondaire, postsecondaire ou professionnelle sont considérées comme des réalisations d'avant-garde qui pourraient un jour être appliquées et adoptées à une plus large échelle. L'objectif du présent document est d'examiner de nouveaux modèles d'apprentissage et de formation possibles, afin d'aider à élaborer des politiques orientées vers l'avenir.

LAFOREST Véronique. L'éducatif [local : les usages politiques du temps libre des enfants](#). Thèse en Sociologie, démographie, soutenue en 2016, dir. par Dominique GLASMAN (Université Grenoble Alpes)

"Depuis le début des années quatre-vingt, les dispositifs inscrits dans les politiques de la ville et de l'aménagement du temps de l'enfant, et plus récemment dans les lois de cohésion sociale et d'orientation et de programmation pour la refondation de l'école, ont représenté de puissants leviers pour permettre l'émergence de projets éducatifs locaux pilotés par les communes. Ces projets s'élaborent dans un contexte institutionnel en perpétuel mouvement, enchevêtrent une multitude de préoccupations et présentent la caractéristique de se mettre en œuvre en dehors du temps scolaire. Alors que leur dimension locale est fortement valorisée tant par l'État que par les communes, cette thèse considère « l'éducatif local » comme étant la configuration que ces projets éducatifs locaux forment dans leur ensemble. Elle titre des généralités et identifie des mouvements de fond pour comprendre et estimer l'impact de leur émergence sur l'action publique à vocation éducative qui se déploie sur le temps libre des enfants et des adolescents. Elle est présentée en quatre parties. La première, intitulée « La fabrique de l'éducatif local : des mouvements de jeunesse aux projets éducatifs locaux » est composée de trois chapitres et s'intéresse à la sociogénéalogie de l'éducatif local, successivement considérée du point de vue des associations, de l'État et des communes. La seconde partie est titrée « Se rapprocher des acteurs. L'enquête et sa conduite ». Elle est composée d'un seul chapitre, présente l'épistémologie et les méthodologies de l'enquête. Celle-ci, réalisée à l'échelle nationale, mobilise un matériau comprenant des observations, une analyse documentaire, des entretiens, et un questionnaire renseigné par des professionnels du domaine. La troisième partie, « L'éducatif local comme champ de luttes » s'intéresse à deux catégories d'intervenants : les élus et les professionnels qui font chacun l'objet d'un chapitre. Enfin, une quatrième partie analyse « Les perspectives éducatives » en deux temps. Le chapitre 7 explore la manière dont s'élaborent les projets éducatifs locaux ; il aborde les différents types de ressources mobilisées et le fonctionnement des réunions de partenaires. Le chapitre 8 se centre sur la dimension strictement éducative de l'éducatif local. Il traite notamment des objectifs poursuivis par les projets locaux, la déclinaison de ces objectifs dans et hors des quartiers de la politique de la ville, et des publics concernés."

Repéré sur : iiep.unesco.org

N.V. Varghese. [Reforms and changes in governance of higher education in Africa](#). Paris : IIPE, 2016. 198 p. - ISBN 978-92-803-1408-3

Higher education in Africa has received favourable political attention and funding support in the period following independence. The rationale for state funding was questioned in the 1980s, and the higher education reforms in the 1990s centred on finding alternative ways of financing and on improving the managerial efficiency of universities. This focus was reflected in the market-friendly reforms that led to the privatization of public institutions and the promotion of private institutions. These reforms resulted in substantial changes in the governance and management of higher education.

IIEP initiated a research study to analyse the reforms and to understand their effects on the governance of higher education at institutional and national levels. Based on studies carried out in Ethiopia, Ghana, Kenya, Nigeria, and South Africa, this book shows how the reforms have effected changes in the governance and management of institutions of higher education in Africa.

Repéré sur : inegalites.fr

[Emploi : la difficile insertion des personnes handicapées](#). 27 décembre 2016

18 % des personnes reconnues handicapées étaient au chômage en 2013, près de deux fois plus que la moyenne nationale. Les deux tiers des handicapés en emploi sont employés et ouvriers.

[L'insertion professionnelle des jeunes : de fortes inégalités selon le diplôme](#). 5 décembre 2016

Statut, chômage, salaires : les conditions d'insertion des jeunes dans l'emploi sont très inégales suivant le niveau de diplôme.

Repéré sur : Insee.fr

Sylvain Humbertclaude, Fabienne Monteil. [Le patrimoine économique national en 2015 : un modeste rebond](#). INSEE première, n° 1626, décembre 2016

Fin 2015, le patrimoine économique national net s'élève à 13 585 milliards d'euros, soit 7,6 fois le produit intérieur net de l'année. Après un repli en 2014 (– 1,8 % en euros courants), il se redresse de 1,3 % en 2015, les prix des logements ne pesant plus sur son évolution. Le patrimoine des ménages progresse sensiblement après une année de faible croissance (+ 2,4 % après + 0,4 % en 2014). Leur patrimoine non financier, constitué pour l'essentiel de constructions et de terrains, rebondit après une légère baisse (+ 1,2 % après – 1,4 %). Leur patrimoine financier accélère, porté à la fois par des flux de placements importants et par une forte progression des cours boursiers. En 2015, les fonds propres des sociétés non financières accélèrent également (+ 6,7 % après + 4,2 %), principalement grâce à la valorisation des actions détenues. En outre, ces sociétés investissent davantage et accroissent leurs stocks. Enfin, le patrimoine net des administrations publiques continue de diminuer fortement et ne s'établit qu'à 267 milliards d'euros fin 2015.

Laurianne Salembier et Guilhem Théron. Revenus d'activité des non-salariés en 2014. Hausse [pour les indépendants « classiques », baisse pour les auto-entrepreneurs](#). Insee Première, n° 1627, décembre 2016

Fin 2014, en France, 2,7 millions de personnes exercent une activité non salariée, hors secteur agricole. 28 % d'entre elles sont auto-entrepreneurs. Entre 2013 et 2014, les effectifs de non-salariés hors auto-entrepreneurs baissent pour la première fois depuis 2010, et la progression du nombre d'auto-entrepreneurs ralentit. En 2014, les non-salariés hors auto-entrepreneurs ont perçu en moyenne 3 260 euros par mois, de 1 040 euros dans le commerce de détail hors magasin à 8 310 euros pour les médecins et dentistes. Les auto-entrepreneurs ont retiré en moyenne 410 euros mensuels de leur activité. Un tiers d'entre eux cumulent cette activité avec un emploi salarié ; en incluant leur salaire, ils ont perçu au total 2 100 euros par mois. À secteur donné, les femmes gagnent un tiers de moins que les hommes. Une partie de cet écart s'explique par des volumes de travail inférieurs chez les femmes. Entre 2013 et 2014, le revenu d'activité moyen diminue de 1,8 % pour les auto-entrepreneurs mais il augmente de 1,2 % chez les entrepreneurs individuels classiques et de 3,5 % chez les gérants majoritaires de sociétés. Ces hausses concernent presque tous les domaines d'activité. Elles sont les plus marquées dans les services administratifs et de soutien aux entreprises (+ 8,5 %), et le commerce de détail hors magasin (+ 5,5 %). À l'inverse, le revenu d'activité moyen baisse pour les taxis (y compris VTC, - 3,3 %), le commerce pharmaceutique (- 2,8 %), les professions juridiques et comptables, ou encore l'architecture et l'ingénierie.

Paul Beaumont, Antoine Luciani, Ihsane Slimani Houti. [Prime à l'embauche dans les petites et moyennes entreprises : une première évaluation à partir des déclarations d'embauche](#). Insee Analyses N°29, décembre 2016

L'aide à l'embauche dans les petites et moyennes entreprises (PME) de moins de 250 salariés a été instaurée fin janvier 2016. Cette aide offre à ces entreprises une prime pour toute nouvelle embauche en contrat à durée indéterminée (CDI) ou en contrat à durée déterminée (CDD) d'au moins 6 mois et dont la rémunération n'excède pas 1,3 Smic. Cette mesure s'inscrit dans la continuité des politiques de baisse du coût du travail à proximité du Smic ; elle s'en distingue toutefois en ciblant les PME et en privilégiant les emplois stables aux contrats courts.

Au premier semestre 2016, 54 % des embauches en CDD d'au moins 6 mois et 34 % des embauches en CDI dans les entreprises de moins de 250 salariés ont bénéficié de la prime. Dans les entreprises de moins de 10 salariés, ce taux atteint 77 % pour les CDD de 6 mois ou plus. La prime à l'embauche ne semble pas avoir eu d'effet facilement interprétable sur les embauches en CDI. En revanche, au premier semestre 2016, l'augmentation des embauches en CDD d'au moins 6 mois est plus importante dans les entreprises de moins de 250 salariés (éligibles à la prime) que dans les plus grandes.

Cette comparaison repose cependant sur des entreprises de taille très inégale, dont les comportements peuvent diverger pour d'autres raisons que celles liées à la prime. On peut neutraliser ces facteurs en se limitant aux entreprises situées de part et d'autre du seuil de 250 salariés. L'évolution des embauches présente une discontinuité, mais qui n'est pas significative au seuil de 95 % : la prime n'aurait donc pas accru les embauches de ces entreprises.

Ce résultat n'exclut pas que la prime ait eu un impact positif sur les embauches des petites entreprises plus éloignées du seuil d'éligibilité, et sur l'emploi de toutes les entreprises concernées par la mesure. Les données actuellement disponibles ne permettent cependant pas d'évaluer de tels effets

Yves Dubois et Malik Koubi. [Report de l'âge de la retraite et taux d'emploi des séniors : le cas de la réforme des retraites de 2010](#). Insee Analyses, N°30, janvier 2017

Quatre réformes des retraites se sont succédé en France depuis le début des années 1990 : en 1993, 2003, 2010 et 2014. À partir du milieu des années 2000, le taux d'emploi des séniors a augmenté significativement après une longue période de baisse. Il est difficile de cerner la contribution de chacune des réformes dans cet accroissement, car leurs effets interfèrent et sont en général progressifs. La réforme de 2010 fait exception par son caractère rapide et contraignant : elle a augmenté de deux ans l'âge d'ouverture des droits, à raison de quatre puis cinq mois par an entre les générations 1951 et 1955. Les conditions de sa mise en œuvre la rapprochent d'une situation d'« expérience naturelle », au sens des méthodes d'évaluation. La comparaison entre les générations affectées par la réforme et celles qui les ont immédiatement précédées permet d'en apprécier l'effet causal, non seulement sur l'âge de liquidation mais aussi sur les situations d'emploi avant liquidation. De fait, entre les premières générations concernées par la réforme de 2010 et celles immédiatement antérieures, le taux d'activité à 60 ans a augmenté fortement : de 24 points pour les hommes et de 22 points pour les femmes. Avant la réforme, le taux d'activité à 60 ans était de 32 % pour les hommes et de 43 % pour les femmes.

Cette élévation du taux d'activité à 60 ans s'est traduite surtout par un accroissement de l'emploi. Pour la même catégorie de personnes, la probabilité d'occuper un emploi a progressé de 17 points pour les hommes et de 16 points pour les femmes, dont respectivement 3 et 7 points sous forme d'emploi à temps partiel. Mais le chômage s'est également accru : de 7 points pour les hommes et de 6 points pour les femmes. Dans le même temps, l'inactivité hors retraite a également légèrement augmenté pour les hommes (+ 3 points).

L'effet dominant de la réforme à court terme aurait été de figer les situations atteintes à l'approche de la soixantaine dans l'attente du nouvel âge d'accès à la retraite : c'est surtout par l'allongement de la durée d'emploi des personnes encore en emploi entre 58 ans et 60 ans que la réforme aurait permis d'accroître l'emploi global.

Repéré sur : ladocumentationfrancaise.fr

Ministère de la fonction publique. [Rapport annuel sur l'état de la fonction publique 2016 - Politiques et pratiques de ressources humaines - Faits et chiffres](#). Paris : Ministère de la fonction publique, décembre 2016. 687 p.

L'édition 2016 du rapport annuel sur l'état de la fonction publique rassemble les chiffres et les analyses sur les ressources humaines des trois versants de la fonction publique. Le titre 1 du rapport « Politiques et pratiques de ressources humaines » expose les principales évolutions de la fonction publique en 2015-2016 et décline les mesures mises en place pour répondre aux objectifs de modernisation de celle-ci. Le titre 2 du rapport, « Faits et chiffres » est destiné à partager le plus largement possible les données et les analyses sur les ressources humaines des trois versants de la fonction publique : emploi, recrutements et parcours professionnels, retraites, formation, rémunérations, conditions de travail et politique sociale. Deux dossiers présentent les résultats d'études sur la mobilité dans la fonction publique de 2011 à 2014, d'une part, et sur la mobilité des 50 ans et plus dans le secteur public et entre secteurs public et privé, d'autre part.

LONGUET Gérard. [Rapport d'information fait au nom de la commission des finances sur les heures supplémentaires dans le second degré de l'éducation nationale](#). Paris : Sénat, Commission des finances, Décembre 2016. 87 p.

Les heures supplémentaires dans le second degré de l'éducation nationale, qui représentent une dépense de plus d'un milliard d'euros chaque année, permettent-elles d'ajuster les moyens à la réalité des besoins d'enseignement ? C'est à partir de cette interrogation que le rapporteur spécial de la mission « Enseignement scolaire » a mené une mission de contrôle budgétaire sur les heures supplémentaires dans le second degré, en application de l'article 57 de la loi organique du 1er août 2001 relative aux lois de finances (LOLF).

Séverine Landrier, Philippe Cordazzo, Christine Guégnard. [Conditions de vie et parcours à l'université](#). Paris : Institut national de la jeunesse et de l'éducation populaire (INJEP) : La Documentation française, 2017. 160 p. ISBN : 978-2-11-145150-6



Que sait-on aujourd'hui de l'influence des rythmes universitaires, des ressources financières, des modalités de décohabitation, de l'effet d'un site délocalisé ou encore d'une activité salariée sur la réussite des étudiants ? Ce livre permet de mieux saisir la trame des différents facteurs qui façonnent la vie des jeunes à l'université. Il met en lumière une pluralité de publics, une vulnérabilité aux formes multiples en croisant des données locales originales de différentes universités (Dijon, Montpellier, Rennes, Strasbourg, Toulouse ou Tours) et des résultats nationaux. Il apporte aussi un éclairage sur les perceptions des étudiants, illustrées par de nombreux témoignages. Les constats présentés ici pourraient constituer un levier intéressant pour améliorer l'égalité des chances et la réussite de leurs étudiants.

Repéré sur : OCDE.fr

OCDE. [L'importance des compétences : Nouveaux résultats de l'évaluation des compétences des adultes](#). Paris : OCDE, 12 Dec 2016. 172 p. ISBN: 9789264259492 (PDF) ;9789264259485(print)

La révolution technologique amorcée au cours des dernières décennies du XXe siècle a modifié les besoins en compétences sur le marché du travail. De nos jours, les compétences en traitement de l'information, les compétences interpersonnelles et d'autres aptitudes cognitives de haut niveau sont de plus en plus prisées. L'Évaluation des compétences des adultes, lancée dans le cadre du Programme de l'OCDE pour l'évaluation internationale des compétences des adultes (PIAAC), vise à fournir un nouvel éclairage sur le rôle de ces compétences dans la société d'aujourd'hui et sur leur utilisation dans le cadre privé et professionnel. Première évaluation de cette nature, elle mesure directement la maîtrise de plusieurs compétences en traitement de l'information : la littératie, la numératie et la résolution de problèmes dans des environnements à forte composante technologique.

Ce volume présente les résultats des 24 pays et régions qui ont participé à la première vague de l'évaluation en 2011-2012 (publiés pour la première fois dans Perspectives de l'OCDE sur les compétences 2013 : Premiers résultats de l'Évaluation des compétences des adultes) et des neuf pays supplémentaires qui ont participé à la deuxième vague en 2014-2015 (Chili, Grèce, Indonésie [Jakarta], Israël, Lituanie, Nouvelle-Zélande, Singapour, Slovaquie et Turquie). Il décrit les compétences des adultes dans les trois domaines de compétences en traitement de l'information



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évalués et analyse le lien entre les compétences et les résultats sur le marché du travail ainsi que les résultats sociaux. Un rapport connexe, le second volume de L'Évaluation des compétences des adultes : Manuel à l'usage des lecteurs, décrit la conception et la méthodologie de l'évaluation, et les corrélations à établir avec d'autres évaluations internationales portant sur les compétences des jeunes étudiants et des adultes. Un rapport connexe, le second volume de L'Évaluation des compétences des adultes : Manuel à l'usage des lecteurs, décrit la conception et la méthodologie de l'évaluation, et ses relations avec d'autres évaluations internationales des compétences des jeunes encore scolarisés et des adultes.

Golo Henseke, Francis Green. ["Graduate Jobs" in OECD countries. Analysis Using A New Indicator Based on High Skills Use](#). OECD Education Working Papers, n°144. 41 p.

A recurring issue for education policy-makers is the labour market effect of the long-term global mass expansion of higher education, particularly on what is a “graduate job”. The traditional assumption is that graduate jobs are virtually coterminous with professional and managerial occupations. A new indicator of graduate jobs, termed ISCO(HE)2008, is derived using task-based data drawn from the The Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC). The new classification shows that several jobs in ISCO major group 3 “Technicians and Associate Professionals” are also classed as graduate jobs in many countries. Altogether, 27.6% of jobs are classified as graduate jobs in the 15 OECD country-regions for which we have data. Considerable variation in the proportion of graduate jobs is found across industries and countries and in the short period from 2011 to 2013, the proportion of graduate jobs has become more diverse across countries.

Samuel Mühlemann. [The Cost and Benefits of Work-based Learning](#). OECD Education Working Papers, n° 143, 47 p.

Dual apprenticeship training is increasingly seen as an important educational track that provides youth with the skills necessary for a smooth transition into the labour market. However, providing skills at the workplace rather than at (vocational) school comes at a cost for firms that hire such apprentices. Nonetheless, as apprentices become part of a firm's workforce, they also generate a benefit from working productively. This paper provides a theoretical framework and the latest empirical evidence about a firm's costs and benefits that are associated with offering dual apprenticeship training. While many aspects of such training are determined by external factors such as government policies, training regulations, and labour market institutions, firms can still influence many other aspects. The available empirical evidence suggests that there is no single optimal model of dual apprenticeship training. However, given the differences in the institutional setting across countries, adjusting key framework conditions can allow training firms to generate a sufficiently high return on their training investments. The main parameters affecting the cost–benefit ratio are apprentice wages, amount of training provided at the workplace, apprenticeship duration, and the manner in which firms integrate apprentices into the production process (to perform both skilled and unskilled tasks). An important prerequisite to successful apprenticeships, however, is also an adequate supply of suitable apprentices, which in turn (among other factors) depends on the training quality at the workplace, certification of the acquired skills, and future wages and career opportunities from obtaining a vocational qualification.

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PASEC2014 – [Performances du système éducatif tchadien : Compétences et facteurs de réussite au primaire](#). Dakar : PASEC, octobre 2016. 172 p.

Dix pays ont participé à l'évaluation internationale PASEC2014 : le Bénin, le Burkina Faso, le Burundi, le Cameroun, la Côte d'Ivoire, le Congo, le Niger, le Sénégal, le Tchad et le Togo. Cette évaluation a permis la mesure du niveau de compétences des élèves en début et en fin de scolarité primaire, en langue d'enseignement et en mathématiques. Elle a également analysé les facteurs associés aux performances des systèmes éducatifs des pays évalués, en collectant des données contextuelles auprès des élèves, des enseignants et des directeurs, par le biais de questionnaires.

Ce rapport présente les résultats nationaux de l'évaluation PASEC2014 au Tchad.

PASEC2014 – [Performances du système éducatif ivoirien : Compétences et facteurs de réussite au primaire](#). Dakar : PASEC, décembre 2016. 168 p.

Ce rapport présente les résultats nationaux de l'évaluation PASEC2014 en Côte d'Ivoire.

PASEC2014 – [Performances du système éducatif béninois : Compétences et facteurs de réussite au primaire \(rapport provisoire\)](#). Dakar : PASEC, novembre 2016. 185 p.

Ce rapport présente les résultats nationaux de l'évaluation PASEC2014 au Bénin.

PASEC2014 – [Performances du système éducatif Togolais : Compétences et facteurs de réussite au primaire](#) Dakar : PASEC, novembre 2016. 168 p.

Ce rapport présente les résultats nationaux de l'évaluation PASEC2014 au Togo.

PASEC2014 – [Performances du système éducatif camerounais : compétences et facteurs de réussite au primaire](#) Dakar : PASEC, octobre 2016. 216 p.

Ce rapport présente les résultats nationaux de l'évaluation PASEC2014 au Cameroun.

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[The Role of Selective High Schools in Equalizing Educational Outcomes: Heterogeneous Effects by Neighborhood Socioeconomic Status](#)

Barrow, Lisa (Federal Reserve Bank of Chicago) ; Sartain , Lauren (University of Chicago) ; de la Torre, Marisa (University of Chicago)

We investigate whether elite Chicago public high schools can help close the achievement gap between high-achieving students from more and less affluent neighborhoods. Seats are allocated based on prior achievement with 70 percent reserved for high-achieving applicants from four neighborhood socioeconomic status (SES) categories. Using regression discontinuity design, we find no effect on test scores or college attendance for students from high- or low-SES neighborhoods and positive effects on student reports of their experiences. For students from low-SES neighborhoods, we estimate significant negative effects on rank in high school, grades and the probability of attending a selective college.

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

Karthik Muralidharan ; Abhijeet Singh ; Alejandro J. Ganimian

We present experimental evidence on the impact of a technology-aided after-school instruction program on learning outcomes in middle school grades in urban India, using a lottery that provided students with a voucher to cover program costs. A key feature of the program was its ability to individually customize educational content to match the level and rate of progress of each student. We find that lottery winners had large increases in test scores of 0.36σ in math and 0.22σ in Hindi over just a 4.5-month period. IV estimates suggest that attending the program for 90 days would increase math and Hindi test scores by 0.59σ and 0.36σ respectively. We find similar absolute test score gains for all students, but the relative gain was much greater for academically-weaker students because their rate of learning in the control group was close to zero. We show that the program precisely targets instruction to students' preparation level, thus catering effectively to the very wide variation in student learning levels within a single grade. The program was 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 delivering education.

[Measuring Social Interaction Effects when Instruments are Weak](#)

Stephen L. Ross (University of Connecticut) ; Zhentao Shi (Chinese University of Hong Kong)

Studies that can distinguish between exogenous and endogenous peer effects of social interactions are relatively rare. One recent identification strategy exploits partial overlapping groups of peers. If a student has two groups of separated peers, the peer choices are correlated through that specific student's choice, but one group's attributes are assumed to directly influence neither the other peer group's attributes nor the choices. In the context of academic performance in higher education, however, the evidence of peer effects on academic outcomes has been mixed, creating a potential for weak instruments. We utilize a period of transition when students were being reassigned to dormitories from a new campus to an old campus. Many groups of roommates were broken up at the end of freshman year, and then combined with other groups of students from the same school in the sophomore year. We find reduced-form evidence that information about a student's previous year roommates can explain the current test scores of their new roommates. However, due to weak instruments, the estimated endogenous effects appear unreasonably large. We draw on weak-IV robust tests, namely the Anderson-Rubin-type S-test (Stock and Wright, 2000) and Kleibergen's Lagrangian multiplier test (Kleibergen, 2005), to provide properly-sized tests for the endogenous effects between the test scores of current roommates and to calculate lower bounds of such effects. These tests strongly reject the null hypothesis of no endogenous effects.

[Dual Language Education and Student Achievement](#)

Andrew Bibler (Institute of Social and Economic Research, Department of Economics, University of Alaska Anchorage)

Dual language classrooms provide English Language Learners (ELLs) an opportunity to receive instruction in their native language as they transition to English fluency. This might allow ELLs to build a stronger foundation in core subjects and lead to better academic outcomes. Dual language education has also grown substantially in popularity among English speaking families across the U.S., as it presents an option to learn content in, and presumably become fluent in, a second language. Despite the spike in practice, there is little causal evidence on what effect attending a dual language

school has on student achievement. I examine dual language education and student achievement using school choice lotteries from Charlotte-Mecklenburg School District, finding local average treatment effects on math and reading exam scores of more than 0.06 standard deviations per year for participants who were eligible for English second language (ESL) services or designated limited English proficient (LEP). There is also some evidence that attending a dual language school led to a lower probability of having limited English proficient status starting in third grade. For applicants who were not eligible for ESL services or designated as LEP, attending a dual language school has resulted in higher end of grade exam scores of about 0.09 and 0.05 standard deviations per year in math and reading, respectively.

[Differences in education systems across OECD countries: the role of education policy preferences in a hierarchical system](#)

Debora Di Gioacchino ; Laura Sabani ; Simone Tedeschi

The design of the educational system affects the degree of students' equality of opportunities and the intergenerational social mobility. The topic is therefore of paramount importance. In this paper, we document differences in educational systems among OECD countries and argue that the system observed in a country is the result of a complex interaction between preferences for education and political competition. To analyse individual preferences over education funding, we build a model that allows us to study the effects of public funding on the welfare of agents, which are heterogeneous in terms of income and human capital. The model takes into account the hierarchical nature of the educational system and emphasises the role played by family background. Our theoretical results might help to explain why some OECD countries seem to remain stuck in "low education" traps.

[Measuring Social Interaction Effects when Instruments are Weak](#)

Stephen L. Ross (University of Connecticut) ; Zhentao Shi (Chinese University of Hong Kong)

Studies that can distinguish between exogenous and endogenous peer effects of social interactions are relatively rare. One recent identification strategy exploits partial overlapping groups of peers. If a student has two groups of separated peers, the peer choices are correlated through that specific student's choice, but one group's attributes are assumed to directly influence neither the other peer group's attributes nor the choices. In the context of academic performance in higher education, however, the evidence of peer effects on academic outcomes has been mixed, creating a potential for weak instruments. We utilize a period of transition when students were being reassigned to dormitories from a new campus to an old campus. Many groups of roommates were broken up at the end of freshman year, and then combined with other groups of students from the same school in the sophomore year. We find reduced-form evidence that information about a student's previous year roommates can explain the current test scores of their new roommates. However, due to weak instruments, the estimated endogenous effects appear unreasonably large. We draw on weak-IV robust tests, namely the Anderson-Rubin-type S-test (Stock and Wright, 2000) and Kleibergen's Lagrangian multiplier test (Kleibergen, 2005), to provide properly-sized tests for the endogenous effects between the test scores of current roommates and to calculate lower bounds of such effects. These tests strongly reject the null hypothesis of no endogenous effects. JEL Classification: C26, C51, I23, J00 Key words: academic performance, hypothesis testing, endogenous peer effects, random assignment, weak instruments

[Bullying as the main driver of low performance in schools: Evidence from Botswana, Ghana, and South Africa](#)

Anton-Erxleben, Katharina ; Kibriya, Shahriar ; Zhang, Yu

Worldwide, at least 20% of students are regularly bullied in school. Research from developed countries has associated bullying with several negative outcomes, but little is known about the relationship between bullying and academic achievement, especially in developing countries. Here, data from three African countries participating in the 2011 Trends in Mathematics and Sciences Study and Progress in Reading and Literacy Study were analyzed, including 36,602 participants aged 12 to 16. Results show that bullying is pervasive in all three countries, is one of the root causes of low academic performance, and is more influential than other variables commonly associated with low achievement. This indicates that school violence must become a priority for international development and country level efforts in education.

[On the use of register data in educational science research](#)

Mellander, Erik (IFAU - Institute for Evaluation of Labour Market and Education Policy)

Register data are described, in general terms and in specific terms, focusing on informational content from an educational science perspective. Arguments are provided for why educational scientists can benefit from register data. It is concluded that register data contain lots of information relevant for educational science. Furthermore, two specific features of register data are considered: their panel data nature, implying that register data analyses under certain conditions can account for aspects on which the registers are not informative, and that they contain intergenerational links, facilitating the separation of genetic and environmental influences on learning. It is observed that while register data do not contain direct links between students and teachers this shortcoming can be overcome by merging register data with survey data on these links. Being population data, register data enable analyses which are not feasible to conduct by means of survey data. An illustration is provided of how quantitative and qualitative researchers can benefit from combining register-based statistical analyses with in-depth case studies. The use of register data in evaluations of causal effects of educational interventions is also described. To facilitate the exploitation of the aforementioned advantages, a discussion of how to get access to register data is included.

[Books or Laptops? The Cost-Effectiveness of Shifting from Printed to Digital Delivery of Educational Content](#)

Rosangela Bando ; Francisco Gallego ; Paul Gertler ; Dario Romero

Information and communication technologies, such as laptops, can be used for educational purposes as they provide users with computational tools, information storage and communication opportunities, but these devices may also pose as distractors that may tamper with the learning process. This paper presents results from a randomized controlled trial in which laptops replaced traditional textbook provision in elementary schools in high poverty communities in Honduras in 2013 through the program Educatracho. We show that at the end of one school year, the substitution of laptops for textbooks did not make a significant difference in student learning. We additionally conducted a cost-effectiveness analysis, which demonstrated that given the low marginal costs of digital textbook provision, the substitution of three additional textbooks in the program (for a total of five) would guarantee computers to be more cost-effective than textbooks. Therefore, textbook substitution by laptops may be a cost-effective manner to provide classroom learning content.

[The Academic Effects of Chronic Exposure to Neighborhood Violence](#)

Amy Ellen Schwartz (Center for Policy Research, Maxwell School, Syracuse University, 426 Eggers Hall, Syracuse, NY 13244) ; Agustina Laurito (New York University) ; Johanna Lacoé (Mathematica Policy Research) ; Patrick Sharkey (New York University) ; Ingrid Gould Ellen (New York University)

We estimate the causal effect of repeated exposure to violent crime on test scores in New York City. We use two distinct empirical strategies; value-added models linking student performance on standardized exams to violent crimes on a student's residential block, and a regression discontinuity approach that identifies the acute effect of an additional crime exposure within a one-week window. Exposure to violent crime reduces academic performance. Value added models suggest the average effect is very small; approximately -0.01 standard deviations in English Language Arts (ELA) and mathematics. RD models suggest a larger effect, particularly among children previously exposed. The marginal acute effect is as large as -0.04 standard deviations for students with two or more prior exposures. Among these, it is even larger for black students, almost a 10th of a standard deviation. We provide credible causal evidence that repeated exposure to neighborhood violence harms test scores, and this negative effect increases with exposure.

[PISA 2015 Results in Focus](#)

OECD

Over the past decade, the OECD Programme for International Student Assessment, PISA, has become the world's premier yardstick for evaluating the quality, equity and efficiency of school systems. This special issue of the PISA in Focus series highlights the results of the first two volumes of the PISA 2015 initial report: Excellence and Equity in Education; and Policies and Practices for Successful Schools.

[The Role of Time Preferences in Educational Decision Making](#)

Daniel Kemptner ; Songül Tolan

We analyze the implication of time-inconsistent preferences in educational decision making and corresponding policies using a structural dynamic choice model. Based on a novel identification approach, we exploit variation in average years invested in degree attainment through various educational reforms to identify the discount factor of hyperbolic time preferences. We make two important research contributions. First, we estimate our model using data from the German Socioeconomic Panel (soep) and provide quantitative evidence for time-inconsistent behavior in educational decision making. Second, we evaluate the relevance of time-inconsistent behavior for the effectiveness of education policies. For this purpose, we simulate policies where time preferences may play an important role: (1) an increase in the state grant for students as a way to affect short-term costs while at school and (2) an increase in the state grant as a loan that must be paid back after education is completed. We find substantial differences in the educational outcomes when comparing them to the outcomes based on a model specification with exponential discounting. Hence, the common assumption of exponential discounting in educational decisions may be too restrictive.

[The Changing Contours of Intergroup Disparities and the Role of Preferential Policies in a Globalizing World- Evidence from India](#)

Ashwini Deshpande (Department of Economics, Delhi School of Economics) ; Rajesh Ramachandran (Faculty of Economics and Business Administration, Goethe University, Frankfurt)

How persistent are traditional socioeconomic hierarchies in the face of marketization, significant structural shifts in the economy, and increased political representation of lower-ranked groups, and do preferential policies have a role in addressing these inequities among social groups? We answer these questions in the context of India by comparing successive age cohorts of three broad social groups - Scheduled Castes and Tribes (SC-STs), Other Backward Classes (OBCs) and "Others" (proxy for upper castes) - and provide the first disaggregated picture of the evolution of inter-caste disparities since Indian independence in 1947. Based on data from the National Sample Survey (NSS), our results show convergence in terms of literacy and primary education. However, in terms of access to higher education, white-collar jobs, average household expenditure and daily wages, we find evidence of divergence over time. As the NSS does not directly contain data on beneficiaries of affirmative action, we implement an identification strategy that exploits the fact that access to preferential policies are jointly determined by both the age and the social group of the individual. The first- and second-order effects of affirmative action show that extending job quotas to OBCs in 1993 had direct positive effects on access to government jobs, as well as indirect effects on secondary school attainment.

[Ten-Year Impacts of Burkina Faso's BRIGHT Program](#)

Mikal Davis ; Nick Ingwersen ; Harounan Kazianga ; Leigh Linden ; Arif Mamun ; Ali Protik ; Matt Sloan
This report presents details on the evaluation design of the BRIGHT program and impact findings from the evaluation 10 years after the program's launch.

[Cognitive Skills, Noncognitive Skills, and School-to-Work Transitions in Rural China](#)

Glewwe, Paul ; Huang, Qiuqiong ; Park, Albert

Economists have long recognized the important role of formal schooling and cognitive skills on labor market participation and wages. More recently, increasing attention has turned to the role of personality traits, or noncognitive skills. This study is among the first to examine how both cognitive and noncognitive skills measured in childhood predict educational attainment and early labor market outcomes in a developing country setting. Analyzing longitudinal data on rural children from one of China's poorest provinces, we find that both cognitive and noncognitive skills, measured when children are 9-12, 13-16, and 17-21 years old, are important predictors of whether they remain in school or enter the work force at age 17-21. The predictive power of specific skill variables differ between boys and girls. Conditioning on years of schooling, there is no strong evidence that skills measured in childhood predict wages in the early years of labor market participation.

[Childhood Nutrition and Labor Market Outcomes: Evidence from a School Breakfast Program](#)

Bütikofer, Aline (Dept. of Economics, Norwegian School of Economics and Business Administration) ; Mølland, Eirin (Agderforskning) ; Salvanes, Kjell G. (Dept. of Economics, Norwegian School of Economics and Business Administration)

While a growing literature documents the short-term effects of public programs providing children with nutritious food, there is scarce evidence of the long-term effects of such programs. This paper studies the long-term consequences of access to nutritious food using the rollout of a free school breakfast program in Norwegian cities. This program provided children with nutritious food and replaced a hot school meal at the end of the day with similar caloric value but less micronutrients. Our results indicate that access to a nutritious school breakfast increases education by 0.1 years and earnings by 2-4 percent.

[Education quality and non-convergence](#)

Danilo Paula de Souza ; Mauro Rodrigues Junior

This paper assesses the role of education quality in the convergence process of GDP per capita through teachers quality impact in human capital formation. The simple two-period OLG model suggests initial level of teacher's human capital is important to explain non-convergence, even when education quality return is decreasing. This non-convergence arises because an initially low level of teachers' human capital translates into a low level of human capital transferred to students, which means a low level of teachers' human capital in the next period, and so on. It is also shown an education quantity-quality trade-off, despite all dynamics coming from quality evolution. This trade-off helps to explain why developing countries did not reached high GDP levels, despite recent evolution of average years of schooling in these countries. The paper, therefore, provides an alternative explanation for why countries income does not converge, even when differences in other inputs, such as capital stock, are not accounted for.

[The Fading American Dream: Trends in Absolute Income Mobility Since 1940](#)

Raj Chetty ; David Grusky ; Maximilian Hell ; Nathaniel Hendren ; Robert Manduca ; Jimmy Narang

We estimate rates of “absolute income mobility” – the fraction of children who earn more than their parents – by combining historical data from Census and CPS cross-sections with panel data for recent birth cohorts from de-identified tax records. Our approach overcomes the key data limitation that has hampered research on trends in intergenerational mobility: the lack of large panel datasets linking parents and children. We find that rates of absolute mobility have fallen from approximately 90% for children born in 1940 to 50% for children born in the 1980s. The result that absolute mobility has fallen sharply over the past half century is robust to the choice of price deflator, the definition of income, and accounting for taxes and transfers. In counterfactual simulations, we find that increasing GDP growth rates alone cannot restore absolute mobility to the rates experienced by children born in the 1940s. In contrast, changing the distribution of growth across income groups to the more equal distribution experienced by the 1940 birth cohort would reverse more than 70% of the decline in mobility. These results imply that reviving the “American Dream” of high rates of absolute mobility would require economic growth that is spread more broadly across the income distribution.

[The coevolution of segregation, polarised beliefs and discrimination: the case of private vs. state education](#)

Gilat Levy ; Ronny Razin

In this paper we analyze the coevolution of segregation into private and state schools, beliefs about the educational merits of different schools, and labour market discrimination. In a dynamic model, we characterize a necessary and sufficient condition on initial levels of segregation and beliefs under which full polarisation of beliefs and long run labour market discrimination are sustainable. The model suggests a new perspective on the long term effects of different policy interventions, such as integration, school vouchers and policies that are directly targeted towards influencing beliefs.

[Bringing Active Learning into High School Economics: Some Examples from The Simpsons](#)

Joshua C. Hall (West Virginia University, Department of Economics) ; Alex Peck (Webster-Schroeder High School) ; Marta Podemska-Mikluch (Gustavus Adolphus College, Department of Economics and Management)

In this brief educational note, we provide several examples of directed classroom activities for the high school economics classroom using the long-running television show *The Simpsons*. In doing so, we provide an overview of the scholarly literature on using popular culture to teach economics. Our examples highlight how popular culture can be successfully employed at the secondary level to engage and teach students through active learning. We conclude with some thoughts for secondary social studies teachers looking to enhance economic instruction.

[Intergenerational Mobility, Occupational Decision and the Distribution of Wages](#)

Jaime Alonso-Carrera ; Jordi Caballé ; Xavier Raurich

We analyze the determinants of occupational and educational decisions in a model of dynastic altruism where individuals invest in the education of their children. We show that the relevant wage gaps that drive these two decisions are associated with the expected skill premium and the expected premium that each skill class faces when choosing a more effort-demanding occupation. As the occupational and educational decisions determine the relative frequency of high wages, we analyze how these wage gaps affect the frequency of high wages within each skilled class. We show that the results from this analysis are consistent with empirical evidence based on cross-country data for several European economies.

[Patterns and trends of group-based inequality in Brazil](#)

Pedro H. Leivas ; Anderson M.A. dos Santos

In this paper, we analyse the patterns and trends of group-based inequalities in Brazil in the past 30 years. Using data from the last four demographic censuses (1980, 1991, 2000, and 2010), we estimate numerous measures to analyse inequalities between different “ethnic” groups. Our results show that the trend toward greater equality in Brazil shown in other analyses of vertical inequality is also found in terms of horizontal inequalities along racial, gender, and regional lines between 1980 and 2010. Nevertheless, horizontal inequalities in terms of race and gender in particular remain pronounced; as shown using various measures, race is highly correlated with income and education. We show that municipalities with low ethnic diversity and low income and education inequality tend to be located in the South region. In regression analysis, we note that ethnic diversity negatively affects the institutional quality of Brazilian municipalities.

[Children with Behavioral Problems in the First Grade of Russian School: Similarities and Differences](#)

Ekaterina A. Orel (National Research University Higher School of Economics) ; Alena A. Kulikova (National Research University Higher School of Economics)

Recent research indicates that behavioral problems may lead to low academic performance. The present study is aimed to discover, what differences exist between primary school students who meet a sufficient number of ADHD (Attention Deficit Hyperactivity Disorder) criteria and those who do not experience any behavioral problems, in terms of academic achievements in reading and mathematics, annual progress in these subjects and personal, social and emotional development, based on the Russian sample of first-graders. This paper is a part of Russian iPIS project and the instruments developed as part of this study were used. The sample consists of 3021 first-graders from two big regions of the Russian Federation. The results showed significant differences in both cognitive and social-emotional development but no differences in annual progress. The absence of differences in progress means that the development of children with behavior problems within the school system goes with the same speed but from the lower start level compared to other children.

The results of the study provide important knowledge for the teachers and open a large area of further investigations in the field of ADHD in Russian school settings

[Cultivating the Liberally Education Mind Through A Signature Program](#)

Emily Chamlee-Wright (Washington College) ; Joshua C. Hall (West Virginia University, Department of Economics) ; Laura E. Grube (Beloit College, Department of Economics)

In this paper we describe the Miller Upton Programs, launched by the Department of Economics at Beloit College in 2008. The Miller Upton Programs aim to advance student understanding of the nature and causes of wealth and well-being. After describing core elements of the program, we discuss the ways in which they leverage economic discourse as a means to advance liberal learning. We argue that programs of this kind advance liberal learning by cultivating the skills required to engage the great questions of human flourishing, by fostering the development of a students' economic imagination, and by enhancing students' ability to engage in genuine intellectual discovery. So that readers can identify specific elements of the program that may be appropriate to replicate at their home institutions, we provide details on the history and resource commitments associated with various aspects of the program.

[The Efficiency of Australian Schools: A nationwide analysis using gains in test scores of students as outputs](#)

Hong Son Nghiem (Institute of Health and Biomedical Innovation, Queensland University of Technology) ; Ha Trong Nguyen (Bankwest Curtin Economics Centre, Curtin University) ; Luke B Connelly (Faculty of Health and Behavioural Sciences, The University of Queensland)

This study examines the efficiency of schools in Australia and its determinants using the gain in NAPLAN test scores of students in 6,774 schools in 2009-2011. The results show that, based on empirical input-output combinations, the growth of NAPLAN test scores in Australian schools could be improved by 64 per cent by learning from best practice, on average. At the primary level, Catholic and independent schools are less efficient than public schools. At the secondary school level, though, public schools are found to be less efficient than other (non-public) schools.

[College Pricing and Income Inequality](#)

Jonathan Heathcote (Federal Reserve Bank of Minneapolis) ; Zhifeng Cai (The University of Minnesota)

We develop a quantitative model to explore the impact of rising income inequality on college tuition. The framework is one in which households value college quality, and where quality reflects both resources devoted to tuition and the average ability of the student body. Thus colleges are "club goods" where students are both inputs to production and consumers of output. Assuming a competitive, profit-maximizing environment, we show that observed changes in household income inequality can account for (i) the observed rise in average tuition, (ii) the rise in tuition dispersion across colleges, (iii) the rise in tuition dispersion within colleges, and (iv) the observed stagnation in aggregate college attendance.

[Information matters, but it is not enough: a field experiment on the causal effect of information barriers for participation in Higher Education](#)

Giovanni Abbiati ; Gianluca Argentin ; Carlo Barone ; Antonio Schizzerotto

Our contribution assesses the role of information barriers for patterns of participation in Higher Education (HE) and the related social inequalities. For this purpose, we developed a large-scale clustered randomised experiment involving over 9,000 high school seniors from 62 Italian schools. We designed a counseling intervention to correct student misperceptions of the profitability of HE, that is, the costs, economic returns and chances of success of investments in different tertiary programs. We employed a longitudinal survey to test whether treated students' educational trajectories evolved differently relative to a control group. We find that, overall, treated students enrolled less often in less remunerative fields of study in favour of postsecondary vocational programmes. Most importantly, this effect varied substantially by parental social class and level of education. The shift towards vocational programmes was mainly due to the offspring of low-educated parents; in contrast, children of tertiary graduates increased their participation in more rewarding university fields. Similarly, the redistribution from weak fields to vocational programmes mainly involved the children of the petty bourgeoisie and the working class, while upper class students invested in more rewarding university fields. We argue that the status-maintenance model proposed by Breen and Goldthorpe can explain these socially differentiated treatment effects. Overall, our results challenge the claim that student misperceptions contribute to horizontal inequalities in access to HE.

[Socioeconomic Gradient Literacy and Numeracy Skills of 15-year-olds across Canadian Provinces and Years using the PISA Surveys \(2000-2012\)](#)

Pierre Lefebvre (Department of Economics, University of Quebec in Montreal)

In 2000, the OECD began the Programme for International Student Assessment (PISA), a triennial survey of the knowledge and skills of 15-year-olds. For each survey, Canadian students placed well above the OECD average and remain among the top performers for each domain assessed (reading, math and science). Canada is unique by the very large size of students' samples because education policy is decided by each of ten provincial governments. This paper investigates neglected issues related specifically to 15-year-old students' educational achievement across Canadian provinces. The analysis estimates empirically across provinces the link between the family background, measured by socioeconomic status (SES), and educational skills measured by PISA test scores in reading and math. The SES used is more conventional than the arbitrary character of the index developed by PISA. First, average gaps in students' educational attainment between the lower and top SES quintiles, across provinces and years, provide evidence on the SES gradient in literacy and numeracy competencies. Second, gradients are estimated over the entire achievement distribution (SES gaps over nine deciles) for Canada and across provinces. The third research question relates to proficiency levels and socio-economic gradient, a forgotten subject but a decisive factor for later educational and economic success of young adults. The fourth research question assesses the trends in socio-economic inequalities from the long-term of skills measured over five PISA waves (2000 to 2012). Results show large socioeconomic differences in average PISA reading and math scores across provinces. There are wide-ranging variations in the size of score gaps in the SES family background, a proxy for the extent of inequality of opportunities. Quintiles regression estimates expound that the gaps move up and down over the achievement decile scores distribution, and across provinces and waves for both reading and math scores. The association between family background and proficiency levels in both main domain tests is strong, with estimates illustrating significantly large socioeconomic gradients. Summary statistics and estimates on scores changes in bottom and top SES quintiles across provinces suggest that children's reading and math skills are still heavily linked to their family background.

[European Identity and the Learning Union](#)

Ritzen, Jo (IZA and Maastricht University) ; Haas, Jasmina (Maastricht University) ; Neeleman, Annemarie (Maastricht University) ; Teixeira, Pedro N. (University of Porto)

Europe and the European Union are close in values, in culture and in attitudes. Yet the EU has made little attempt to jointly reinforce the emotional attachment to Europe. Member States stress their differences in national identity through education and language. When the EU made the borderlines between European countries less visible, the language boundary remained, standing in the way of easy communication between citizens of different EU countries. We advance the "Learning Union" as a necessary complement to the EU. The Learning Union has three components: contributing to a sense of European belonging, the "communication EU" as well as the "competency EU". Belonging should be reinforced by aiming the content of education at underlining the common heritage, history and the common future. In communication every EU citizen should learn in school to be competent in one common European language (English is the likely candidate), next to one's own language. Competency is essential for competitiveness. Competency is bred by learning in settings decided by pedagogics, not by (the whims of) well-meaning politicians. The Learning Union is at "arm's length" distance from Governments with autonomy and funding designed to incentivize learning goals as well as equality of opportunity. Universities are a special case with regard to increasing competitiveness, but also for their impact on identity. If anything has contributed to a European identity to this day, it has been the exchange of students in full or part time studies in the EU. This brought about far more than the understanding of subjects and the development of competences: it also has enriched inter-European understanding. As next steps, firstly European student mobility should be increased by more transparency on the value added in learning in Higher Education in different EU countries. Secondly, basic education could increasingly be a source of intra-European social cohesion, equality of opportunity and of economic growth if countries would follow the principles of effective schools, of school autonomy and allocate sufficient funding. This would be convergence in structure, not necessarily in content/curriculum.

[Social Mobility and Higher-Education Policy](#)

Elisa S. Brezis ; Joel Hellier

This paper relates social mobility and social stratification to higher education policy. We show that higher education policy which leads to differences in quality and per student expenditure as well as in admission procedures between standard and elite universities, is a key factor in generating permanent social stratification and social immobility. We develop an intergenerational model which shows that a two tier higher education characterised by a division between elite and standard universities can be a key factor in generating permanent social stratification, social immobility and self reproduction of the "elite". In our approach, low mobility is essentially explained by the differences in quality and in selection between elite and standard universities. A key result is that the wider the quality gap and the difference in per student expenditures between elite and standard universities, the less social mobility. This is because a larger quality gap reinforces the weight of family backgrounds at the expense of personal ability. Our simulations show that this impact can be large. These findings provide theoretical bases for the impact of higher education policy on social mobility.

[Student Aid and the Distribution of Educational Attainment](#)

Maggie Jones (Queen's University)

I examine the effect of student aid on the distribution of educational attainment in the context of a post-secondary funding program for Indigenous students in Canada. I show that student aid programs targeted at marginalized groups can increase average educational attainment; however, these benefits are driven by an increase in college training, not in the number of university degrees. For students living in remote communities that face above average costs to graduating high school, the elimination of post-secondary funding programs can have adverse effects on high school graduation rates, highlighting the importance of considering the effect of student aid on the entire distribution of educational attainment.

[Tracking and the Intergenerational Transmission of Education: Evidence from a Natural Experiment](#)

Simon Lange ; Marten von Werder

Proponents of tracking argue that the creation of more homogeneous classes increases efficiency while opponents point out that tracking aggravates initial differences between students. We estimate the effects on the intergenerational transmission of education of a reform that delayed tracking by two years in one of Germany's federal states. While the reform had no effect on educational outcomes on average, it increased educational attainment among individuals with uneducated parents and decreased attainment among individuals with educated parents. The effect is driven entirely by changes in the gradient for males and to a large extent by an effect on the likelihood to complete the academic secondary track.

[Developing Computational Thinking in Compulsory Education - Implications for policy and practice](#)

STEFANIA BOCCONI (Institute for Educational Technology, CNR (Italy)) ; AUGUSTO CHIOCCARIELLO (Institute for Educational Technology, CNR (Italy)) ; GIULIANA DETTORI (Institute for Educational Technology, CNR (Italy)) ; ANUSCA FERRARI (European Schoolnet) ; KATJA ENGELHARDT (European Schoolnet)

In the past decade, Computational Thinking (CT) and related concepts (e.g. coding, programming, algorithmic thinking) have received increasing attention in the educational field. This has given rise to a large amount of academic and grey literature, and also numerous public and private implementation initiatives. Despite this widespread interest, successful CT integration in compulsory education still faces unresolved issues and challenges. This report provides a comprehensive overview of CT skills for schoolchildren, encompassing recent research findings and initiatives at grassroots and policy levels. It also offers a better understanding of the core concepts and attributes of CT and its potential for compulsory education. The study adopts a mostly qualitative approach that comprises extensive desk research, a survey of Ministries of Education and semi-structured interviews, which provide insights from experts, practitioners and policy makers. The report discusses the most significant CT developments for compulsory education in Europe and provides a comprehensive synthesis of evidence, including implications for policy and practice.

[A Passage to America: University Funding and International Students](#)

John Bound ; Breno Braga ; Gaurav Khanna ; Sarah Turner

The pool of students in the global economy prepared for higher education and able to pay tuition at U.S. colleges and universities has expanded markedly in the last two decades, with a particularly notable increase among potential undergraduate students from China. Given the concentration of high quality colleges and universities in the U.S., there has been a substantial increase in the demand

for enrollment among students from abroad. At the same time, substantial declines in state support, driven by contractions in state budgets, have occurred at public sector universities. For such universities, declines in state appropriations force a choice between increasing tuition levels, cutting expenditures, or enrolling a greater proportion of students paying full out-of-state tuition. In this paper we present evidence showing that a significant set of public universities were able to take advantage of the expanding pool of potential students from abroad to provide a stream of tuition revenue that partially offsets declining state appropriations. Our analysis focuses on the interaction between the type of university experience demanded by students from abroad and the supply-side of the U.S. market. For the period between 1996 and 2012, we estimate that a 10% reduction in state appropriations is associated with an increase in foreign enrollment of 12% at public research universities and about 17% at the most resource-intensive public universities. Our results tell a compelling story about the link between changes in state funding and foreign enrollment in recent years. In the absence of the pool of foreign students, many universities would have faced larger cuts to expenditures and potentially greater increases in in-state tuition charges.

[Are school-provided skills useful at work? Results of the Wiles test](#)

Jacek Liwiński (Faculty of Economic Sciences, University of Warsaw)

Although it has been over 40 years since labour economists started testing human capital vs. signalling explanation of the wage premium from education, the debate is still going on and authors keep on proposing new methods of testing. The human capital theory postulates that investment in education enhances the productive capacity of individuals, while according to the signalling hypothesis the value of a graduation diploma follows from the fact that it signals innate abilities of its holder. We apply the approach proposed by Wiles to test for the signalling hypothesis and, in particular, to find out if there is a positive relation between education and productivity. For this purpose, we construct a job match index based on information if school provided knowledge and skills are useful at work and the job performed is relevant to the field of study. Then we check if the quality of job matching is related to wages of graduates in Poland. To answer this question, a wage equation was estimated using OLS on the basis of data from a representative, nationwide tracer survey of Poles who left secondary schools or graduated from higher education institutions over the period of 1998-2005. We find out that knowledge and skills acquired in the course of formal education bring wage benefits only to university graduates. Besides, this group receives a wage premium, which may be attributed to their high innate abilities. In sum, the outcomes are consistent with the weak signalling hypothesis, since they show that tertiary education signals a high level of innate abilities and at the same time it provides knowledge and skills which enhance individual productivity at work. However, the role of tertiary education differs significantly by fields of study – graduating from programs that provide soft skills has a positive impact on productivity, while hard-applied skills acquired in the course of university studies have a strong signalling nature. Besides, we find evidence of the strong signalling hypothesis with regard to the secondary vocational schools leavers.

[Higher education, career opportunities, and intergenerational inequality](#)

Claire Crawford ; Paul Gregg ; Lindsey Macmillan ; Anna Vignoles ; Gill Wyness

The UK government has expressed a desire to increase social mobility, with policies to help achieve this aim focused on reducing inequalities in educational attainment. This paper draws together

established and new information about the contribution that higher education can make to social mobility using a life-course approach, considering differences by family background in terms of university attendance and achievement, as well as occupation and earnings following graduation. We find substantial socio-economic differences at each stage. Young people from poorer backgrounds are, on average, less likely to go to university than their richer peers. Even among the selected group who do go to university, they are less likely to attend the highest status institutions, less likely to graduate, and less likely to achieve the highest degree classes. These differences in degree outcomes contribute to the lower average earnings of graduates from poorer families, but earnings differentials go well beyond those driven purely by degree attainment or institution attended. The evidence strongly suggests that, even after taking these factors into account, graduates from affluent families are more likely to obtain a professional job and to see higher earnings growth in the labour market. We discuss the implications of these findings for the prospects of higher education as a route to greater social mobility

[Can we select the right peers in Indian Education? Evidence from Kolkata](#)

Paul Frijters ; Asadul Islam ; Debayan Pakrashi

This paper studies the effects of random dormitory assignment in a tertiary level educational institution in India on students' subsequent academic achievements. The effects of peer ability are around one-third as high as that of own ability, and strongly non-linear. We find that students from non-urban and non-English backgrounds do particularly better when assigned to higher-ability peers. Via policy simulations, we find that assortative matching maximises average grades and leads to higher grades than random matching for each group except for the most disadvantaged group (the backward social classes). We also examine channels and mechanisms through which peer effects work in our context.

[Where Do Students Go when For-Profit Colleges Lose Federal Aid?](#)

Stephanie R. Cellini ; Rajeev Darolia ; Lesley J. Turner

Recent federal investigations and new regulations have resulted in restrictions on for-profit institutions' access to federal student aid. We examine the enrollment effects of similar restrictions imposed on over 1,200 for-profit colleges in the 1990s. Using variation in regulations linked to student loan default rates, we estimate the impact of the loss of federal aid on the enrollment of Pell Grant recipients in sanctioned institutions and their local competitors. Enrollment in a sanctioned for-profit college declines by 53 percent in the five years following a sanction. For-profit sanctions result in negative spillovers on unsanctioned competitor for-profit colleges in the same county, which experience modest enrollment declines. These enrollment losses in the for-profit sector are offset by gains in enrollment in local community colleges, suggesting that the loss of federal student aid for poor-performing for-profit colleges does not reduce overall college-going but instead shifts students across higher education sectors. Finally, we provide suggestive evidence that students induced to enroll in community colleges following a for-profit competitor's sanction are less likely to default on their federal loans.

[Subjective Completion Beliefs and the Demand for Post-Secondary Education](#)

Johannes S. Kunz ; Kevin E. Staub

The outcome of pursuing an upper or post-secondary education degree is uncertain. A student might not complete a chosen degree for a number of reasons, such as insufficient academic preparation or

financial constraints. Thus, when considering whether to invest in post-secondary education, students must factor their probability of completing the degree into their decision. We study the role of this uncertainty in education choices using representative survey data from Germany. Students' subjective beliefs about the probability of completing a post-secondary education were elicited prior to them finishing their secondary education. We relate these subjective completion probabilities to students' subsequent education choices and outcomes. We find that these early beliefs are predictive of intentions to invest in education, actual subsequent investments in education, and degree completion. A structural choice model of sequential investment further reveals that the association between completion beliefs and investment choices is strongest for students with low academic skills and low preferences for post-secondary education.

[Assessing selection patterns and wage differential of high-skilled migrants. Evidence from the AlmaLaurea dataset on Italian graduates working abroad](#)

Gilberto Antonelli (Department of Economics and SDIC, University of Bologna; AlmaLaurea Interuniversity Consortium) ; Sara Binassi (AlmaLaurea Interuniversity Consortium) ; Giovanni Guidetti (Department of Economics and SDIC, University of Bologna) ; Giulio Pedrini (Interuniversity Research Centre on Public Services (CRISP) and SDIC, University of Bologna)

This paper aims at investigating the phenomenon of graduates' migration from an OECD country at microeconomic level in order to offer an insight into the scholarly debate on migration decision of high-skilled workers living in a developed country. By merging data on working conditions on Italian graduates with the results of an ad-hoc survey on Italian graduates working abroad, the paper assesses the selectivity of migration choices, the wage premium associated to migration decision on their earnings, and the determinants of the earning function for those graduates that work abroad. Results partially confirms the applicability of the Borjas model on selectivity of migration choice. It also shows the existence of a substantial wage premium associated with the decision to work abroad in line with an extended human capital approach. However, it also suggests a greater complexity of both the selection and the earning function of high-skilled workers, due to their longer and differentiated educational career, the stronger weight attached to preference variables, the degree of skills' portability attached to university's location and fields of study, and, in general, to the capability of a tertiary education system to provide their graduates with the skills required by international labour markets.

[Empowering Mothers and Enhancing Early Childhood Investment: Effect on Adults Outcomes and Children Cognitive and Non-Cognitive Skills](#)

Victor Lavy ; Giulia Lotti ; Zizhong Yan

Empowering women and enhancing children's early development are two important goals that are often pursued via independent policy initiatives in developing countries. In this paper we study a unique approach that pursues both goals at the same time: empowering mothers through tools that also advance their children's development. A program operated by AVSI, an Italian NGO, in a poor neighborhood of Quito, Ecuador, targets parents of children from birth to age 5. It provides family advisor-guided parent training sessions once every two weeks for groups of six to eight mothers and their children. We find that the program empowered women in various dimensions, including higher labor force participation and employment, higher likelihood of a full-time job in the formal-sector and higher wages. Treated mothers are also more likely to continue their education, make independent decisions regarding their own finances, have greater role in intra-household decisions, especially on issues involving children's education and discipline and increase parental inputs into

their children's development. We find that treated children improve their cognitive and non-cognitive skills, for example, they are less likely to repeat a grade or temporarily drop-out from schooling, are less absent from and have improved behaviors in school, have better attitudes towards learning, and achieve higher scores on cognitive tests. Applying a recently suggested factor model of children's relative non-cognitive skills reaffirms our finding of significant gains in children non-cognitive skills. All results hold when we estimate aggregate treatment impacts, use summary indices instead of individual outcomes in order to account for multiple inference, when we use entropy balancing to adjust for differences in pre-treatment covariates, and when we use other robustness checks.

[Digital Reading in PISA 2012 and ICT Uses: How do VET and General Education Students Perform?](#)

Patricia Dinis Mota da Costa (European Commission - JRC) ; Luisa De Sousa Lobo Borges de Araujo (European Commission - JRC)

The analyses presented in this report indicate that in several Member States (MS) 15 year-old students in vocational-oriented programmes (VET) perform better in digital reading than in print reading in PISA 2012. When differentiated by programme of study – VET versus general education programmes – VET students perform better in digital than in print reading in Belgium, France, Italy, Portugal and the Slovak Republic. Moreover, VET students display specific patterns of ICT-related practices. For example, they have more access to computers at school than at home and their engagement in frequent browsing of the internet for school work is associated with higher digital reading achievement. Results suggest that schools should help VET students develop further digital skills to support their learning.

[Estimating the Productivity of Community Colleges in Paving the Road to Four-Year Success](#)

Scott E. Carrell ; Michal Kurlaender

The distinct mission and open-access nature of community colleges and the diverse goals of the students they serve make it difficult to assess differences in quality across community college campuses. In this paper, we investigate institutional differences in both the extensive and intensive margin of the transfer function across California's 108 community college campuses. Importantly, due to the richness of our dataset, we are able to adjust our estimates for a host of observed student differences, including scores on 11th grade math and English standardized tests. Results show there is significant variation in community college quality for both the probability of transfer as well as outcomes measuring how well students perform after transferring. Additionally, we examine whether any observable characteristics of the community college are significantly correlated with transfer productivity.

[Learning For Life? The Effects of Schooling on Earnings and Health- Related Behavior Over the Life Cycle](#)

Lång, Elisabeth (Division of Economics, Department of Management and Engineering, Linköping University) ; Nystedt, Paul (Jönköping University)

We analyze how education is associated with earnings and health-related behaviors (HRBs) over the adult life cycle using a sample of 18,000 twins. The underlying motive is to improve the understanding of to what extent schooling may contribute to increased human welfare over time and age through the intermediaries of earnings and HRBs. We find that one additional year of schooling is associated with around 5-6 percent higher earnings at ages 35-75 and generally improved HRBs for

both men and women. Much of the estimated relationships between schooling, earnings and HRBs can be traced back to genetic inheritance. Controlling for such inheritance, the remaining education-earnings premium is non-linear and increasing with educational level, and the education premium in HRBs is mainly concentrated to smoking habits.

[How are health and life satisfaction related to education?](#)

OECD

Since 2009, Education at a Glance (EAG) has included an indicator on education and social outcomes using data from different surveys. The OECD Programme for the International Assessment of Adult Competencies (PIAAC) develops and conducts the Survey of Adult Skills which measures adults' proficiency in literacy, numeracy and problem solving in technology-rich environments. Data collected through the Survey of Adult Skills were used in various editions of EAG as it gathered rich information on various social outcomes. In EAG 2016, Indicator A8 (How are social outcomes related to education?) used this source to measure the association between educational attainment and self-reported health. This indicator also analysed data from the European Union Statistics on Income and Living Conditions (EU-SILC) on the prevalence of limitations that affect people's ability to perform normal daily activities across the different educational attainment levels. Finally, it referred to the Gallup World Poll to analyse how life satisfaction varied across the different countries and educational attainment levels. The main findings are further developed in this paper.

[Retention Heterogeneity in New York City Schools](#)

Amy Ellen Schwartz (Center for Policy Research, Maxwell School, Syracuse University, 426 Eggers Hall, Syracuse, NY 13244) ; Douglas Almond (Columbia University and NBER) ; Ajin Lee (Columbia University)

Performance on proficiency exams can be a key determinant of whether students are retained or "held back" in their grade. In New York City, passing the statewide proficiency exam essentially guarantees promotion, while roughly 13% of those students who fail the exam are retained. Using regression discontinuity methods, we find that female students are 25% more likely to be retained in their grade due to exam failure than boys. Hispanic students are 60% more likely and Black students 120% more likely to be retained due to exam failure (relative to White students). Poverty and previous poor performance also increase the likelihood of retention, while being young for grade or short does not. We conclude that "patterned discretion" exists in how standardized test results are utilized.

[The Effects of Computers on Children's Social Development and School Participation: Evidence from a Randomized Control Experiment](#)

Robert W. Fairlie ; Ariel Kalil

Concerns over the perceived negative impacts of computers on social development among children are prevalent but largely uninformed by plausibly causal evidence. We provide the first test of this hypothesis using a large-scale randomized control experiment in which more than one thousand children attending grades 6-10 across 15 different schools and 5 school districts in California were randomly given computers to use at home. Children in the treatment group are more likely to report having a social networking site, but also report spending more time communicating with their friends and interacting with their friends in person. There is no evidence that computer ownership displaces

participation in after-school activities such as sports teams or clubs or reduces school participation and engagement.

[Unawareness and Selective Disclosure: The Effect of School Quality Information on Property Prices](#)

John Haisken-DeNew ; Syed Hasan ; Nikhil Jha ; Mathias Sinning

The Australian Government launched the My School website in 2010 to provide standardised information about the quality of schools to the Australian public. This paper combines data from this website with home sales data for the state of Victoria to estimate the effect of the publication of school quality information on property prices. We use a difference-in-difference approach to estimate the causal effect of the release of information about high-quality and low-quality schools relative to medium-quality schools in the neighborhood and find that the release of information about high-quality schools increases property prices by 3.6 percent, whereas the release of information about low-quality schools has no significant effect. The findings indicate that many buyers are unaware of the relevance of school quality information and that real estate agents pursue a strategy of disclosing information about high-quality schools to increase the sales price. Results from a survey of Victorian real estate agents provide evidence in favor of this strategy.

[Does work harm academic performance of students? Evidence using propensity score matching](#)

Tjasa Bartolj ; Saso Polanec

In this article we analyze the effects of student work on academic performance for college students. In order to reduce the endogeneity bias due to selection into treatment, we use propensity score matching technique. This approach allows us to estimate the average treatment effects on the treated separately for different years of study, which is not possible when inside instruments are used to deal with endogeneity of student work. We find predominantly negative treatment effects for all measures of academic performance (GPA, exam attempts, exams passed, and likelihood of passing a year), although many of these are economically and statistically insignificant. We supplement existing studies that do not estimate separate treatment effects for different years of study by showing that work while in college harms study outcomes mostly in the first year of study—by passing smaller number of exams and thereby increasing the likelihood of failing a year. Our results are consistent with evidence on difficulty with adjusting to college studies of first-year students, who face many uncertainties that affect finding the optimal allocation of time between studies, work and leisure.

[Self-Financing Education, Borrowing Constraints, Government Policies, and Economic Growth](#)

Hoang D. Duong (Universitat Autònoma de Barcelona) ; Fernando Sánchez-Losada (Universitat de Barcelona)

We analyze how public policies for self-financing education, public fund for loans and deferred deductibility of education expenses, affect growth in an overlapping generations economy where individuals can be borrowing-constrained on human capital investment. We show that public loans positively affect growth in the unconstrained economy, while how tax deductibility affects growth depends on the magnitude of both public loans and tax deductibility. In the borrowing-constrained economy, public loans positively affect growth, while tax deductibility does not affect growth. Both government policies affect the borrowing-constraint tightness and, therefore, can shift the economy from being borrowing-constrained to unconstrained or vice versa.

[Fiscal Decentralisation, the Knowledge Economy and School Teachers' Wages in Urban China](#)

Yi Long ; Chris Nyland ; Russell Smyth

We examine how fiscal decentralisation and progress towards the development of a knowledge-intensive economy has impacted on teachers' wages in China, utilising a panel dataset of 31 provincial administrations from 2001 to 2013. We find that fiscal decentralisation has a negative impact on teachers' wages and this effect is further enhanced by a deepening of the knowledge intensity of the economy, while knowledge economy itself has no significant impact on teachers' wages. The findings suggest that incentives being offered to local administrators need to be revisited if the national government is convinced of the need to increase teacher quality in ways suited to the knowledge economy China wishes to construct.

[A Cost-Benefit Analysis of Universal Preschool Education: Evidence from a Spanish Reform](#)

T.M. van Huizen ; E. Dumhs ; J. Plantenga

This study provides a cost-benefit analysis of expanding access to universal preschool education. We focus on a Spanish reform that lowered the age of eligibility for publicly provided universal preschool from age 4 to age 3. We extrapolate the benefits in terms of maternal employment and child development using "natural experiment" evidence on the causal effects of this reform. In our base line estimation the benefit-cost ratio is around 4, indicating sizeable net societal benefits of the preschool investment. Our results show that the child development effects are the major determinant of the cost-benefit ratio; the employment gains for parents appear to play a minor role. Sensitivity tests show that, although the size of the societal gains is rather uncertain, in most scenarios the expansion of preschool generates positive societal returns. Furthermore, as sufficient high quality levels of preschool are required to generate significant improvements in (non-)cognitive skills of children and thereby long-run benefits for society, our cost-benefit analysis provides support for investing in high-quality preschool.

[Overeducation among Italian graduates: do different measures actually diverge?](#)

Luca Cattani (Department of Economics and SDIC, University of Bologna) ; Giovanni Guidetti (Department of Economics and SDIC, University of Bologna) ; Giulio Pedrini (Interuniversity Research Centre for Public Services (CRISP), University of Milan-Bicocca, SDIC, University of Bologna)

In this paper, we explore three dimensions of educational mismatch among graduates: incidence, impact on earnings and possible determinants of overeducation. Our analysis focuses on Italian graduates and refers to the cohort that graduated in 2007 using data from the AlmaLaurea survey on graduates entering the labour market. A new measure of overeducation is introduced and jointly examined along with an alternative measure based on workers' self-assessment. After having run estimates of the impact of overeducation on earnings and analyzed possible determinants of educational mismatch, we conclude that the two definitions of overeducation measure quite different things and in particular that "traditional" measures based on workers' self-assessment are affected by individuals' characteristics and by workers' expectations and perceptions concerning the job post. However, effects on wages are very similar no matter what definition is adopted.

[Report on the relative strengths and weaknesses of the United States in PISA 2012 mathematics](#)

Andreas Schleicher

This paper aims to investigate the performance of the students in the United States in all 84 mathematics items that were administered in the United States as part of the PISA 2012 assessment. It compares the performance of the United States with the OECD average and with the performance

of five reference countries/economies that were ranked higher on the PISA scale. The analysis reveals specific relative strengths and weaknesses of the 15-year-olds in the United States, referring to items in which they performed unexpectedly well or unexpectedly badly compared to their overall distance from the OECD average or from the reference countries/economies. On that basis, certain patterns – that means certain clusters – of items with similar cognitive requirements, are identified. There are seven altogether, three for strengths and four for weaknesses of the US students. An analysis of student solutions illustrates and further clarifies these strengths and weaknesses. The results show that the relative strengths are mostly revealed in easy items, whereas the relative weaknesses are mostly reflected in particularly demanding items. Cette étude s'intéresse aux performances des élèves aux États-Unis dans l'ensemble des 84 items de mathématiques qui ont été administrés aux États-Unis dans le cadre de l'évaluation PISA 2012. Elle compare les performances des États-Unis à la moyenne de l'OCDE et aux performances de cinq pays/économies de référence qui ont obtenu un meilleur classement à l'échelle du PISA. L'analyse révèle les forces et les faiblesses relatives spécifiques des élèves de 15 ans aux États-Unis, en se reportant aux items où ils ont obtenu des résultats les uns meilleurs et les autres pires que ceux auxquels on s'attendait, par rapport à leur classement global d'après la moyenne de l'OCDE ou les pays ou économies de référence. C'est sur cette base que sont relevés certains schémas, à savoir certains clusters, d'items présentant des exigences cognitives similaires. Il en existe sept au total, trois pour les forces et quatre pour les faiblesses des élèves américains. Une analyse des solutions trouvées par les élèves illustre et précise davantage ces forces et ces faiblesses. Les résultats montrent que les forces relatives se manifestent surtout au niveau des items faciles, tandis que les faiblesses relatives se reflètent surtout au niveau des items particulièrement exigeants.

[Equity in Education in Europe](#)

Ralph Hippe (European Commission - JRC) ; Luisa De Sousa Lobo Borges de Araujo (European Commission - JRC) ; Patricia Dinis Mota da Costa (European Commission - JRC)

This technical brief provides a literature review on equity in education in Europe. It updates a report produced for the European Commission in 2006 and provides insights into the research and policies that have been undertaken during the last decade. Its focus is on early childhood and care, primary and secondary education and on the different aspects related to equity in education that have surfaced during the last years. Therefore, this brief includes a broader set of topics concerning equity in education, such as regional asymmetries, gender inequality and immigrants' integration. In this brief, equity is viewed as the extent to which individuals can take advantage of education and training, in terms of opportunities, access, treatment and outcomes (European Commission 2006, p. 2). Achieving equity in education is a particularly important policy priority, as the evolution, causes and consequences of social, educational and economic inequalities have been a hotly debated and controversial issue given the recent economic crisis in Europe. For these reasons, this brief provides an overview of recent evidence-based research and policy measures, which can inform future policy initiatives in Europe aimed at increasing equity in early childhood, primary and secondary education. In sum, the evidence reviewed indicates that, taking a life-cycle approach to education, equity has to be achieved at the earliest education stages. In other words, the provision of equitable and quality early childhood education and care needs to be a priority in any equity considerations. Furthermore, the quality of teachers plays a prominent role in achieving high and equitable educational results. The results for achieving equity through school choice depend heavily on its specific contextual implementation. Current indicators suggest that there are large differences in educational equity

between and within EU Member States. Similarly, distinguishing among gender and immigrants' status reveals significant gaps among various subpopulations, and these specific gaps have to be considered in future policies. The brief's concluding message is that "one size fits all" policies do not appropriately address the needs of diverse learners in different countries. Policies have to be tailored to specific contexts and populations. Just importing policies from other countries without further analysis may not work – the particular local contexts and stakeholders have always to be taken into account. Still, giving more priority to early childhood education and care and improving teacher quality in schools are certainly initiatives that contribute to achieving higher equity levels. However, more research and data are a necessary requirement to enhance future research-based policy actions.

[The Sooner the Better? Compulsory Schooling Reforms in Sweden](#)

Fischer, Martin (University of Duisburg-Essen) ; Karlsson, Martin (University of Duisburg-Essen) ; Nilsson, Therese (Lund University) ; Schwarz, Nina (University of Duisburg-Essen)

This paper evaluates the impact on earnings, pensions, and other labor market outcomes of two parallel educational reforms increasing instructional time in Swedish primary school. The reforms extended the compulsory years of schooling from 6 to 7 years and the annual term length from 34.5/36.5 to 39 weeks per year. Gradually introduced over the 1930-1950 period in more than 2,500 school districts, the extensions generated large exogenous variation in educational attainment at different points in primary school while the overall school system and curricula remained unchanged. The reforms thus constitute an ideal quasi-experimental setting for analyzing the long-run causal impact of compulsory education keeping other school characteristics fixed. With a majority of students receiving only primary schooling, both reforms affected large shares of the population and consequently had large impacts on educational attainment at the compulsory level. We find striking differences in impact between the two reforms, and between males and females. Estimated returns to compulsory schooling are robustly positive only for females, who experience a small increase in early career earnings (~ 2%) when exposed to a 7th year of schooling, and large and persistent increases in earnings (~ 4 – 5%) when exposed to an extended school year. The effects are driven by the extensive margin, in particular increased employment in the public sector.

[Measuring Instructor Effectiveness in Higher Education](#)

Pieter De Vlieger ; Brian Jacob ; Kevin Stange

Instructors are a chief input into the higher education production process, yet we know very little about their role in promoting student success. This is in contrast to elementary and secondary schooling, for which ample evidence suggests teacher quality is an important determinant of student achievement. Whether colleges could improve student and institutional performance by reallocating instructors or altering personnel policies hinges on the role of instructors in student success. In this paper we measure variation in postsecondary instructor effectiveness and estimate its relationship to overall and course-specific teaching experience. We explore this issue in the context of the University of Phoenix, a large for-profit university that offers both online and in-person courses in a wide array of fields and degree programs. We focus on instructors in the college algebra course that is required for all BA degree program students. We find substantial variation in student performance across instructors both in the current class and subsequent classes. Variation is larger for in-person classes, but is still substantial for online courses. Effectiveness grows modestly with course-specific teaching experience, but is unrelated to pay. Our results suggest that personnel policies for

recruiting, developing, motivating, and retaining effective postsecondary instructors may be a key, yet underdeveloped, tool for improving institutional productivity.

[Capacity building using PhD education in Africa](#)

Van de Laar, Mindel (UNU-MERIT) ; Achrekar, Shivani (UNU-MERIT) ; Larbi, Lucy (UNU-MERIT) ; Rühmann, Friederike (UNU-MERIT)

Globally the field of doctoral education is changing, with a move towards more internationalisation and away from traditional education. More PhD educational programmes use blended and e-learning elements and have an increasing number of working professionals enrolled in a PhD, or PhD students with jobs engaged in writing a dissertation. In Sub-Saharan Africa, the PhD scene reflects this change. Yet, not much is known about PhD capacity in Africa. While in terms of scientific output the continent is left behind, and thus doctoral education is an area to focus on, research on the effectiveness of doctoral education, and how to improve the educational offering is lacking. In this study, we offer an update of the literature related to doctoral education in Africa, an overview of the needs in the field according to both African PhD fellows and their supervisors, and a discussion on the role of e-learning innovations in supporting capacity building.

[Measuring Technical Efficiency in Primary Education: Evidences for Peruvian Case](#)

Guillermo Jopen Sánchez (Pontificia Universidad Católica del Perú)

This research article applies an analysis of efficiency in the process of educational outcomes (or "educational efficiency") on Peruvian elementary schools. It evaluates whether there are significant differences in efficiency analysis if educational outcome is considered unidimensional (only considered the educational achievement) or multidimensional (also includes access and retention in the education system). Furthermore, this document investigates the causes of these differences, and their relationship with characteristics of the demand for educational services. For that purpose, parametric and nonparametric methods are used to identify educational efficiency levels, and the Tobit methodology to estimate the effects of non-discretionary factors. The research points toward the conclusion that Peruvian elementary schools have heterogeneous levels of efficiency. Main aspects that explain this heterogeneity are school experience in generating educational outcomes, the prevalence of students with preschool education, and socioeconomic status of their households.

[Educational outcomes and immigrant background](#)

Sara Flisi (European Commission - JRC) ; Elena Claudia Meroni (European Commission - JRC) ; Esperanza Vera-Toscano (European Commission - JRC)

This technical brief aims to answer questions such as: How do the skills and educational outcomes of foreign-born young people compare with those of the native-born? Do immigrants' outcomes differ depending on whether they are EU foreign-born or non-EU foreign-born? How do the educational outcomes of second-generation immigrants compare with those of first-generation immigrants? How does the performance of recently arrived migrants compare with that of long-established immigrants? and with that of natives? Is there a correlation between educational outcomes and age of arrival or duration of stay? The brief thus seeks to contribute to analysis of the qualifications and skills composition of migrants in EU countries, as compared with that of their native counterparts. We take a life-cycle approach, focusing in turn on children, young adults and the overall working-age population. We start by looking at the skills of 15-year-old pupils. We then move on to the performance of young adults, in terms of a number of education-related indicators: early

school leaving (ESL), young people neither in employment nor in education and training (NEETs), tertiary education attainment (TEA) and employment rate of recent graduates. Finally, we present a snapshot of the skills of the adult population. The results show that second-generation migrant students are systematically more disadvantaged than their native peers across EU countries; however, adults who arrived in the country when still young generally perform at levels closer to those of their native counterparts (or at least better than first-generation migrants), showing that education systems (including vocational training) have a key role to play in the integration process. Nonetheless, there still seems to be a significant under-used stock of migrant human capital. Being aware of this situation is crucial to putting in place policies and active measures to ensure that adult migrants are fully integrated.

[Measuring Inequality of Access to Higher Education in India](#)

Borooah, Vani

This paper uses data from the 71st NSS round (Education Survey: January-June 2014) to estimate the probabilities of person in India, between the ages of 18 and 22 years, of currently attending graduate or post-graduate courses in institutions of higher education, conditional on their social and economic status, their gender, their marital status, and their urban or rural location. It then examines inequality by social group in the quality of education received. Using the technique of inequality decomposition it estimates the proportionate contributions of the above factors to inequality in the inter-personal distribution of the probabilities of currently attending higher education. It compares how access to higher education has changed between the 64th NSS (July 2007-June 2008) and the 71st (January-June 2014) rounds of the NSS.

[Employability of Portuguese Graduates: hard x soft skills](#)

Cassio Rolim ; Maria de Lourdes Machado-Taylor

One important conquest of the XXI Century is the fact that Higher Education is available for a large amount of the population. This is important also for countries and regions due to the emphasis on the development of literature on knowledge and innovation as a motor for the development of modern economies. However, it is a paradox that one of the biggest problem nowadays is the unemployment among graduates. The universities from developed countries, particularly in the European Union never formed so many young as now but they remain unemployed. On the other hand, the enterprises hardly meet new employees with the necessary skills. Clearly, there appears to be a mismatch between the training that these young people acquire at the universities and the skills demanded by the companies and the labour market in general. The literature on this topic discusses the skills that these graduates will need to meet the requirements of the labour market. Divided into professional and technical (hard) skills and interpersonal communication (soft) skills. The first are those basic skills in the area of technical training. For example, in Economics, fundamental knowledge of economic theory, econometrics, social and historical context for understanding the economic process, and so on. The domain of these competences is part of the educational process acquired in higher education institutions, (HEIs). The second, the soft skills, as related to the personal qualities of interpersonal communication, were initially considered skills acquired outside of the school system. The current state of the debate considers that they should be acquired at school by the use of new pedagogical methodologies such as Problem Based Learning (PBL) This paper is a report of the first methodological review of a research project that aims to replicate in Portugal a study already carried out in the European Union, considering the constraints of the employability of

graduates from HEIs, analysed from the perspective of employers. The sample in Portugal will choose among 1000 employers from selected economic sectors at different regions. Two special features accentuate his originality. The first is the emphasis on the perspective of the employers, rarely found in similar jobs. The second is the methodology that enhances the selection and contracting processes rather than simply inquires employers about the ideal profile demanded of a graduate. The first stage of this process is a simulation of a contracting process of a newly graduate for a full-time post in the company, with the expectation that this professional will have a career in the company. After a selection based on the features available in their Curriculum Vitae, the chosen candidates goes to a second stage. At this stage will be another simulation of an interview that will select a single candidate for the post. The outcomes of this project will give important information about what employers expected, in fact, from the HEI's graduates. It will be helpful also for the debate about improvements in the Portuguese higher education policy.

[Inequality in Human Capital and Endogenous Credit Constraints](#)

Rong Hai ; James J. Heckman

This paper investigates the determinants of inequality in human capital with an emphasis on the role of the credit constraints. We develop and estimate a model in which individuals face uninsured human capital risks and invest in education, acquire work experience, accumulate assets and smooth consumption. Agents can borrow from the private lending market and from government student loan programs. The private market credit limit is explicitly derived by extending the natural borrowing limit of Aiyagari (1994) to incorporate endogenous labor supply, human capital accumulation, psychic costs of working, and age. We quantify the effects of cognitive ability, noncognitive ability, parental education, and parental wealth on educational attainment, wages, and consumption. We conduct counterfactual experiments with respect to tuition subsidies and enhanced student loan limits and evaluate their effects on educational attainment and inequality. We compare the performance of our model with an influential ad hoc model in the literature with education-specific fixed loan limits. We find evidence of substantial life cycle credit constraints that affect human capital accumulation and inequality. The constrained fall into two groups: those who are permanently poor over their lifetimes and a group of well-endowed individuals with rising high levels of acquired skills who are constrained early in their life cycles. Equalizing cognitive and noncognitive ability has dramatic effects on inequality. Equalizing parental backgrounds has much weaker effects. Tuition costs have weak effects on inequality.

[Recent Flattening in the Higher Education Wage Premium: Polarization, Skill Downgrading, or Both?](#)

Robert G. Valletta

Wage gaps between workers with a college or graduate degree and those with only a high school degree rose rapidly in the United States during the 1980s. Since then, the rate of growth in these wage gaps has progressively slowed, and though the gaps remain large, they were essentially unchanged between 2010 and 2015. I assess this flattening over time in higher education wage premiums with reference to two related explanations for changing U.S. employment patterns: (i) a shift away from middle-skilled occupations driven largely by technological change ("polarization"); and (ii) a general weakening in the demand for advanced cognitive skills ("skill downgrading"). Analyses of wage and employment data from the U.S. Current Population Survey suggest that both factors have contributed to the flattening of higher education wage premiums.

[Economic Research and Education Policy: Project STAR and Class Size Reduction](#)

Moshe Justman (Melbourne Institute of Applied Economic and Social Research, The University of Melbourne; and Department of Economics, Ben Gurion University of the Negev)

The use of randomized controlled trials (RCTs) and related randomization strategies to eliminate selection biases in establishing causality is a key element of the “modern experimentalist paradigm” (MEP). Yet, its emphasis on precisely identifying causal factors often limits its capacity to provide an evidence base for policy. We illustrate this through a detailed look at Project STAR, an extensively analyzed, well-funded, large-scale, rigorous RCT commissioned by the Tennessee legislature to help it decide whether to mandate statewide class-size reductions (CSR) from kindergarten to the third grade. Project STAR randomly assigned students to classes of different size and compared test results across these classes, to obtain an unbiased answer to the research question, “Does reducing class size improve test scores?” However, this shed little light on whether reducing class size was a good use of increased education financing. Analyses of Project STAR ignored general equilibrium effects of CSR on both the demand for teachers and the value of test scores. Moreover, its emphasis on estimating average class-size effects in a particular setting diverted attention from their heterogeneity, and the need to understand how class size affects learning, and how its effect is moderated by circumstances. Rather than considering the full chain of evidence necessary for shaping class-size policy, Project STAR concentrated its effort on maximizing the accuracy of a single link in that chain; internal validity trumped policy relevance.

[Junior Farmer Field Schools, Agricultural Knowledge and Spillover Effects: Quasi-experimental Evidence from Northern Uganda](#)

Bonan, Jacopo ; Pagani, Laura

We analyse the impact of a junior farmer field school project in Northern Uganda on students’ agricultural knowledge and practices. We also test for the presence of intergenerational learning spillover within households. We use differences-in-differences estimators with ex-ante matching. We find that the program had positive effects on students’ agricultural knowledge and adoption of good practices and that it produced some spillover effects in terms of improvements of household agricultural knowledge and food security. Overall, our results point to the importance of adapting the basic principles of farmer field schools to children.

[Does financial literacy of parents matter for the educational outcome of children?](#)

Noemi Oggero (CeRP-Collegio Carlo Alberto) ; Mariacristina Rossi (University of Turin and CeRP-Collegio Carlo Alberto)

In this paper we analyse the academic outcomes of children and we correlate them to the educational level of their parents, including financial literacy as one of the main determinants. Financial literacy might increase the consciousness of the return to education, increasing the willingness to send children to further education. Our empirical results indeed prove that this is the case for Italian households.

[Unawareness and Selective Disclosure: The Effect of School Quality Information on Property Prices](#)

Haisken-DeNew, John P. (Melbourne Institute of Applied Economic and Social Research) ; Hasan, Syed (Australian National University) ; Jha, Nikhil (University of Melbourne) ; Sinning, Mathias (Australian National University)

The Australian Government launched the My School website in 2010 to provide standardised information about the quality of schools to the Australian public. This paper combines data from this website with home sales data for the state of Victoria to estimate the effect of the publication of school quality information on property prices. We use a difference-in-difference approach to estimate the causal effect of the release of information about high-quality and low-quality schools relative to medium-quality schools in the neighborhood and find that the release of information about high-quality schools increases property prices by 3.6 percent, whereas the release of information about low-quality schools has no significant effect. The findings indicate that many buyers are unaware of the relevance of school quality information and that real estate agents pursue a strategy of disclosing information about high-quality schools to increase the sales price. Results from a survey of Victorian real estate agents provide evidence in favor of this strategy.

[Quasi-Experimental Evidence on the Political Impacts of Education in Vietnam](#)

Dang, Thang

In this study, I estimate the causal effects of education on political outcomes in Vietnam using data from Vietnam's World Values Survey. To address the potential endogeneity problem of education, I employs the 1991 compulsory schooling reform in Vietnam to instrument for exogenous changes in schooling years with a regression discontinuity design. I find that in general education does cause favorable impacts on political outcomes in Vietnam using the whole sample. In particular, one more year of schooling results in increases in the probabilities of political concern and political participation by about 6–12% points and 6–8% points, respectively. However, I strikingly find that for those whose at least lower secondary degree, more schooling years they achieve less political concern they have.

[Ethnic Diversity and Educational Attainment](#)

Sefa Awaworyi Churchill ; Ahmed Salim Nuhu

This study attempts to explain the effects of ethnic and linguistic diversity on educational attainment. We argue that cross-section differences in ethnic and linguistic fractionalization can explain a substantial part of the cross-country differences in educational attainment levels. Using a data on 86 countries, we uncover new evidence on the relationship between fractionalization and educational attainment. We find that fractionalization lower educational attainment. This finding is consistent across various measures of educational attainment, and is robust to several sensitivity checks. We explore several potential mechanisms which could explain the observed negative effects of ethnic and linguistic diversity including ethnic diversity's effect on social capital, discrimination, public goods, conflicts, and institutional quality, among others.

[The Relative Age Effect Reversal among NHL Elite](#)

Fumarco, Luca ; Gibbs, Benjamin ; Jarvis, Jonathan ; Rossi, Giambattista

December 31 the first quarter of the year, most likely because they are relatively bigger than their younger counterparts born later in the year. As this Relative Age Effect (RAE) has been well-established in junior hockey and across other professional sports, we argue that the long-term impact of this phenomenon is still poorly understood. Using roster data on North American NHL players from 2008 to 2015, we examine the RAE in terms of birth month distribution and the extent that RAE is associated with points (i.e. goals plus assists) and player salaries. We find evidence of an RAE reversal—that players born in the second half of the year (July-December) score more points per

season (29-50% more points) and command higher salaries (30%-50% more salary). Among elite players—the highest scoring and highest paid athletes—the scoring gap ranges between 14% and 26% more points for players born in the second half of the year—whereas the salary gap ranges between 18% and 50% greater salary. We argue that results partly support an “underdog” effect in NHL that is greatest among elite players.

[Expenditure on education in Purchasing Power Standards: A comparison of three alternative deflators](#)

Mabel Sánchez-Barrioluengo (European Commission - JRC)

Following the conclusions of the IEG Indicator Expert Group on Education Expenditure the main recommended indicator to compare expenditure on education across countries is based on the expenditure per capita (students in full time equivalent “FTE) and corrected using purchasing power parities (PPP) as convertor unit. The election of PPP is based on its two main characteristics: a) it is a currency convertor able to transform different currencies to a common currency; and b) it is a spatial price deflator, that is, it equalizes purchasing power eliminating differences in price levels. However, different approaches could be used to calculate PPP in order to standardized expenditure values (Eurostat-OECD, 2012): PPP in GDP, PPP in actual individual consumption (AIC) and PPP in actual individual consumption of education (AICE). This report focuses on a) the comparison of the basket elements of goods and services of the three deflators, b) the analysis of the evolution of education expenditures per student in purchasing power standards (PPS) across Member States (MS) at different levels; and c) the assessment of the quality adjustment factor included in the PPP Education based on PISA scores. Results suggests that the selection of the deflator matters when purchasing power parities are used in international expenditure comparison. In particular, while PPP in GDP is the traditional deflator used, PPP in AIC provides a better measure of economic activity for comparisons of material well-being of household. However the application of PPP Education needs additional investigation because its application significantly changes the expenditure distribution picture of EU MS. On the other hand, the inclusion or exclusion of the quality-adjustment (measure through PISA scores) to calculate PPP Education does not change the relative position of the EU MS in the expenditure distribution, but it is a recommended approximation to control for the different qualities of education outputs.

[Inequality, segregation and poor performance: the education system in Northern Ireland](#)

Borooah, Vani ; Knox, Colin

Northern Ireland is now a post-conflict society but one of the legacies of the ‘troubles’ is an education system which is defined by religion. A parallel system of schools continues to exist where Catholics largely attend ‘maintained’ schools and Protestants ‘controlled’ or state schools. While segregation along religious grounds is the most obvious fault line in Northern Ireland schools, more insidious problems of access and performance inequalities exist which has been overshadowed by efforts to improve community relations between children and promote integrated education. This paper uses school leavers’ data to examine the nature of inequality in schools and consider an alternative policy option for tackling inequality and segregation, respectively.

[Affirmative Action and Racial Segregation](#)

Hinrichs, Peter (Federal Reserve Bank of Cleveland)

A number of states have recently prohibited the use of affirmative action in admissions to public universities statewide. A growing body of research suggests that these affirmative action bans reduce minority enrollment at selective colleges while leaving overall minority college enrollment rates unchanged. The effect of these bans on racial segregation across colleges has not yet been estimated directly and is theoretically ambiguous due to a U-shaped relationship between minority enrollment and college selectivity. This paper uses variation in the timing of affirmative action bans across states to estimate their effects on racial segregation, as measured by exposure and dissimilarity indexes. The results suggest that affirmative action bans have in some cases increased segregation across colleges but in others cases may have actually reduced it. In particular, early affirmative action bans in states with highly selective public universities appear to be associated with more segregation, whereas other affirmative action bans appear to be associated with less segregation.

[Family Structure and Reproduction of Inequality: A Decomposition Approach](#)

Julia Alamillo

Parents' socioeconomic status (SES) is strongly correlated with the family arrangements in which children are raised, with children in higher-SES households more likely to be raised by both parents. This has fueled concerns about how family structure is contributing to unequal outcomes for children. The present paper uses decomposition models to test this argument by examining how much the educational attainment of children born to low-SES parents would change if they had the same family structure as their high-SES peers.

[Integer programming methods for special college admissions problems](#)

Kolos Csaba Agoston (Department of Operations Research and Actuarial Sciences, Corvinus University of Budapest) ; Peter Biro (Institute of Economics, Centre for Economic and Regional Studies, Hungarian Academy of Sciences and Department of Operations Research and Actuarial Sciences, Corvinus University of Budapest) ; Iain McBride (School of Computing Science, University of Glasgow)

We develop Integer Programming (IP) solutions for some special college admission problems arising from the Hungarian higher education admission scheme. We focus on four special features, namely the solution concept of stable score-limits, the presence of lower and common quotas, and paired applications. We note that each of the latter three special feature makes the college admissions problem NP-hard to solve. Currently, a heuristic based on the Gale-Shapley algorithm is being used in the Hungarian application. The IP methods that we propose are not only interesting theoretically, but may also serve as an alternative solution concept for this practical application, and other similar applications. We finish the paper by presenting a simulation using the 2008 data of the Hungarian higher education admission scheme.

[The effects of accelerating the school curriculum on student outcomes](#)

Korthals, Roxanne (General Economics 2 (Macro))

The aim of this paper is to estimate the causal effects of an accelerated curriculum, in which students progress through the course material faster, on cognitive and non-cognitive outcomes. I employ two methods: First, I make use of the cohorts before and after the introduction of the possibility to accelerate and of classes which are and which are not considered for acceleration using a Difference-in-Differences (DiD) strategy. However, it seems reasonable that the best students benefit from this policy, while it is less clear that the less able students would benefit. Therefore I also employ a

second method in which I only look at the effects for the marginal student. For this, I use school grades to employ a fuzzy Regression Discontinuity Design (fRDD). Using both methods, I find that after one year the students who accelerated scored significantly higher on certain sub scores of the mathematics tests. I find no definitive results on non-cognitive skills: Using the DiD, I find that this positive cognitive effect is countered by lower scores on the teacher rated scores on perseverance, concentration, and conversation skills. For the marginal student, I find almost no effects on non-cognitive skills.

[Leading by Example: What is the effect on educational outcomes of exposing girls, in addition to parents, to female role models?](#)

Eline Bos

Beaman et al. (2011) show that female leadership influences the aspirations of girls and educational attainment, comparing villages that randomly reserved leadership positions for women in India. They suggest that female leaders mainly had this effect through providing a role model of a woman in a leadership position, thereby raising girls' aspirations for themselves and parents' aspirations for their daughters. In this paper I look at the effect of exposing girls to a female role model, in addition to parents. Within the same village council, I compare the effect of exposing both children and parents to a female role model to the effect of exposing only parents, because their children were too young to be actively exposed to a female role model. I find a significant effect of exposing girls in addition to parents on educational attainment for girls, comparing outcomes for children in the age range of 4-18 years. This suggests that policies to improve girls' education should crucially include a focus on both parents and girls.

[Cool to be Smart or Smart to be Cool? Understanding Peer Pressure in Education](#)

Leonardo Bursztyn ; Georgy Egorov ; Robert Jensen

Concerns about social image may negatively affect schooling behavior. We identify two potentially important peer cultures: one that stigmatizes effort (thus, where it is "smart to be cool") and one that rewards ability (where it is "cool to be smart"). We build a model showing that either may lower the takeup of educational activities when takeup and performance are potentially observable to peers. We design a field experiment allowing us to test whether students are influenced by these concerns at all, and then which they are more influenced by. We examine high schools in two settings: a low-income, high minority share area and a higher-income, lower minority share area. In both settings, peer pressure reduces takeup of an SAT prep package. We show that this is consistent with a greater concern for hiding effort in the lower-income school, and a greater concern with hiding low ability in the higher-income schools.

[Credit Where Credit Is Due: An Approach to Education Returns Based on Shapley Values](#)

Barakat, Bilal ; Crespo Cuaresma, Jesus

We propose the use of methods based on the Shapley value to assess the fact that private returns to lower levels of educational attainment should incorporate prospective returns from higher attainment levels, since achieving primary education is a necessary condition to enter secondary and tertiary educational levels. We apply the proposed adjustment to a global dataset of private returns to different educational attainment levels and find that the corrected returns to education imply a large shift of returns from tertiary to primary schooling in countries at all income levels. (authors' abstract)

[Faculty Deployment in Research Universities](#)

Paul N. Courant ; Sarah Turner

Deploying faculty efficiently (or more efficiently) should surely part of any optimizing strategy on the part of a college or university. Basic microeconomics about the “theory of the firm” provide some insight as to how a university would achieve productive efficiency given differences in the price (salary rate) of faculty across disciplines and variation in compensation within departments. The prices of faculty activities demonstrate substantial variation across institutions, disciplines, within disciplines and over time. These observations about variation in input prices raise fundamental questions about whether and, if so, how differences in the cost of faculty affect resource allocation at research universities. We examine how teaching allocations and costs vary both between departments and within departments. This allocation is complicated because teaching and research are jointly produced by universities, while they are also substitutes at some margin in faculty time allocation. We examine the link between departmental compensation (payroll) and student course offerings at two major public research universities. Strikingly, we find that faculty compensation per student taught varies much less across departments than salary levels. In turn, changes over time in relative salaries by discipline are much larger than changes in faculty compensation per student as universities adjust to these cost pressures by increasing class size and increasing teaching inputs from other sources. We also find that within departments the highest-paid faculty teach fewer undergraduates and fewer undergraduate courses than their lower-paid colleagues. This finding confirms our hypothesis that salaries are determined principally by research output and associated reputation, and that universities respond rationally to relative prices in deploying faculty.

[Explaining Gender Differences in Confidence and Overconfidence in Math](#)

Seo-Young Cho (University of Marburg)

This paper investigates empirically how and why men and women are different in their confidence levels. Using the data of the PISA test in math, confidence is decomposed into two dimensions: confidence in correct math knowledge and overconfidence in over-claiming false knowledge. The findings highlight that female students are not less confident than male students, but they are rather less overconfident. Furthermore, mathematical abilities have different effects on male and female students. While ability alone increases confidence and decreases overconfidence, the interaction effect of feminine gender and ability is negative. This means that the negative effect of ability on overconfidence is larger for female students than male ones, while the positive effect of ability on confidence is smaller for females. That being said, the negative gender gap in overconfidence against girls is greater for students in the higher quartiles of math scores than those in the lower quartiles. Also, the positive gender gap in confidence for girls is smaller for well-performing students than underperforming ones. The empirical evidence further reveals that such gender-asymmetric effects of ability can be explained by gender socialization that limits women’s roles and undermines their achievements.

[Measuring the Publishing Productivity of Economics Departments in Europe](#)

Konstantinos Chatzimichael ; Pantelis Kalaitzidakis (Department of Economics, University of Crete, Greece) ; Vangelis Tzouvelekas (Department of Economics, University of Crete, Greece)

Rankings of academic departments are widely used by universities throughout the world as benchmarks to allocate efficiently their research funds to different departments, and further, as

signals of high-quality education to attract or retain the most skillful and promising students and faculty. They are also used by academic departments themselves to define performance targets and shape optimal marketing strategies and further by academics and students when making their decisions on career advancements and investments in education, respectively. At aggregate level, rankings serve as informative policy instruments for national governments, as well as for country unions, in defining research budgets levels and optimally allocate them to domestic universities and country members, respectively. For instance, the development of Lisbon Agenda (2000) and the associated commitment of European Council (2005) to increase R&D funding in EU, were mainly triggered by the observed gap in leading-edge research between EU member countries and the U.S., as robustly evidenced by worldwide institutional rankings. In economic profession, there is a long tradition in ranking departments. Existing work commonly uses various measures of research output to rank departments. Laband (1985) used counts of citations to assess economics departments performance, while Yotopoulos (1961), and Niemi (1975) focused on number of articles published in top journals. Along the same lines, Yeager (1978) and Bairam (1978) considered total number of pages published in high-ranked journals. Recognizing that the quality of publications matters, Graves et al., (1982), and Scott and Mittias (1996) used AER-equivalent pages to adjust for journal-quality differences. Along the same line of argument, Conroy et al. (1994), and Dusansky and Veron (1998) looked also at AER-equivalent page counts using Laband and Piettes's (1994) updating of Liebowitz and Palmer's (1984) journal rank to weight journals. Similarly, Kalaitzidakis et al. (2003) provided a worldwide ranking of economics departments correcting further for biases arising from lagged journal weights and self-citations inclusions. There have been also rankings based on Ph.D. placements (Amir and Knauff, 2008) and averages of ranks statistics (Coupe, 2003). Most of the studies highlighted above focus solely on research output measures to rank economics departments such as number of articles, article pages, citations or combinations of them. Needless to say, such measures lack important information on research inputs use and thus might be considered as inappropriate, especially when comparisons are to be made. For instance, published articles and subsequently citations are likely to be proportionally related to faculty size. Similarly, differences in research funds, research environment and other research inputs between departments are likely to explain observed differences in research output produced. Hence, adjusting at least for some sort of inputs variations between departments is a necessary prerequisite prior comparing actual departments performance in order to obtain meaningful rankings. The important dimension of research inputs has been considered only by a limited number of studies in the field. At micro level (department level), Conroy et al. (1995) and Scott and Mittias (1996) ranked economics departments in U.S. based on productivity performance as measured by output per faculty. Using NRC (1995) survey data, Thursby (2000) tested for differences in quality ratings between economics departments in U.S. accounting for faculty size, number of federal grants, and expenditures on library acquisitions. At macro level (country level), Kirman and Dahl (1994) and Kocher and Sutter (2001) provided aggregated country rankings adjusting for research inputs such as financial resources and population. Finally, Kocher et al. (2006) adopted a DEA approach to compile a productivity-based ranking of OECD countries using country's R&D expenditures, number of economics departments, and population as research inputs. Three important observations can be drawn from the existing literature as reviewed earlier. First, most of the work in the field neglects to adjust for differences in research inputs among departments, producing therefore less informative rankings, inappropriate for comparison purposes. On the other hand, the few exceptional studies that do consider for research inputs variations focus exclusively on U.S. Second, the majority of studies are based on

journals rankings constructed over a certain period of time that, more often than not, does not coincide with the corresponding period of departments rankings. This implies that journal weights used to adjust for quality differences in publications are likely to misestimate the true quality of the journals at the time of investigation and subsequently the true performance of departments. Third, most of the existing work provides either university- or country-level rankings but does not combine them. It would be quite informative though to assess performance at both micro- and macro-level combining at the same time information from department and country rankings produced using the same methodology. In this paper, we assess the relative performance of economics departments in Europe using publication data in a core set of thirty-five top research journals in economics during the period 2007-11. Rather than focusing exclusively on output research measures, we assess performance on the basis of a publishing productivity index which allows to account for differences in research inputs among departments. The measurement of publishing productivity is based on counts of AER-equivalent articles per faculty using Kalaitzidakis' et al. (2011) updated journal weights computed over the same period with our study, overcoming thus any concerns associated with lagged-weights bias. Data on faculty size were obtained from an online search on departments websites at the time of investigation. Based on publishing productivity performance, comprehensive rankings are constructed at department level, as well as, at country level by aggregating research output and inputs of economics departments in each country. The distance of Greek economics departments from the top european departments is finally assessed.

[Creating the creators](#)

Akanksha Srivastava

The teacher who provides a learning environment where a child can learn by himself/herself and doesn't impose his /her own theories, philosophies or ideas on the child is a real teacher. Our present educational system is focusing on teaching rather than creating. The focus needs to be shifted from teaching to learning, from teacher to child, from reproducing to creating. We are preparing a work force which can react, to some measure, to the external situations but is totally unaware of its inner self, its potential, the miracle it carries in itself. We have to shift our focus from the standardized model of education where certain values and concepts are taken for granted and we blindly keep on following and transferring them through generations. We the teachers, as a part of this standardized system, give very little opportunities to our students to imagine. Education has to be more Personal. We cannot follow the age old system because they were the best but we have to change and let our students choose what is the best and what will be the best for them. The present paper focuses on the loop holes of present system of education that blocks and systematically destroys the creative capacity of children and an attempt has also been made in the paper to present some ideas which can be implied to help foster creativity. Key words: Learning Environment, Standardized System, Creative Capacity Policy

[Educational expansion and homogamy. An analysis of the consequences of educational upgrading for assortative mating in Switzerland](#)

Rolf Becker ; Ben Jann

We analyze the changing relationship between education and assortative mating over the course of educational expansion in Switzerland between 1970 and 2000. The main question is whether educational expansion has resulted in increased openness of partnership opportunities or whether the educational system became increasingly important for assortative mating. Census data is used to

describe this social change employing a cohort design. Over time and across cohorts, the proportion of people who live without a partner has increased, but the educational classes became more similar with respect to partnerlessness. At the same time, overall educational homogamy of partnerships has remained rather stable, although there were different trends for each of the educational levels. Educational expansion has contributed to increasing heterogamy for less educated and untrained persons while homogamy has increased for persons achieving intermediate and higher levels of education. However, after taking opportunity structure into account, the inclination for educational homogamy is actually more pronounced in the lower educational groups than in the higher and, in particular, the intermediate educational groups. In this respect, one can speak of a polarization of assortative mating with social closure at the lower end of the educational scale and relative openness for intermediate educational classes. This polarization, however, declined somewhat in the course of educational expansion.

[Job access and the labor market entry and spatial mobility trajectories of higher education graduates in the Netherlands](#)

Marten Middeldorp

The successfulness of the transition from education into working life is closely related to further career success. Graduates with good access to jobs earn higher wages and have lower chances of being unemployed. Access to jobs at the start of the career is therefore an important determinant of early career success and of importance for the whole career. In this paper, we study the effect of job access on the school-to-work transitions of recent higher education graduates. We use a GIS to calculate a job accessibility index based on driving time and use sequence analysis to calculate ideal-typical labor market entry trajectories and spatial mobility histories for 13,679 recent graduates of higher education. We subsequently relate job access, labor market entry trajectories and spatial mobility histories to analyze whether a suboptimal starting location in terms of job access leads to differing career paths and spatial mobility trajectories. Finally, we analyze how they interact to influence early career success.

[University impact evaluation: Counterfactual methods](#)

Balazs Kotosz

Nowadays the realization that certain economic units, universities or other objects have impact on the economy of their region comes more and more into prominence. The economic impact study has become a standard tool to persuade state legislatures of the importance of expenditures on higher education. The most general definition is as 'the difference between existing economic activity in a region given the presence of the institution and the level that would have been present if the institution did not exist.' In the practice we face a series of problems: separation of net and gross impact, identification of universities' missions, territorial level choice, statistical model choice, estimation of induced and catalytic impacts, etc. Different methods used in literature make results hardly comparable, thereby our focus is to recommend a method to investigate universities in different countries: in the lack of regional input-output matrices a multiplier based approach for first and second missions (education and research), while an application of a set of indicators for third mission (knowledge transfer related) activities. After a methodological review, we demonstrate our experiences based on example of the University of Lorraine (France), University of Szeged (Hungary), and 2 other small colleges in Hungary.

[Results of an Impact Evaluation Study on DepED's School-Based Feeding Program](#)

Tabunda, Ana Maria L. ; Albert, Jose Ramon G. ; Angeles-Agdeppa, Imelda

The link between malnutrition and poor health among elementary school children and absenteeism, early dropout and poor classroom performance as well as the effectiveness of school-based nutrition and health interventions in improving school performance are well-established in the literature. Thus, the Department of Education has been conducting conditional food transfer programs since 1997. Its current program, the School-Based Feeding Program, as implemented in school year (SY) 2013-2014, fed 40,361 severely wasted pupils enrolled in Kindergarten to Grade Six in 814 public elementary schools in the country. This paper presents the findings from the impact evaluation of the SY 2013-2014 implementation of the program. This is a follow-up on the process evaluation conducted by the PIDS. The study employed mixed methods research, undertaking qualitative surveys while undertaking focus group discussions. The findings indicate that, except for inaccurate measurement of nutrition status variables and improper documentation of the program in all its three phases (prefeeding, feeding, and postfeeding), the program was generally implemented well by the beneficiary schools, and welcomed not only by program beneficiaries and their parents but also by many of the school heads and teachers of the beneficiary pupils.

[Junior Farmer Field Schools, Agricultural Knowledge and Spillover Effects: Quasi-experimental Evidence from Northern Uganda](#)

Jacopo Bonan (Fondazione Eni Enrico Mattei (FEEM)) ; Laura Pagani (University of Milano-Bicocca)

We analyse the impact of a junior farmer field school project in Northern Uganda on students' agricultural knowledge and practices. We also test for the presence of intergenerational learning spillover within households. We use differences-in-differences estimators with ex-ante matching. We find that the program had positive effects on students' agricultural knowledge and adoption of good practices and that it produced some spillover effects in terms of improvements of household agricultural knowledge and food security. Overall, our results point to the importance of adapting the basic principles of farmer field schools to children.

[Trends in Out-of-School Children and Other Basic Education Statistics](#)

Albert, Jose Ramon G. ; Raymundo, Martin Joseph M.

The Philippines has put a lot of importance to the basic education sector. The immediate past government provided more resources to the sector, in support of the Philippine Development Plan as well as to attain commitments to global goals, including the Millennium Development Goals and its successor, the Sustainable Development Goals (which include SDG4 to achieve quality education for all). In this paper, various education indicators sourced from administrative reporting systems of the Department of Education, as well as sample surveys conducted by the Philippine Statistics Authority, are examined for monitoring and evaluation of the basic education sector. Further, these data sources on education statistics are scrutinized for describing persisting disparities among various groups (e.g., boys versus girls, poor and nonpoor, urban and rural population), and for probing into why some children continue to be out of school. Measurement issues and policy implications are also discussed.

[Are Higher Education Institutions Responsive to Changes in the Labor Market?](#)

Orbeta, Aniceto Jr. C. ; Gonzales, Kathrina G. ; Cortes, Sol Francesca S.

Higher education is a key driver of the economic growth of countries. Any country hopes that its universities, including state colleges and universities (SUCs) and private higher education institutions (PHEIs), produce the manpower needed to propel the country into high, sustained, and equitable development. This can be achieved if its universities respond well to changes in the labor market. This study seeks to review and assess how well the SUCs and PHEIs respond to regional market demands through wage premium analysis and their experience in introducing new program offerings, changing curriculums, and closing programs. To achieve this, it analyzes the developments in labor market outcomes such as wage premiums at the discipline level derived using data from the Labor Force Survey. It also uses focus group discussions with both SUCs and PHEIs to document and understand the relative ease of introducing changes into their academic programs in response to labor market changes.

[Review and Assessment of the Students Grants-in-Aid Program for Poverty Alleviation \(SGP-PA\) and Expanded SGP-PA](#)

Silfverberg, Denise Valerie ; Orbeta, Aniceto Jr. C.

Making higher education more accessible for the poor serves the equity objective. Until today, the main policy tool to achieve this objective is funding public higher institutions. This has been shown to have no significant correlation on the enrollment of the poor by earlier studies. This paper assesses a new initiative of the Philippine government called the Students Grants-in-Aid Program for Poverty Alleviation (SGP-PA) implemented starting 2012. While there are other grants-in-aid programs, SGP-PA has two important unique features, namely, (a) it is well-targeted to identified Pantawid Pamilya households and (b) it provides a grant amount that is sufficient to cover all normal education expenses including living allowance. The assessment is done by comparing the academic performance of grantees to that of their peers. The results show that their poorer socioeconomic background appears to be reflected only in their poorer grades in the first year. By their second year, they are already performing at par in Math and even better than their peers in Science and English. The study also highlights the importance of entrance exam scores in the academic performance of both grantees and their peers. Finally, the study also documents the challenges that the program is facing and provides recommendations on how to address these challenges.

[Household expenditure on higher education in India: What do we know & What do recent data have to say?](#)

S Chandrasekhar (Indira Gandhi Institute of Development Research) ; P. Geetha Rani (Department of Economics, Central University of Tamil Nadu) ; Soham Sahoo (University of Goettingen)

We analyse data from two recent NSSO surveys to provide estimates of expenditure on higher education and loans availed for higher education. The average share of expenditure on higher education out of total household expenditure is 15.3 per cent and 18.4 per cent for rural and urban households who participate in higher education. This average is higher in the southern states since individuals from these states are more likely to be enrolled in private unaided institutions where fees are higher and are more likely to be pursuing technical education. For reasons similar to mentioned above, individuals from southern states are more likely to have outstanding borrowings for education. At the all India level, poorer households are less likely to borrow possibly because they are risk averse and uncertain about future returns. We do however find that individuals from lower quintiles of the distribution of consumption expenditure are more likely to get fee subsidies or scholarships, indicating that such schemes reach their intended beneficiaries. One metric that should

be tracked at the policy level is the reliance on non-institutional source of finance and in particular money lender. In conclusion, we also highlight the need for additional research on the relative importance of credit constraints vis a vis employability in the decision to pursue higher education.

[Gender Differences in Academic Performance: The Role of Negative Marking in Multiple-Choice Exams](#)

Funk, Patricia ; Perrone, Helena

We investigate whether penalizing wrong answers on multiple-choice tests ("negative marking") makes females relatively worse off compared to males (the comparison being no penalties for wrong answers). With a cohort of more than 500 undergraduate students at a major Spanish university, we conducted a field experiment in the Microeconomics course. We created a final exam, which was composed of two parts: one with penalties for wrong answers and one without. Students were randomly allocated to different exam permutations, which differed in the questions that carried penalties for wrong answers. We find that the penalties did not harm female students. Females performed better than males on both parts of the exam and did so to a greater extent on the part with penalties. Whereas risk aversion did not affect overall scores (despite affecting answering behavior), ability did. High-ability students performed relatively better with negative marking, and these were more likely to be women.

[Attitude of teacher trainees towards continuous and comprehensive evaluation\(cce\)](#)

Rajni Kumari ; Yogesh Punia

There is need for a functional and reliable system of school-based evaluation i.e. continuous and comprehensive evaluation." National Curriculum Framework (2005). Teacher are the most important link for the successful realization of any education policy and therefore building their capacity in understanding the concept and purpose of CCE is essential to the successful implementation of the program. Keeping in view, the investigator has conducted an independent study to measure the attitude of teacher trainees towards continuous and comprehensive evaluation (CCE). Survey method was used in the present investigation. A self-developed scale for Attitude of Teacher Trainees towards CCE was used and Mean, SD and t-test were used for analysis and interpretation of data in present study. Results of the study reveals that still we have a place for improvement in teacher training in relation to CCE. Until the space is not filled up it is not possible to make impartial and successful implementation of CCE in education system, a reality. Key words: School-based Evaluation, NCF (2005), Education Policy

[Policy Reform and Gender Inequality in French Higher Education: A Two-Generation Comparative Study](#)

Magali Jaoul-Grammare (BETA, University of Strasbourg Strasbourg, France)

[The Returns to Preschool Attendance](#)

Fessler, Pirmin ; Schneebaum, Alyssa

Preschool attendance is widely recognized as a key ingredient for later socioeconomic success, mothers' labor market participation, and leveling the playing field for children from disadvantaged backgrounds. However, the empirical evidence for these claims is still relatively scarce, particularly in Europe. Using data from the 2011 Austrian European Union Statistics of Income and Living Conditions (EU-SILC), we contribute to this literature in all mentioned dimensions. In particular, we investigate the effect of preschool attendance on an individual's later educational attainment, the probability

that they work full time and their hourly wages, the likelihood of the mother working when the child is 14 years old, and on the overall distribution of wages. We find strong and positive effects of preschool attendance on educational attainment, the probability of working full time, hourly wages, and the probability that the mother is in the labor market. Full time workers at the bottom and the top of the distribution tend to benefit less than those in the middle. Women in particular benefit more in terms of years of schooling and the probability of working full time. Other disadvantaged groups (second migration migrants; people with less educated parents) also often benefit more in terms of education and work. (authors' abstract)

Repéré sur : Senat.fr

Gérard LONGUET. [Les heures supplémentaires dans le second degré de l'éducation nationale : un enjeu budgétaire et de gestion des ressources humaines](#). Rapport d'information, N° 194 (2016-2017)

En application de l'article 57 de la loi organique du 1er août 2001 relative aux lois de finances (LOLF), Gérard Longuet, rapporteur spécial de la mission « Enseignement scolaire » du budget de l'État, a mené une mission de contrôle budgétaire sur les heures supplémentaires dans le second degré.

Si celles-ci représentent une dépense annuelle supérieure à un milliard d'euros, elles demeurent présentées dans les documents budgétaires comme une donnée « exogène », dont les facteurs d'évolution ne sont pas présentés et ne faisant l'objet d'aucun pilotage.

La question des heures supplémentaires constitue pourtant une problématique centrale tant en raison de leur coût que des difficultés dont elles peuvent être le symptôme.

Elles sont en effet la contrepartie d'un régime horaire rigide prenant la forme d'obligations règlementaires de service (ORS) définie sur une base hebdomadaire.

Très largement répandues parmi les enseignants, elles représentent en outre, souvent, une part importante de leur rémunération.

L'objectif de 54 000 créations de postes dans l'éducation nationale fixé par l'actuel Gouvernement invite à se demander si d'autres leviers ne pourraient pas être actionnés pour ajuster de manière plus efficiente les moyens aux besoins d'enseignements.

Votre rapporteur spécial appelle donc à repenser le cadre de gestion des enseignants. Dans cette perspective, il formule dix recommandations articulées autour de quatre axes :

- améliorer la connaissance de l'ensemble des moyens consacrés de l'enseignement et de leurs déterminants ;
- assouplir le cadre de gestion des enseignants en prévoyant une annualisation de leur temps de travail ;
- augmenter les obligations règlementaires de service et mettre fin aux régimes dérogatoires injustifiés ;
- en contrepartie, prévoir une augmentation de leur rémunération, en première partie de carrière notamment.

[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](#)

Rapport numéro 258 de M. Jacques GROSPELLIN, fait au nom de la commission de la culture, de l'éducation et de la communication

[Proposition de loi portant adaptation du deuxième cycle de l'enseignement supérieur français au système Licence-Master-Doctorat](#). Loi n° 2016-1828 du 23 décembre 2016 parue au JO n° 0299 du 24 décembre 2016

Repéré sur : worldbank.org

[Monitoring Global Poverty: Report of the Commission on Global Poverty](#). Washington : World Bank, November 2016

In 2013, the World Bank Group announced two goals that would guide its operations worldwide. First is the eradication of chronic extreme poverty bringing the number of extremely poor people, defined as those living on less than 1.25 purchasing power parity (PPP)-adjusted dollars a day, to less than 3 percent of the world's population by 2030. The second is the boosting of shared prosperity, defined as promoting the growth of per capita real income of the poorest 40 percent of the population in each country. In 2015, United Nations member nations agreed in New York to a set of post-2015 Sustainable Development Goals (SDGs), the first and foremost of which is the eradication of extreme poverty everywhere, in all its forms. Both the language and the spirit of the SDG objective reflect the growing acceptance of the idea that poverty is a multidimensional concept that reflects multiple deprivations in various aspects of well-being. That said, there is much less agreement on the best ways in which those deprivations should be measured, and on whether or how information on them should be aggregated. *Monitoring Global Poverty: Report of the Commission on Global Poverty* advises the World Bank on the measurement and monitoring of global poverty in two areas: What should be the interpretation of the definition of extreme poverty, set in 2015 in PPP-adjusted dollars a day per person? What choices should the Bank make regarding complementary monetary and nonmonetary poverty measures to be tracked and made available to policy makers? The World Bank plays an important role in shaping the global debate on combating poverty, and the indicators and data that the Bank collates and makes available shape opinion and actual policies in client countries, and, to a certain extent, in all countries. How we answer the above questions can therefore have a major influence on the global economy.

Brinkman, Sally; Thanh Vu, Binh. 2017. [Early Childhood Development in Tonga : Baseline Results from the Tongan Early Human Capability Index](#). World Bank Studies;. World Bank, Washington, DC

Early Childhood Development in Tonga offers a comprehensive assessment of early child development across Tonga using the Tongan Early Human Capability Index instrument. The data has information on more than 6,600 children, ages three to five, living across 36 inhabited islands, and reported for 129 communities. On the basis of population figures from the Tongan census data collection provided by the Tonga Department of Statistics, 81 percent of three- to five-year-olds participated in the Tongan Early Human Capability Index. The report details the development of the instrument used to collect the child development data to ensure cultural validity and local relevance, while still capturing the fundamental aspects of child development that are consistent across countries and cultures. As well as the development of the instrument, other countries will also be interested in learning about the method of data collection across a country with remote and isolated islands using an innovative partnership between health and education. Using existing systems and community governance structures, the data was not only collected but also

disseminated back to communities to raise awareness and prompt community and government mobilization to support early child development. The process of developing and implementing the Tongan Early Human Capability Index across Tonga helped build national and district capacity, and is encouraging the establishment of community-based supports for children. Researchers, policy makers, and practitioners as well as advocates for the development and enhancement of systems to monitor early child development worldwide will find this publication highly significant.

Moussa P. Blimpo, Ousman Gajigo and Todd Pugatch. [Financial Constraints and Girls' Secondary Education: Evidence from School Fee Elimination in The Gambia](#). Washington : World Bank, december 2016

This study analyzes the impact of large-scale fee elimination for secondary school girls in The Gambia on the quantity, composition, and achievement of students. The gradual rollout of the program across geographic regions provides identifying variation in the policy. The program increased the number of girls taking the high school exit exam by 55 percent. The share of older test takers increased in poorer districts, expanding access for students who began school late, repeated grades, or whose studies had been interrupted. Despite these changes in the quantity and composition of students, there are robustly positive point estimates of the program on test scores, with suggestive evidence of gains for several subgroups of both girls and boys. Absence of learning declines is notable in a setting where expanded access could strain limited resources and reduce school quality. The findings suggest that financial constraints remain serious barriers to post-primary education, and that efforts to expand access to secondary education need not come at the expense of learning in low-income countries like The Gambia.

Felipe Barrera-Orsorio, Pierre de Galbert, James Habyarimana and Shwetlena Sabarwal.

[Impact of Public-Private Partnerships on Private School Performance: Evidence from a Randomized Controlled Trial in Uganda](#). Washington : World Bank, december 2016

This paper estimates the short-term, partial-equilibrium impacts of a public-private partnership program for low-cost private secondary schools in Uganda. The public-private partnership program is part of a broader strategy to absorb large increases in secondary enrollment following the introduction of universal secondary education. Under the program, the government offers a per-student subsidy to participating private schools. Program implementation allowed for a randomized phase-in study design to estimate the causal impacts of the program on private school performance. The study finds that the public-private partnership program helped absorb large numbers of eligible students in secondary schools. Student performance in participating private schools was significantly better than in nonparticipating private schools. The study finds that improved student performance is potentially linked to increased input availability, as well as positive selection of government aided students in private schools. Suggestive evidence indicates that this selection most likely occurs on the part of households rather than schools

Andrew Rosser and Mohamad Fahmi. [The Political Economy of Teacher Management in Decentralized Indonesia](#). Washington : World Bank, december 2016

Indonesia faces serious challenges in the number, cost, quality, and distribution of teachers. This paper examines the role of political economy factors in producing these challenges and shaping efforts to resolve them. It argues that the challenges have their origins in the way in which political and bureaucratic elites have for decades used the school system to accumulate resources, distribute

patronage, mobilize political support, and exercise political control. This orientation has meant that teacher numbers, quality, and distribution have been managed to maximize flows of rents and votes from schools to the elite, lubricate patronage and political networks, and ensure that elites maintain political control rather than maximize educational performance and equity. The fall of the New Order, the authoritarian and centralized regime that ruled Indonesia from 1965 to 1998, led to efforts to change this situation, but these have had little impact so far. The paper concludes by assessing what can be done by proponents of teacher management reform in this context to promote better outcomes.

2. Sommaires de revues en éducation

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- Using critical incidents and E-Portfolios to understand the emergent practice of Japanese student-teachers of English
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- Teacher confidence and professional capital
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- Research capacity and initial teacher education reform: Irish experiences, international perspectives
Jim Gleeson, Ciaran Sugrue, Joanne O'Flaherty
- Overcoming the odds: Exploring barriers and motivations for male trainee primary teachers
Katie Pollitt, Jeremy Oldfield
- Teachers' perceived professional space and their agency
Helma W. Oolbekkink-Marchand, Linor L. Hadar, Kari Smith, Ingrid Helleve, Marit Ulvik
- Teachers crossing borders: A review of the research into cultural immersion field experience for teachers
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- Mathematics teachers' motivations for, conceptions of, and experiences with flipped instruction
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Teaching in alternative and flexible education settings

- Learning from teaching in alternative and flexible education settings
Jennifer A. Vadeboncoeur & Paulo Padilla-Petry
- Teaching in alternative and flexible education settings
Martin Mills, Kitty te Riele, Glenda McGregor & Aspa Baroutsis
- Emerging ideas for innovation in Indigenous education: a research synthesis of Indigenous educative roles in mainstream and flexi schools
Marnee Shay
- Symbolic non-violence in the work of teachers in alternative education settings
Richard Waters
- Cultivating critical reflection: educators making sense and meaning of professional identity and relational dynamics in complex practice

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- Exploring the affective dimension of teachers' work in alternative school settings
Kitty te Riele, Martin Mills, Glenda McGregor & Aspa Baroutsis
- Reworking or reaffirming practice? Perceptions of professional learning in alternative and flexible education settings
Vicky Plows
- Beyond the middle finger: affective labour, an ethic of care and the reform of teacher education
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- Relations among resources in professional learning communities and learning outcomes
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- Learning through inquiry: a Global Health Hackathon | Open Access
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- Being punk in higher education: subcultural strategies for academic practice
Tom Parkinson
- A critical reflection on the multiple roles required to facilitate mutual learning during service-learning in Creative Arts education
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- Can higher-proficiency L2 learners benefit from working with lower-proficiency partners in peer feedback?
Shulin Yu & Guangwei Hu
- Non-traditional students and critical pedagogy: transformative practice and the teaching of criminal law
Susanna Menis
- Reflective pedagogy: the integration of methodology and subject-matter content in a graduate-level course
Rick C. Jakeman, Markesha M. Henderson & Lionel C. Howard
- A present absence: undergraduate course outlines and the development of student creativity across disciplines
Elizabeth Marquis, Kaila Radan & Alexandra Liu
- Written feedback in intercultural doctoral supervision: a case study

- The Tragedy of the Grabbed Commons: Coercion and Dispossession in the Global Land Rush
Jampel Dell'Angelo, Paolo D'Odorico, Maria Cristina Rulli, Philippe Marchand
- Why Have Improved Cook-Stove Initiatives in India Failed?
Meena Khandelwal, Matthew E. Hill, Paul Greenough, Jerry Anthony, Misha Quill, Marc Linderman, H.S. Udaykumar
- Citizens' Preferences and the Portfolio of Public Goods: Evidence from Nigeria
Jonas B. Bunte, Alisha A. Kim
- Temporary Jobs, Institutions, and Wage Inequality within Education Groups in Central-Eastern Europe
Cristiano Perugini, Fabrizio Pompei
- What Constrains Financial Inclusion for Women? Evidence from Indian Micro data
Saibal Ghosh, D. Vinod
- What has Driven Deforestation in Developing Countries Since the 2000s? Evidence from New Remote-Sensing Data
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Jeffrey Alwang, Catherine Larochelle, Victor Barrera
- Can Rights of Nature Make Development More Sustainable? Why Some Ecuadorian lawsuits Succeed and Others Fail
Craig M. Kauffman, Pamela L. Martin
- Missing(ness) in Action: Selectivity Bias in GPS-Based Land Area Measurements
Talip Kilic, Alberto Zezza, Calogero Carletto, Sara Savastano
- Coffee Certification and Forest Quality: Evidence from a Wild Coffee Forest in Ethiopia
Ryo Takahashi, Yasuyuki Todo
- The Legal Environment and Incentives for Change in Property Rights Institutions
Natasha Hamilton-Hart

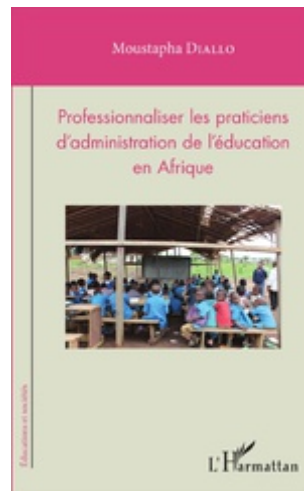
- How Does Gender Affect Sustainable Intensification of Cereal Production in the West African Sahel? Evidence from Burkina Faso
Veronique Theriault, Melinda Smale, Hamza Haider
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Adrian Fenton, Jouni Paavola, Anne Tallontire
- Local Politics of Forest Governance: Why NGO Support Can Reduce Local Government Responsiveness
Nathan J. Cook, Glenn D. Wright, Krister P. Andersson
- The World Bank Improving Environmental and Natural Resource Policies: Power, Deregulation, and Privatization in (Post-Soviet) Armenia
Sarah L. Burns, Max Krott, Hovik Sayadyan, Lukas Giessen

3. Livres intéressants



Jean Patrice Ake, coord. **L'exigence de qualité dans nos universités**. Paris : L'harmattan, 2016. 94 p.
(La Palabre,n°1) - EAN : 9782343103327 - 12 euros

Dans ce contexte de mondialisation dans lequel les universités africaines sont embarquées, celles-ci sont à la recherche de l'excellence par la qualité des structures et des enseignements. Ce sont de nouveaux défis que le système LMD essaie de relever.



Moustapha Diallo. **Professionaliser les praticiens d'administration de l'éducation en Afrique**. Paris : L'harmattan, 2017. 208 p. ISBN : 978-2-343-00595-9 - 21.5 euros

Cumulant tares et dysfonctionnements, en confrontation avec les initiatives locales, l'école africaine formelle est condamnée à opérer sa mue. Impliqués dans une administration de services éducatifs sans préparation préalable, des enseignants y ont développé des pratiques singulières avec des résultats allant du meilleur au pire. Cette évolution interroge les supports des pratiques administratives autant que les savoirs à la base du développement professionnel des personnels.



Pascal Detroz, Marcel Crahay, Annick Fagnant. **L'évaluation à la lumière des contextes et des disciplines**. Bruxelles : De Boeck, 2017. ISBN : 9782807307155 - 318 p.

Cet ouvrage collectif regroupant les contributions de 11 équipes de chercheurs issus des 4 pays francophones questionne l'impact des contextes et des disciplines sur l'évaluation mais aussi, en effet retour, l'impact de l'évaluation, aujourd'hui omniprésente dans nos vies quotidiennes, sur les contextes et les disciplines.

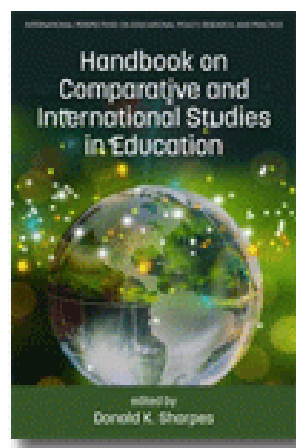


Patrick K. N'Gouan, Joseph Yao. Préface d'Edouard Firmin Matoko. Analyse économique de l'éducation en Afrique subsaharienne. Paris : L'Harmattan, janvier 2017. 236 p. ISBN : 978-2-343-10854-4 - 27 euros

L'éducation est un secteur à la fois prioritaire et sensible en ce sens qu'elle constitue le moteur du développement dans toutes ses dimensions. Généralement, son étude a tendance à se réduire à ses aspects liés aux sciences humaines et sociales. La spécificité de cet ouvrage est d'élargir le champ d'études de cette matière aux sciences économiques, pour contribuer à rechercher l'équilibre entre l'offre et la demande, en quantité et en qualité, sur le marché du bien éducation. Une telle approche vise l'optimisation des politiques et stratégies d'éducation en Afrique subsaharienne.

Sharpes, D. K. (2016). *Handbook on Comparative and International Studies in Education*. Charlotte (North Carolina, USA) : Information Age Publishing (IAP).

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Sharpes, D. K. (2016). **Handbook on Comparative and International Studies in Education**. Charlotte (North Carolina, USA) : Information Age Publishing (IAP). ISBN-13 9781681236766

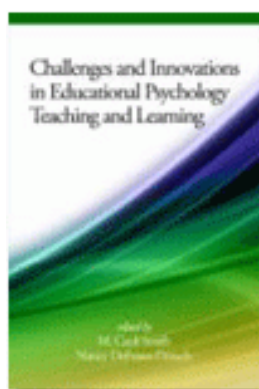
This Handbook is a comprehensive reference book for libraries, scholars, and comparative and international studies researchers. It contains 33 chapters on all major educational topics, including research using all qualitative and quantitative methodologies, with research from 23 countries and all inhabited continents. Here you as a scholar will find research from countries not usually known for published educational schooling topics. The globalization of educational research has not typically kept pace with the globalization of economies or communication technologies. This Handbook

includes expanded research capabilities from both developed and less developed countries throughout the world.



Gather Thurler, M., Kolly-Ottiger, I., Losego, P. & Maulini, O. (2017). ***Les directeurs au travail. Une enquête au cœur des établissements scolaires et socio-sanitaires.*** Bern, Berlin, Bruxelles, Frankfurt am Main, New York, Oxford, Wien. : Peter Lang. ISBN : 9783034325950 - 40 euros

Fondé sur une importante enquête menée en Suisse Romande, ce portrait collectif des directeurs au travail interpellera l'ensemble des acteurs du domaine étudié. Bien au-delà, il offre matière à réfléchir à tout professionnel occupant une fonction de direction, de formation et de prise de décision. Cet ouvrage montre que le métier de directeur d'établissement scolaire ou socio-sanitaire, souvent présenté comme une fonction, est aussi un travail, susceptible d'une observation et d'une mesure. Il se compose d'une « foule de petites choses à faire » presque invisibles et d'un organigramme complexe de dossiers ouverts, d'actions à mener et à justifier. Le métier consiste aussi à accepter des décalages entre ce travail réel, souvent prosaïque, et l'imaginaire du rôle. Enfin, il implique des expériences professionnelles marquées par des épreuves subjectivement et objectivement vécues, reliées aux évolutions politiques et économiques autant qu'aux difficultés à répondre aux besoins et aux ambivalences des interlocuteurs : collaborateurs, usagers, familles, supérieurs hiérarchiques.



Smith, M. C. & DeFrates, N. (2016). ***Challenges and Innovations in Educational Psychology Teaching and Learning.*** Charlotte (North Carolina, USA) : Information Age Publishing (IAP).

Leading faculty members in educational psychology, who are expert classroom teachers, describe inherent difficulties encountered when teaching different subject matter in educational psychology

to diverse populations of students, including undergraduate teacher candidates, psychology and child development majors, and graduate students in education and psychology. Educational psychology addresses subject matter as diverse as child and adolescent development, motivation, learning theories, student assessment, teacher expertise, and research methods and statistics. Drawing from their years of classroom experience, as well as their expertise in designing and conducting educational research, the contributing authors report their successful instructional efforts and innovations designed to increase student learning and knowledge of the discipline.