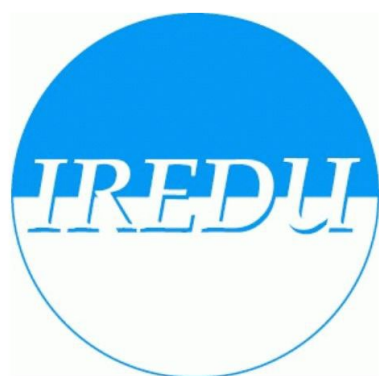


Veille de l'IREDU



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Acquisition de compétences

Aalioui, L., Labeye, E., & Huet, N. (2025). **Learning Technical Skills and Soft Skills in Vocational Training.** *VETNET Conference Series*, 8, 26. <https://doi.org/10.21240/vetcon/2025/ecer/38>

Context: In education and training, particularly adult vocational training, the main objective is to develop learners' technical and soft skills. However, there is an imbalance between the training of technical skills and soft skills, which are essential for professional success. Although broadly valued by international institutions and employers, soft skills are difficult to integrate into training courses, due to their vague definition, their conceptual heterogeneity and the absence of structured teaching approaches. **Nevertheless,** recent literature highlights the link between metacognition and the development of soft skills. **Approach:** This study evaluated the impact of a pedagogy incorporating: 1) Soft skills workshops relying on metacognitive prompts (SSWmp), enabling learners to become aware of and analyse their social and emotional behaviour with the aim of developing social and emotional skills. 2) Incentives for self-regulation of learning (SRL), where trainer helps them set short, medium and long-term goals, guides and supports them in their learning through a professional project, and shares self-regulation strategies. The 175 adult participants, divided according to the presence or absence of these two types of incentive, were assessed using pre- and post-test methodology based on empirically validated questionnaires on metacognitive knowledge, self-regulation learning and soft skills (social skills, inter-individual emotional skills, and intra-individual emotional skills). Theoretical knowledge and technical skills were also tested. **Findings:** The analyses show that SSWmp significantly improved metacognitive knowledge ($p < .01$) and inter-individual emotional skills ($p < .05$). A strong positive correlation was observed between a high level of metacognitive knowledge and a high level of social and emotional skills ($p < .01$). A positive correlation was also observed between a high level of metacognitive knowledge and a high level of technical skills ($p < .05$). **Conclusions:** The study confirms the importance of metacognition in the development of soft skills. These results suggest that the combination of SSWmp and self-regulated incentives environments is a promising approach to meeting the challenges of vocational training.

Alvar, D., & Baguio, J. B. (2025). **Pedagogical Commitment of Teachers and Cognitive Mastery of Students in Public Elementary Schools.** *Archives of Current Research International*, 25(7), 326-336. <https://doi.org/10.9734/acri/2025/v25i71338>

This study aimed to determine the significant relationship between the pedagogical commitment of teachers and the cognitive mastery of students in public elementary schools in Baganga District, Division of Davao Oriental. Specifically, it sought to assess how various dimensions of pedagogical commitment, namely instructional effectiveness, student-centered approach, continuous professional development, and professional dedication—predict student cognitive mastery. A descriptive-correlational research design was employed, involving 138 public elementary school teachers selected through stratified random sampling. Data were collected using standardized questionnaires administered via face-to-face surveys. The analysis utilized mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression techniques to determine the relationship and predictive value of the variables. The findings revealed that both the pedagogical commitment of teachers and the cognitive mastery of students were rated as very high. A significant positive relationship was established

between the two constructs. Among the dimensions of pedagogical commitment, instructional effectiveness, student-centered approach, and continuous professional development significantly influenced students' cognitive mastery, while professional dedication showed no significant impact. These results suggest the need for school administrators to prioritize instructional practices and professional growth opportunities that directly enhance students' learning outcomes. The study underscores the importance of fostering teacher development initiatives aligned with student learning goals, thus contributing to evidence-based educational planning and professional development in public elementary schools.

Amorim, V., Piza, C., & Júnior, I. J. L. (2025). **Learning when schools shutdown: Impacts of H1N1 outbreak on learning loss and learning gaps.** *Economics of Education Review*, 108, 102698. <https://doi.org/10.1016/j.econedurev.2025.102698>

This paper contributes to the growing body of evidence on the effects of school closures on learning outcomes, with a focus on a recent event in a developing country. During the 2009 H1N1 pandemic, nearly 13,000 public schools in São Paulo state, Brazil, extended their winter break by two to three weeks. By employing double- and triple-difference designs, our study shows that even a relatively short period of school closure can result in a learning loss equivalent to at least three weeks of regular schooling in reading and four weeks of regular schooling in math. Furthermore, the findings suggest that the adverse impacts were more pronounced among students performing below the expected proficiency level in math, suggesting disproportionate negative effects on schools with a higher percentage of academically challenged students.

Blair, P. Q., Debroy, P., & Heck, J. (2025). **Skills, degrees, and labor market inequality.** *Economics of Education Review*, 108, 102704. <https://doi.org/10.1016/j.econedurev.2025.102704>

Income inequality between workers with and without bachelor's degrees has grown sharply over the past 50 years. Canonical explanations attribute this trend to skill-biased technological change, often labeling workers with bachelor's degrees as "skilled" and those without as "unskilled." We offer a complementary approach by using the skill requirements of a worker's current job as a proxy for their skill set. This method enables skill-based comparisons across educational backgrounds and ties observed skills directly to labor market demand. It also broadens the definition of a skilled worker to include those who develop expertise through work experience. We refer to such workers as Skilled Through Alternative Routes (STARs), consistent with the idea that human capital is accumulated not only through formal education but also through on-the-job work experience. Building on this framework, we develop a model of job transitions in which the Absolute Skill Mobility Friction (ASMF) is defined as the elasticity of the flow rate between two occupations with respect to the skill distance separating them. Empirically, we find that STARs and bachelor's degree holders experience similar mobility frictions when moving between jobs with comparable skill requirements. However, STARs face greater friction than bachelor's degree holders when moving to higher-wage jobs that demand more skills than their current occupation. This gap in upward mobility persists unmitigated in tight labor markets, suggesting that human capital differences alone do not account for labor market inequality by education.

Bretesché, S. (2025). **Devenir ingénieur: construire des habiletés entre promesse technologique et éthique de l'organisation.** *Éducation Permanente*, 243(2), 163-172. <https://doi.org/10.3917/edpe.243.0163>

Café pédagogique. (2025, septembre 9). **La France est rattrapée par le déterminisme social et les faibles compétences de base.** Consulté 16 septembre 2025, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2025/09/09/la-france-est-rattrapee-par-le-determinisme-social-et-les-faibles-competences-de-base/>
'édition 2025 du rapport « Regards sur l'éducation de l'OCDE », publiée le 9 septembre, accorde une attention particulière à l'enseignement supérieur. Parmi les grands constats : une hausse du niveau de formation, un déterminisme social toujours marqué dans les pays de l'OCDE mais aussi un manque d'attractivité des domaines scientifiques. Décryptage.

Champy-Remoussenard, P., de Miribel, J., & Sido, X. (2025). **L'éducation à l'esprit d'entreprendre.** Consulté à l'adresse <https://www.peterlang.com/document/1459468>
Ces dernières années, les activités entrepreneuriales évoluent fortement et tendent progressivement à s'étendre et transformer la sphère du travail. ...

Conte, J. L., Assegond, C., Salvazet, R., & Rubens, L. (2025). **Des données à l'action: apprentissage et changement de comportements.** *Éducation Permanente*, 243(2), 127-137. <https://doi.org/10.3917/edpe.243.0127>

L'article explore la complexité des mécanismes d'apprentissage et de changement de comportements grâce aux informations sur l'énergie. Les recherches montrent que les pratiques énergétiques se construisent au travers d'apprentissages contextuels complexes et que les informations ne se suffisent pas à elles-mêmes pour induire des changements. Les feedbacks, bien que prometteurs, nécessitent un véritable accompagnement. Les auteurs concluent sur l'importance de construire une culture de l'énergie.

Descamps, S., Degand, S., Temperman, G., Boumazguida, K., & Lièvre, B. D. (2024). **Développer l'esprit critique en éducation relative à l'environnement en décryptant le greenwashing.** *Éducation relative à l'environnement. Regards - Recherches - Réflexions*, (19.2). <https://doi.org/10.4000/14fmu>

Cette recherche s'aligne sur les recommandations du GreenComp et explore le développement de l'esprit critique chez les élèves de 6e primaire en Belgique francophone, dans un contexte où le greenwashing (l'écoblanchiment) est omniprésent dans le quotidien des citoyens. Notre étude évalue un dispositif technopédagogique visant à former les élèves au décryptage du greenwashing par l'analyse de publicités de manière à les habiliter à repérer les différentes stratégies d'écoblanchiment. Plus spécifiquement, cette recherche évalue l'acquisition de notions écologiques et la capacité à repérer le greenwashing en ligne et à transférer ces connaissances dans la conception de publicités greenwashées. Les résultats montrent une amélioration significative de la compréhension du phénomène d'écoblanchiment et une attitude plus critique envers la publicité et les pratiques commerciales. Cette contribution souligne l'importance pédagogique d'intégrer des tâches d'analyse et de transfert pour sensibiliser les jeunes aux enjeux sociétaux et à développer des compétences nécessaires pour évoluer dans un univers numérique en évolution.

Fur, É. L. (2025, septembre 2). **Pourquoi enseigner l'éducation financière à l'école.** <https://doi.org/10.64628/AAK.475gnj59q>

Très tôt, à l'école, on s'initie à des concepts mathématiques parfois complexes. Est-on pour autant capable de bien s'orienter dans l'offre bancaire et de construire un budget ?

Galkiewicz, A. (2025). **The Effects of Air Pollution on Teenagers' Cognitive Performance: Evidence from School Leaving Examination in Poland** [Working paper]. Consulté à l'adresse arXiv.org website: <https://EconPapers.repec.org/RePEc:arx:papers:2506.19801>

Random disturbances such as air pollution may affect cognitive performance, which, particularly in high-stakes settings, may have severe consequences for an individual's productivity and well-being. This paper examines the short-term effects of air pollution on school leaving exam results in Poland. I exploit random variation in air pollution between the days on which exams are held across three consecutive school years. I aim to capture this random variation by including school and time fixed effects. The school-level panel data is drawn from a governmental program where air pollution is continuously measured in the schoolyard. This localized hourly air pollution measure is a unique feature of my study, which increases the precision of the estimated effects. In addition, using distant and aggregated air pollution measures allows me for the comparison of the estimates in space and time. The findings suggest that a one standard deviation increase in the concentration of particulate matter PM_{2.5} and PM₁₀ decreases students' exam scores by around 0.07-0.08 standard deviations. The magnitude and significance of these results depend on the location and timing of the air pollution readings, indicating the importance of the localized air pollution measure and the distinction between contemporaneous and lingering effects. Further, air pollution effects gradually increase in line with the quantiles of the exam score distribution, suggesting that high-ability students are more affected by the random disturbances caused by air pollution.

Galvez-Soriano, O. (2025). **Foreign language skills and labor market outcomes: The case of English in Mexico.** *Economics of Education Review*, 108, 102702. <https://doi.org/10.1016/j.econedurev.2025.102702>

This paper examines the labor market effects of English instruction in the context of a developing, non-English-speaking country. I leverage a natural experiment in Mexico, where six states introduced English as a subject in public elementary schools during the 1990s. Using individual-level data from the 2014 Subjective Well-being Survey, which uniquely includes a self-reported measure of English-speaking ability, I estimate the causal effects of these policy changes using a staggered Difference-in-Differences design with robust estimators that account for treatment effect heterogeneity. The results indicate that state English programs increased English proficiency, especially among individuals from higher-income households and those with more educated parents. However, despite this improvement in language skills, the programs had no significant effect on wages. I show that this null effect is consistent with general equilibrium dynamics: the interventions expanded labor supply, particularly among women and low-educated individuals, but did not raise labor demand sufficiently to generate wage gains. Complementary analyses show no impact on higher education enrollment, domestic or international migration, or shifts between formal and informal employment. These findings suggest that while early exposure to English instruction can increase language proficiency and labor force participation, the broader economic benefits may be limited in the absence of complementary labor demand shocks. This contributes new

evidence to the literature on language skills and labor markets, highlighting the importance of considering equilibrium effects and workforce composition when evaluating education policies.

III. **Les savoirs fondamentaux : de quoi parle-t-on et pourquoi ?** (2025). *Administration & Éducation*, (HS2), 76-82. <https://doi.org/10.3917/admed.hs2.0076>

Jeune, N. (2024). **Teachers' use of research on teaching critical thinking. A collaborative way to link teachers' use and production of research and knowledge** (Phdthesis, Université Paris Cité). Consulté à l'adresse <https://hal.science/tel-05238660>

Through five interconnected studies, this dissertation explores the multifaceted concept of teachers' use of research, and how to facilitate such use on teaching critical thinking. The first study investigates educational stakeholders' views about factors influencing teachers' use of research, focusing on factors that researchers and decision-makers can act upon. This factorial survey experiment with 440 participants reveals some differing opinions among teachers, trainers, decision makers, and researchers, with a consensus that institutional support and elements facilitating the instrumental use of research are most important. This study suggests that better conceptual clarity is needed about teachers' use of research. The second study further examines the conceptual ambiguities of research, evidence, data, and knowledge and their use in education. This systematic review of 32 reviews identifies a lack of clear definitions, especially regarding the educational goals associated with teachers' use of research, evidence, data, and knowledge. It also suggests redefining teachers' and researchers' usually asymmetrical roles, and proposes cultural, infrastructural, and systemic changes for sustained research use by teachers, advocating for two-way horizontal approaches linking teachers' use and production of research. The third study reviews collaborative frameworks to support teachers' use of research and describes a design-based research project aiming at facilitating teachers' use of research on teaching critical thinking. This study analyzes the creation of a research-brokered resource that involved over 30 researchers and teachers. The steps involved a review of a previous research-based resource unsuited to teachers and in-person meetings to sort and prioritize suggested changes. It also documents a teacher-research network dedicated to teaching critical thinking and details its successful interconnection with the resource. The study suggests that future research should examine their effect on teachers' use of research on teaching critical thinking as part of a teacher training program. The fourth study discusses the gap between teaching and research, and the associated 'two-communities framework'. It questions teachers' and researchers' motivations for engaging in collaborative research through an exploratory survey. It reveals that rewards or professional constraints and the time needed to take part in collaborative research are lower sources of motivation compared to others such as the perceived usefulness of the result or process, or clear and explicit goals. The findings challenge the 'two-communities' framework, showing that there are many shared motivations between teachers and researchers. The study recommends detailed descriptions of collaborative project steps to better understand what drives participation. The fifth study addresses the reconceptualization of teaching critical thinking into teaching critical approaches, based on limitations found regarding the former concept. The literature reviewed shows a predominant focus on critical thinking skills over dispositions and an overemphasis on the epistemic rather than the ethical and political dimensions. This study also critiques the dominant evaluation practices in the field, which are mostly through standardized testing. Teaching critical

approaches is suggested to address these pitfalls and focuses on four axes described in the resource produced as part of a design-based research. The resource operationalizes teaching critical approaches through focus on the relationship to knowledge, metacognition and reflexivity, argumentation, and information evaluation. Overall, this dissertation provides a comprehensive examination of facilitating teachers' use of research, emphasizing collaborative research frameworks, conceptual clarification and institutional support to sustain teachers' use of research, particularly in relation to teaching critical approaches.

Kilic, A. (2025). **Enquêter dans les coulisses enseignantes : Un enseignement-recherche pour apprendre le métier de professeur des écoles.** *Éducation Permanente*, 243(2), 80-87. <https://doi.org/10.3917/edpe.243.0080>

Cet article interroge les effets transformatifs d'un dispositif d'enseignement-recherche chez un groupe d'étudiantes en formation au métier de professeur des écoles en abordant la question de l'apprentissage informel du métier et de l'acquisition de la culture professionnelle informelle. Valorisant l'outil de l'auto-ethnographie, les étudiantes ont recueilli et analysé des matériaux originaux sur leurs expériences de socialisation au monde professionnel de l'école primaire.

Larrinaga, A. E., & Reyes, G. (2025). **Cash and Cognition: The Impact of Transfer Timing on Standardized Test Performance and Human Capital** [Working paper]. Consulté à l'adresse arXiv.org website: <https://EconPapers.repec.org/RePEc:arx:papers:2507.21393>

This paper shows that the timing of monetary transfers to low-income families affects students' cognitive performance on high-stakes standardized tests. We combine administrative records from the world's largest conditional cash transfer program with college admission exam results of 185,000 high school students from beneficiary families. Exploiting random variation in payment dates, we find that receiving the transfer in the days preceding the exam increases test scores by 0.01 standard deviations relative to receiving it the subsequent week. Question-level analysis reveals that effects are concentrated in final questions and easier questions, suggesting improved cognitive endurance and effort allocation. The impacts are largest for recipients of larger transfers, who experience persistent gains in human capital accumulation: their college enrollment increases by 0.6 percentage points, with higher graduation and formal employment rates seven years later. Our findings show that short-term liquidity constraints during high-stakes events can have long-lasting implications, and suggest opportunities to improve social programs through improved payment scheduling.

Mahé, P. (2024). **Problématisation des apprentissages dans une perspective émancipatrice de l'éducation au développement durable : étude des liens entre accès à la complexité des situations, construction des données et solutions proposées.** (Phdthesis, Nantes Université). Consulté à l'adresse <https://theses.hal.science/tel-05024994>

Une large partie de la communauté scientifique alerte pour dire que les activités humaines sont responsables de changements importants touchant quasiment l'ensemble des équilibres terrestres. Pour répondre à une telle crise, les dirigeants occidentaux ont élaboré, à partir de 1972, un projet politique : le développement durable. Si ce projet est critiquable en bien des points, notamment parce qu'il s'impose au monde et qu'il s'appuie sur l'idée d'une croissance continue, il est, pour le moment, le chemin qui semble émerger, au niveau mondial, pour répondre aux futurs enjeux

environnementaux, sociaux et économiques. Depuis 2004, l'éducation au développement durable a donc été intégrée dans les programmes du système éducatif français. S'il s'agit bien souvent, dans les pratiques ordinaires, d'inculquer des comportements plus durables aux jeunes générations, alors, il semble exister des contradictions entre ce projet politique de nature dogmatique et les missions émancipatrices de l'école. Nous cherchons donc à identifier s'il existe des conditions pour qu'une éducation au développement durable s'inscrive dans une perspective non conformiste, c'est-à-dire émancipatrice pour les élèves. Cela pose plusieurs questions. Si l'éducation au développement durable doit s'accorder avec les missions émancipatrices de l'école, il paraît nécessaire de penser collectivement les défis futurs à l'école. Quelle est alors la place du collectif et comment s'articule-t-il avec les processus de singularisation de l'individu ? Si les problèmes de développement durable sont des problèmes complexes, comment l'accès à la complexité des situations peut-il s'apprendre à l'école ? Comment l'usage de sa propre raison, qui pourrait permettre un travail critique sur les systèmes de valeurs, se construit-il dans un monde où la connaissance scientifique est remise en cause et noyée dans des quantités importantes d'opinions ? Comment faire émerger, chez les élèves, des propositions de solutions plus durables en évitant une éducation conformiste ? À partir des travaux déjà menés, nous avons conçu une séquence d'enseignement forcée pour tenter de répondre à ces questions. Séquence qui a pour objectif d'apprendre aux élèves à se construire, collectivement, leur propre pensée, afin qu'ils proposent des solutions plus durables et amorcent des changements de comportement pour l'avenir. Nous avons fait le choix de travailler sur le problème de la production mondiale des vêtements parce que l'industrie textile est le troisième secteur le plus consommateur d'eau dans le monde et parce que le secteur émet 1,2 milliard de tonnes de gaz à effet de serre chaque année, soit 10 % des émissions mondiales. Dans cette recherche, nous analysons donc l'activité intellectuelle des élèves de cycle 3 pour observer les effets des choix didactiques de la séquence sur la construction de la complexité de la situation et sur les solutions proposées par les élèves.

Miras, G., & Hamza-Jamann, A. (2025). **IA et langues : de nouvelles pratiques à l'école, à quel prix ?** <https://doi.org/10.64628/AAK.9sdc44n4v>

Näslund-Hadley, E., Hernández Agramonte, J. M., & Zoido, P. (2025). **The Impact of an Educational Robot-based Intervention on Second-graders Computational Thinking Skills: The Experimental Evaluation of the Irûmi Program in Paraguay** (Working paper N° 14227). <https://doi.org/10.18235/0013660>

In this article, we present the impact evaluation of Irûmi, an educational robot-based intervention aimed at developing second-grade students' computational thinking (CT) skills in Paraguay. Our results indicate that the program had an effect of 0.09 standard deviations on the students' CT skills, focusing on abilities such as abstraction, algorithmic thinking, and evaluation. These findings suggest that with age-appropriate instructional design, very young children could develop CT skills and, that smart devices and electronic toys can contribute to their development at early ages. Our study contributes to the empirical literature because it is applied to a developing country, uses an experimental design, pre-and post-treatment measures, and a large student sample, and explores the programs impact on students and teachers. In addition to the impact on students CT skills, we found that Irûmi had effects on other dimensions for which it may not have been intentionally designed. First, our results suggest that Irûmi raised

preferences towards Science, Technology, Engineering, and Mathematics (STEM) toys and increased gender flexibility toward who can play with them, especially among girls. Second, the program increased children's positive attitudes toward technology. The mechanisms by which the effects of Irûmi occur are several. First, the program increased the probability that the teacher would use educational technology in the classroom, including devices not contemplated by the program. Second, we found that Irûmi developed teachers CT skills, possibly due to the novelty of the curriculum and methodology in the Paraguayan context.

Raffy, G., & Rémeau, M. (2025). **Compétences psychosociales et bien-être au collège : l'estime de soi plus sensible aux écarts de performances que la motivation.** *Note d'Information*, (25-51), 1-4. <https://doi.org/10.48464/ni-25-51>

Les compétences psychosociales et le bien-être des élèves sont analysés à partir d'un échantillon de 15 200 élèves suivis par la DEPP depuis leur entrée au CP en 2011.

Strazzeri, M., Brox, E., Oggenfuss, C., & Wolter, S. C. (2025). **Early exposure to foreign language training and students' educational trajectories.** *Economics of Education Review*, 108, 102684. <https://doi.org/10.1016/j.econedurev.2025.102684>

We estimate the impact of a large curriculum reform in Switzerland that substantially increased the share of foreign language classes in compulsory school on students' subsequent educational choices in upper secondary school. Our analysis focuses on students from German-speaking cantons that introduced English as the first foreign language. Using detailed student register data and exploiting the staggered implementation of the curriculum reform, we find that exposure to more foreign language classes has only minor effects on educational trajectories of the overall student population. However, we find substantial effect heterogeneity: while the reform has no effect on the direct educational progression of low-track female or high-track students, it impedes low-track male students' transition to upper secondary education.

Thomas, A., Hoareau, L., Jarlégan, A., Hubert, B., Luxembourger, C., & Tazouti, Y. (2025). **Enhancing French Preschoolers' Early Literacy Skills with a New Educational Classroom Application.** *Early Education and Development*, 36(4), 886-911. <https://doi.org/10.1080/10409289.2025.2449694>

Research Findings: Recent research suggests that the new learning opportunities provided by educational applications can help children strengthen their early literacy skills. The present study assessed whether using ApplINOU, a French educational application, in the classroom helps kindergarten students improve their early literacy skills (alphabet knowledge, phonological awareness, and oral language). This study is one of the first to be conducted in France's kindergartens. The research encompassed 537 students, all following the national curriculum. The experimental group integrated ApplINOU into their lessons, while the control group did not. The experiment lasted 25 weeks, and students completed a 20-min session per week of early literacy activities. Multilevel growth models showed that students in the experimental group performed better in early literacy at the end of the experiment than those in the control group. Specifically, the experimental group demonstrated enhanced letter knowledge and phonological awareness, though no significant impact on oral language was observed. Practice or Policy: The findings carry substantial implications for the design and the integration of educational applications in preschool settings. In particular, these

applications require specific attributes, such as oral instructions or feedback, to enhance the engagement of pre-reading children in the designated activities.

Valentini, A., & Blancas, A. (2025). **The challenges of AI in higher education and institutional responses: is there room for competency frameworks?** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000394935.locale=en>

S'appuyant sur une revue de littérature et sur un inventaire des initiatives en matière d'intelligence artificielle (IA) mené auprès de 16 institutions d'enseignement supérieur réparties dans le monde entier, ce document de travail se penche sur la manière dont l'enseignement supérieur peut préparer efficacement les étudiants, les enseignants et le personnel à un monde dominé par l'IA. Les établissements ne disposent pas des cadres adaptés. Le document appelle à dépasser les approches fragmentées centrées sur l'usage de l'IA générative, en développant des stratégies globales qui intègrent recherche, interdisciplinarité et équité. Alors que 58 % des étudiants se sentent peu préparés, le rapport propose un cadre de compétences pour aider les universités à préparer leurs diplômés à une société transformée par l'IA.

Aspects économiques de l'éducation

Acton, R., Cook, E. E., & Ugalde Araya, P. (2025). **Political Views and College Choices in a Polarized America** (Working paper N° 18099). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18099>

We examine the role of students' political views in shaping college enrollment decisions in the United States. We hypothesize that students derive utility from attending institutions aligned with their political identities, which could reinforce demographic and regional disparities in educational attainment and reduce ideological diversity on campuses. Using four decades of survey data on college freshmen, we document increasing political polarization in colleges' student bodies, which is not fully explained by sorting along demographic, socioeconomic, or academic lines. To further explore these patterns, we conduct a series of survey-based choice experiments that quantify the value students place on political alignment relative to factors such as cost and proximity. We find that both liberal and conservative students prefer institutions with more like-minded peers and, especially, with fewer students from the opposite side of the political spectrum. The median student is willing to pay up to \$2,617 (12.5%) more to attend a college where the share of students with opposing political views is 10 percentage points lower, suggesting that political identity plays a meaningful role in the college choice process.

Adamecz, A., Dickson, M., & Shure, N. (2025). **The labour market returns to graduation: reconciling administrative and survey data estimates.** *Economics of Education Review*, 108, 102701. <https://doi.org/10.1016/j.econedurev.2025.102701>

This paper contributes to the literature on the earnings returns to university graduation. Recent evidence using administrative earnings data from England suggests a zero return to graduation for men and positive returns to graduation for women in annual earnings at age 26. We show that once hours worked are taken into account – typically not available in administrative tax data – returns to graduation in hourly wages are considerably smaller for women than returns in annual wages at this age. Graduate women work more hours than comparable non-graduate women; thus, not taking hours worked into account leads to overestimating returns to graduation for women by more

than two-fold. This highlights the importance of using both survey and administrative data sources when estimating the returns to university graduation.

Ahimbisibwe, I., Altjmed, A., Artemov, G., Barrios-Fernandez, A., Bizopoulou, A., Kaila, M., ... Ye, X. (2025). **Pipeline vs. Choice: The Global Gender Gap in STEM Applications** (Working paper N° 18092). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18092>

Women account for only 35% of global STEM graduates, a share that has remained unchanged for a decade. We use administrative microdata from centralized university admissions in ten systems to deliver the first cross-national decomposition of the STEM gender gap into a pipeline gap (academic preparedness) and a choice gap (first-choice field conditional on eligibility). In deferred-acceptance platforms where eligibility is score-based, we isolate preferences from access. The pipeline gap varies widely, from -19 to +31 percentage points across education systems. By contrast, the choice gap is remarkably stable: high-scoring women are 25 percentage points less likely than men to rank STEM first.

Amorim, V., Piza, C., & Júnior, I. J. L. (2025). **Learning when schools shutdown: Impacts of H1N1 outbreak on learning loss and learning gaps.** *Economics of Education Review*, 108, 102698. <https://doi.org/10.1016/j.econedurev.2025.102698>

This paper contributes to the growing body of evidence on the effects of school closures on learning outcomes, with a focus on a recent event in a developing country. During the 2009 H1N1 pandemic, nearly 13,000 public schools in São Paulo state, Brazil, extended their winter break by two to three weeks. By employing double- and triple-difference designs, our study shows that even a relatively short period of school closure can result in a learning loss equivalent to at least three weeks of regular schooling in reading and four weeks of regular schooling in math. Furthermore, the findings suggest that the adverse impacts were more pronounced among students performing below the expected proficiency level in math, suggesting disproportionate negative effects on schools with a higher percentage of academically challenged students.

Anderson, D. M., & Zaber, M. A. (2025). **Buying time: Financial aid allows college students to work less while enrolled.** *Economics of Education Review*, 108, 102686. <https://doi.org/10.1016/j.econedurev.2025.102686>

Many empirical studies have found that financial aid improves college attainment. Few have been able to test why. This study used administrative records of employment and earnings to get a more complete picture of students' finances during college and test one potential mechanism: financial aid buys students time by allowing them to work less in off-campus jobs. We studied recipients of New Jersey's need-based Tuition Aid Grant (TAG). We used the eligibility cutoffs of TAG to identify groups of otherwise similar students who received sharply different amounts of aid. A prior study took the same approach and found that TAG increased on-time graduation rates from public universities. At these schools, 80 percent of TAG recipients worked at some point during the year. This study found that when students received additional aid, on average they reduced earnings dollar for dollar.

Argan, D., Gary-Bobo, R. J., & Goussé, M. (2025). **Is There a Devaluation of Degrees? Unobserved Heterogeneity in Returns to Education and Early Experience** (Working paper

N° 18053). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18053>

We study how the returns to higher education evolved in France during a period of educational expansion. We study possible changes in the mix of unobservable characteristics of the graduate population. Using a finite mixture model with latent types, we estimate type-specific log-wage, experience accumulation, and education-choice equations. We find that expected real wages declined for higher-education degrees, and that this result is not driven by adverse selection. Returns to education and experience decreased for certain unobserved types but increased for others. The composition of types among Master's graduates suggests improved student selection over time, despite rising graduate numbers.

Aucejo, E., French, J., Araya, P. U., & Zafar, B. (2025). **Understanding Gaps in College Outcomes by First-Generation Status** (Working paper N° 34129). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:34129>

Information frictions significantly shape students' academic trajectories, but their differential impact across student backgrounds remains understudied. Using a novel panel survey capturing incoming students' subjective expectations and anonymized transcript data from Arizona State University, we first show that parental education strongly predicts educational success, even after controlling for demographics and measurable college preparation. First-generation students enter college less informed and with more uncertain beliefs, facing substantial challenges stemming from limited understanding and uncertainty about the higher education setting. A Bayesian expected utility maximization model demonstrates that higher uncertainty alone can sustain persistent achievement gaps. Empirically, students update their beliefs and make academic decisions consistent with the model's predictions. Finally, leveraging a natural experiment involving a targeted first-year experience program for academically marginal students, we demonstrate that cost-effective interventions can successfully reduce knowledge frictions, improve retention, and encourage beneficial early major switching.

Barets, E. (2025, août 28). **Les conditions des étudiants boursiers se dégradent toujours plus : « Le problème c'est qu'on travaille, on a des aides, mais on est toujours pauvres »**. Le Monde. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/08/28/les-conditions-des-etudiants-boursiers-se-degradent-toujours-plus-le-probleme-c-est-qu-on-travaille-on-a-des-aides-mais-on-est-toujours-pauvres_6636939_4401467.html

A Nanterre, en région parisienne, des étudiants boursiers racontent leur rentrée sous le signe de la hausse du coût de la vie.

Blair, P. Q., Debroy, P., & Heck, J. (2025). **Skills, degrees, and labor market inequality**. *Economics of Education Review*, 108, 102704. <https://doi.org/10.1016/j.econedurev.2025.102704>

Income inequality between workers with and without bachelor's degrees has grown sharply over the past 50 years. Canonical explanations attribute this trend to skill-biased technological change, often labeling workers with bachelor's degrees as "skilled" and those without as "unskilled." We offer a complementary approach by using the skill requirements of a worker's current job as a proxy for their skill set. This method enables skill-based comparisons across educational backgrounds and ties observed skills directly

to labor market demand. It also broadens the definition of a skilled worker to include those who develop expertise through work experience. We refer to such workers as Skilled Through Alternative Routes (STARs), consistent with the idea that human capital is accumulated not only through formal education but also through on-the-job work experience. Building on this framework, we develop a model of job transitions in which the Absolute Skill Mobility Friction (ASMF) is defined as the elasticity of the flow rate between two occupations with respect to the skill distance separating them. Empirically, we find that STARs and bachelor's degree holders experience similar mobility frictions when moving between jobs with comparable skill requirements. However, STARs face greater friction than bachelor's degree holders when moving to higher-wage jobs that demand more skills than their current occupation. This gap in upward mobility persists unmitigated in tight labor markets, suggesting that human capital differences alone do not account for labor market inequality by education.

Bonacini, L., Pignataro, G., & Rattini, V. (2025). **Tertiary Education Completion and Financial Aid Assistance: Evidence from an Information Experiment** [Working paper].

Consulté à l'adresse arXiv.org website:

<https://EconPapers.repec.org/RePEc:arx:papers:2507.02560>

Understanding the role of information among disadvantaged students is crucial in explaining their investment decisions in higher education. Indeed, information barriers on the returns and the gains from completing college may explain a substantial share of variation in students' degree completion. We conduct a field experiment with 7,806 university students in Italy who benefit from financial aid assistance, by providing information, either on the labor market returns of completing college or on the education returns of meeting the academic requirements attached to the financial aid. Our results suggest that only the latter information treatment has a positive effect on academic performance, increasing the number of credits obtained by around 3, and by decreasing the probability of dropout by around 4 percentage points. We also find that the results are mediated by an aspiration lift generated by our treatment.

Bruestle, B. S., Lehnert, P., Buunk, E., Backes-Gellner, U., & Harhoff, D. (2025). **Educational Backgrounds in Inventor Teams: The Role of Complementarities between Academic and Vocational Education in Team Performance** (Working paper N° 0248). Consulté à l'adresse University of Zurich, Department of Business Administration (IBW) website:

<https://EconPapers.repec.org/RePEc:iso:educat:0248>

This paper analyzes whether inventor teams composed of members with diverse educational backgrounds, both academic and vocational, exhibit higher performance than teams with the same educational backgrounds. To exploit the different educational backgrounds among patent inventors in Switzerland, we construct a unique dataset of 35,486 inventors. This dataset links individual patenting activities from European Patent Office data from 1980-2021, with detailed biographical information obtained from LinkedIn. Using a supermodularity framework to assess complementarity, we find that inventor teams composed of members with academic and vocational backgrounds (as opposed to members with the same background) achieve higher team performance, measured by the quality of their jointly filed patents. This complementarity is even stronger in teams with at least one team member from a University of Applied Sciences. Further analysis reveals heterogeneous effects across technological fields. Overall, our findings show the importance of strategically combining different educational backgrounds in

inventor teams, thereby highlighting the value of maintaining a balanced educational landscape.

Bueno, C. (2025). **Bricks and Mortar versus Computers and Modems: The Influences of Enrollment in K-12 Virtual Schools** (Working paper N° 2025-008). Consulté à l'adresse Wesleyan University, Department of Economics website: <https://EconPapers.repec.org/RePEc:wes:weswpa:2025-008>

The COVID-19 pandemic has placed virtual schooling at the forefront of policy concerns, as millions of children shift to virtual schooling. Given this shift, and the corresponding increase in demand for virtual education, it is imperative to explore its impacts on student outcomes. Using panel data, I find that attending a full-time virtual school in Georgia led to a reduction of 0.1 to 0.4 standard deviations in achievement test scores among elementary and middle school students. These results are robust to using multiple approaches to account for selection. I also find a negative relationship between attending a virtual school and graduation.

Butaeva, K., Chen, L., Durlauf, S., & Park, A. (2025). **A Tale of Two Transitions: Mobility Dynamics in China and Russia after Central Planning** (Working paper N° 34124). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:34124>

This paper examines intergenerational mobility in China and Russia during their transitions from central planning to market systems. We consider mobility as movement captured by changes in status between parents and children. We provide estimates of overall mobility, which involves mobility during transition to a system's steady state, as well as steady state mobility, which captures long-run mobility independent of transitional dynamics or shifts in the marginal distribution of outcomes across generations. We further decompose overall mobility into structural and exchange components. We find that China exhibits more overall educational mobility than Russia mostly due to greater structural mobility, while Russia exhibits greater steady state educational mobility. In contrast, both the overall and steady state occupational mobility is similar in China and Russia. Comparing these results to the US, we find that steady state mobility in education is substantially higher in the US and Russia compared to China, but occupational steady state mobility is comparable in all three countries.

Butzbach, M. (2025a, septembre 2). **Dépenser mieux sans faire moins, le défi d'une réforme de l'éducation prioritaire**. Consulté 16 septembre 2025, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/depenser-mieux-faire-defi-dune-reforme-de-leducation-pr/00116088>

[L'argent et l'école] Plus efficace qu'on ne le pense souvent, l'éducation prioritaire a vu ses coûts s'envoler ces dernières années, faisant naître des appels à réformer les principes qui guident aujourd'hui la répartition de ses moyens.

Butzbach, M. (2025b, septembre 3). **Les universités font face à « leur pire budget depuis plus de vingt ans »**. Consulté 16 septembre 2025, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/universites-face-a-pire-budget-plus-de-vingt-ans/00116145>

[L'argent et l'école] Presque toutes les universités françaises perdent désormais de l'argent. Certaines pensent à réduire leur offre de formation, tandis que l'Etat les enjoint de trouver elles-mêmes des ressources.

Cardon-Quint, C. (2025, septembre 6). « **Augmenter les dépenses d'éducation reste considéré comme une menace pour les finances publiques** ». Consulté 16 septembre 2025, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/clemence-cardon-quint-augmenter-depenses-deducation-reste-consid/00116152>

[L'argent et l'école] En retraçant les discussions du budget de l'Education nationale depuis 1945, l'historienne pointe la tension entre volonté politique et contraintes financières, et la difficulté de porter des projets de réforme ambitieux.

Contractor, Z., & Reyes, G. (2025). **Generative AI in Higher Education: Evidence from an Elite College** (Working paper N° 18055). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18055>

Generative AI is transforming higher education, yet systematic evidence on student adoption remains limited. Using novel survey data from a selective U.S. college, we document over 80 percent of students using AI academically within two years of ChatGPT's release. Adoption varies across disciplines, demographics, and achievement levels, highlighting AI's potential to reshape educational inequalities. Students predominantly use AI for augmenting learning (e.g., explanations, feedback), but also to automate tasks (e.g., essay generation). Positive perceptions of AI's educational benefits strongly predict adoption. Institutional policies can influence usage patterns but risk creating unintended disparate impacts across student groups due to uneven compliance.

Dai, C., & Zhou, Y. (2025). **Rank, peer achievement, and shadow education: Evidence from secondary school students in China**. *Economics of Education Review*, 108, 102682. <https://doi.org/10.1016/j.econedurev.2025.102682>

This paper studies the effects of academic rank and peer achievement on shadow education, such as private tutoring, among secondary students in China. Exploiting the random assignment of students to classrooms, we find that ranking higher relative to peers and better average peer achievement reduce shadow education participation, time use, and monetary expenditure. The effects of rank are more pronounced than peer achievement. Such rank and peer effects are mitigated when parents have imperfect information about a child's performance, suggesting that educational policies reducing the visibility of precise rank information to parents may reduce the demand for shadow education.

Edmark, K. (2025). **The impact of local supply of upper secondary field of study**. *Economics of Education Review*, 108, 102687. <https://doi.org/10.1016/j.econedurev.2025.102687>

This study evaluates the effects on students' educational and labour market trajectories of centrally determined local supply variations in upper secondary educational fields in Sweden. The main conclusion is that although increased supply improved access to upper secondary tracks, there is no clear evidence that students' long-term labour market outcomes were affected. An analysis of intermediate outcomes suggests that supply changes affected aspects such as class size, school peer composition, and students' upper secondary application behaviour. There are also signs of spill-over effects across fields – that an increase in one field leads to a reduction in admissions to another. Some of these intermediate impacts plausibly have negative effects on students' long-

term labour market outcomes and others positive. Such counteracting forces may explain the lack of any clear impact on long-term labour market outcomes.

Elacqua, G., Figueroa, N., Fontaine, A., Margitic, J., & Méndez, C. (2025). **The pandemic exodus: What drives private-to-public school migration in Peru.** *Economics of Education Review*, 108, 102685. <https://doi.org/10.1016/j.econedurev.2025.102685>

In 2020, the Peruvian Ministry of Education responded to the COVID-19 pandemic and an unprecedented rise in demand for public schools by implementing a centralized assignment mechanism that allowed thousands of students at various levels of education to move from the private to the public sector. In this study, we explore empirically the determinants of both accepting a place and remaining in the assigned public school. Exploiting the randomness in assignment created by oversubscribed schools within the deferred acceptance algorithm, we causally estimate the role of distance in the decision to accept the assignment and explore its impact on the decision to remain. We also shed light on the determinants influencing parental preferences. Our results show that families care about distance to the assigned public school, as well as academic and peer quality with respect to their school of origin. Parents weigh distance to school, academic performance, and peer demographics differently based on their familiarity with these characteristics. Consequently, experiencing a given school environment can alter the significance of specific attributes when later deciding whether to stay in the assigned school. While school quality (measured by math scores) is more influential at the acceptance stage, distance and peer demographics become more important in the decision to remain. Our findings offer valuable insights into how governments can strengthen the supply of public schooling.

European Commission. Directorate general for education, youth, sport and culture, DG EAC. (2025). **Investing in education 2025.** Consulté à l'adresse <https://op.europa.eu/en/publication-detail/-/publication/b575982f-82f0-11f0-9af8-01aa75ed71a1>

Ce rapport présente un état des lieux comparatif des dépenses publiques d'éducation dans les pays membres de l'Union européenne (UE). L'investissement dans l'éducation au sein de l'UE montre des signes de reprise après la pandémie, mais des difficultés persistent. En 2023, les dépenses publiques d'éducation atteignent en moyenne 9,6 % des dépenses publiques et 4,7 % du PIB, avec de fortes disparités entre pays. Malgré une légère hausse depuis le creux de 2020-2021, les niveaux restent inférieurs à ceux d'avant la pandémie. La majorité des dépenses est consacrée à l'enseignement scolaire (70 %), tandis que l'enseignement supérieur représente 16 %. Le rapport souligne que l'éducation est un moteur de compétitivité, de croissance et de résilience.

European Commission. Directorate general for education, youth, sport and culture, DG EAC, Beblavy, M., & Bacova, B. (2025). **Changing economic returns and demand elasticity in higher education: analytical report.** Consulté à l'adresse <https://op.europa.eu/en/publication-detail/-/publication/f91e9659-5239-11f0-a9d0-01aa75ed71a1>

Ce rapport présente une analyse de la littérature sur les retours économiques de l'enseignement supérieur dans le monde, selon les régions et les groupes démographiques, avec un accent sur l'Europe. Il vise à éclairer les décisions politiques et les investissements stratégiques de la Commission européenne. Le chapitre 1 passe en revue les principales études sur les retours économiques de l'éducation, en tenant

compte de facteurs économiques, structurels, systémiques et démographiques. Le chapitre 2 analyse l'élasticité de la demande d'enseignement supérieur, notamment l'impact des frais de scolarité sur les taux d'inscription et le développement des certifications non diplômantes. Le chapitre 3 synthétise les résultats et aborde les implications politiques, en soulignant l'importance de politiques éducatives adaptées pour favoriser la croissance économique et l'équité sociale.

Fisné-Koch, A. (2025, septembre 5). **L'argent des parents fait encore la réussite scolaire des enfants**. Consulté 8 septembre 2025, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/largent-reussite-scolaire/00115910>

[L'argent et l'école] De récents travaux montrent l'importance des revenus des parents dans l'accès à l'enseignement supérieur des enfants. Selon le milieu social, les parcours éducatifs restent très inégalitaires en France.

Galvez-Soriano, O. (2025). **Foreign language skills and labor market outcomes: The case of English in Mexico**. *Economics of Education Review*, 108, 102702. <https://doi.org/10.1016/j.econedurev.2025.102702>

This paper examines the labor market effects of English instruction in the context of a developing, non-English-speaking country. I leverage a natural experiment in Mexico, where six states introduced English as a subject in public elementary schools during the 1990s. Using individual-level data from the 2014 Subjective Well-being Survey, which uniquely includes a self-reported measure of English-speaking ability, I estimate the causal effects of these policy changes using a staggered Difference-in-Differences design with robust estimators that account for treatment effect heterogeneity. The results indicate that state English programs increased English proficiency, especially among individuals from higher-income households and those with more educated parents. However, despite this improvement in language skills, the programs had no significant effect on wages. I show that this null effect is consistent with general equilibrium dynamics: the interventions expanded labor supply, particularly among women and low-educated individuals, but did not raise labor demand sufficiently to generate wage gains. Complementary analyses show no impact on higher education enrollment, domestic or international migration, or shifts between formal and informal employment. These findings suggest that while early exposure to English instruction can increase language proficiency and labor force participation, the broader economic benefits may be limited in the absence of complementary labor demand shocks. This contributes new evidence to the literature on language skills and labor markets, highlighting the importance of considering equilibrium effects and workforce composition when evaluating education policies.

Hebbar, N. (2025, septembre 3). **Le coût des études en pharmacie pèse de plus en plus sur les étudiants : « Quand je passais mon concours, je ne mangeais plus »**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/09/03/le-cout-des-etudes-en-pharmacie-pese-de-plus-en-plus-sur-les-etudiants-quand-je-passais-mon-concours-je-ne-mangeais-plus_6638507_4401467.html

L'augmentation des frais de scolarité, des loyers et du coût de la vie pousse un nombre croissant d'étudiants de la filière à travailler et à limiter leurs dépenses, alerte l'Association nationale des étudiants en pharmacie de France dans un rapport.

I. **Les coûts et le financement de l'éducation.** (2025). *Administration & Éducation*, (HS2), 308-311. <https://doi.org/10.3917/admed.hs2.0308>

Larrinaga, A. E., & Reyes, G. (2025). **Cash and Cognition: The Impact of Transfer Timing on Standardized Test Performance and Human Capital** [Working paper]. Consulté à l'adresse arXiv.org website: <https://EconPapers.repec.org/RePEc:arx:papers:2507.21393>

This paper shows that the timing of monetary transfers to low-income families affects students' cognitive performance on high-stakes standardized tests. We combine administrative records from the world's largest conditional cash transfer program with college admission exam results of 185,000 high school students from beneficiary families. Exploiting random variation in payment dates, we find that receiving the transfer in the days preceding the exam increases test scores by 0.01 standard deviations relative to receiving it the subsequent week. Question-level analysis reveals that effects are concentrated in final questions and easier questions, suggesting improved cognitive endurance and effort allocation. The impacts are largest for recipients of larger transfers, who experience persistent gains in human capital accumulation: their college enrollment increases by 0.6 percentage points, with higher graduation and formal employment rates seven years later. Our findings show that short-term liquidity constraints during high-stakes events can have long-lasting implications, and suggest opportunities to improve social programs through improved payment scheduling.

Luzy, C., & Messi, E. (2025). **La dépense de recherche et développement expérimental en 2023.** *Note Flash du SIES*, (2025-20), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/la-depense-de-recherche-et-developpement-experimental-en-2023-99695>

En 2023, la dépense intérieure de R&D de la France s'établit à 61,5 milliards d'euros en valeur, soit une diminution de 0,5 % en volume (+ 2,6 % en 2022).

Marlier, F. (2025, septembre 4). **A peine mieux régulé, l'enseignement supérieur privé reste perfusé à l'argent public.** Consulté 16 septembre 2025, à l'adresse Alternatives Économiques website: <https://www.alternatives-economiques.fr/a-peine-mieux-regule-lenseignement-superieur-prive-reste-perfuse-a/00116087>

[L'argent et l'école] Alors que les abus des établissements supérieurs privés lucratifs ne cessent d'être documentés, le ministre Philippe Baptiste a dévoilé un projet de loi visant à soutenir l'expansion de ce marché.

Sanchis-Guarner, R., Montalbán, J., & Weinhardt, F. (2025). **Home broadband and human capital formation.** *Economics of Education Review*, 108, 102679. <https://doi.org/10.1016/j.econedurev.2025.102679>

Using administrative data from England, we estimate the effect of home broadband speed on student-level value-added test scores. Our primary estimation leverages jumps in connection quality between close neighbors across thousands of invisible telephone exchange station catchment area boundaries. We find that home broadband speed has positive effects on general measures of human capital, with these effects concentrated among high-ability students and those not eligible for free school meals. These positive outcomes result from more education-oriented internet use. However, these effects are observed only for students who attend schools with faster broadband connections. Our study documents a complementarity between home and school technology in relation to general measures of human capital. Policies introducing new learning technologies should take this complementarity into account.

Sirma, P., Handa, S., & Tsoka, M. (2025). **The timing of the unconditional cash transfers and human capital accumulation: experimental evidence from Malawi.** *Economics of Education Review*, 108, 102705. <https://doi.org/10.1016/j.econedurev.2025.102705>

Unconditional Cash Transfers (UCTs) are effective policy instruments to increase schooling outcomes, but are UCTs effective in the long term? This paper provides the first evidence on the long-term schooling impacts of a national cash transfer program in Africa. Specifically, we follow a panel of school-aged children in the Malawi Social Cash Transfer Program (SCTP) in three waves (2013-baseline, 2015-endline, and 2021-follow-up) and compare their schooling outcomes between children randomized to receive transfers early and those randomized to receive the transfers later. In the short-term, we find that school enrollment and highest-grade completion are significantly higher for children in the early treatment group, and these impacts are highest for children who were not in school at baseline, and for older children, these impacts are enhanced the closer the distance to a secondary school. In the long term, five years after the late treatment group started receiving transfers, these impacts disappeared. The results are consistent with the school environment for this population in Malawi, where very few children manage to complete primary school and transition to secondary school. The policy implication is that UCTs alone cannot raise grade attainment without complementary investments in school quality.

Staiger, D., Kane, T. J., & Johnson, B. D. (2025). **Why Does Value-Added Work? Implications of a Dynamic Model of Student Achievement** (Working paper N° 34119). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:34119>

Non-experimental value-added models have been shown to yield forecast-unbiased estimates of teacher and school effects. To investigate, we propose a dynamic state-space model of knowledge accumulation, in which test scores are imperfect measures of knowledge, and students receive temporary and persistent shocks to their stock of knowledge each period. The model identifies two primary sources of bias: transient factors in baseline scores (measurement error or transitory effects of prior teachers) and heterogeneous student growth rates. We propose diagnostic tests and corrections for each. Using eleven years of data from North Carolina, we find little evidence of heterogeneous student growth. Rather, the primary source of bias is attenuation of the baseline coefficient, which opens the door to selection on correlates of true baseline knowledge. Although conventional value-added estimates are biased for individual teachers due to attenuation, we find they are forecast unbiased when applied across a sample of teachers, due to the offsetting relationship between bias and teachers' true effectiveness. When achievement follows the state-space model and there is no heterogeneity in growth rates, the attenuation-corrected value-added model (ACVAM) should yield unbiased estimates of a wide range educational interventions, not just teachers and schools.

Strazzeri, M., Brox, E., Oggenfuss, C., & Wolter, S. C. (2025). **Early exposure to foreign language training and students' educational trajectories.** *Economics of Education Review*, 108, 102684. <https://doi.org/10.1016/j.econedurev.2025.102684>

We estimate the impact of a large curriculum reform in Switzerland that substantially increased the share of foreign language classes in compulsory school on students' subsequent educational choices in upper secondary school. Our analysis focuses on

students from German-speaking cantons that introduced English as the first foreign language. Using detailed student register data and exploiting the staggered implementation of the curriculum reform, we find that exposure to more foreign language classes has only minor effects on educational trajectories of the overall student population. However, we find substantial effect heterogeneity: while the reform has no effect on the direct educational progression of low-track female or high-track students, it impedes low-track male students' transition to upper secondary education.

Subioli, F., & Raitano, M. (2025). **When mobility matters: a look at earnings dynamics across Italian generations.** *Economica*, 92(368), 1168-1210.
<https://doi.org/10.1111/ecca.70000>

Drawing on a matched survey-administrative dataset tracking careers from 1975 to 2018, we examine the trends in intragenerational earnings mobility in Italy over the past 40 years. We compare earnings trajectories from age 35 to age 45 via a refined version of the 'income risk decomposition' proposed by Austin Nichols in 2008, distinguishing between 'good' and 'bad' earnings mobility from an individual welfare perspective. Our findings reveal that the long-run trend of increasing cross-sectional earnings inequality in Italy has been accompanied by widening persistent disparities within the same generation. For all cohorts of workers, at least 80% of inequality is permanent, reaching nearly 90% for the most recent cohort. We also uncover that a substantial share of individuals—between 25% and 39%—do not benefit from stable upward income mobility during a crucial career phase. This issue has worsened over time, with the last ten cohorts experiencing higher income instability (+20.2 %) and declining upward mobility (-34.7 %), largely explained by the growing prevalence of atypical employment arrangements. Furthermore, using intragenerational Great Gatsby curves, we show that cohorts exposed to greater earnings inequality also face more persistent differences and reduced earnings growth, especially in the aftermath of the Great Recession.

Tanaka, R., & Wang, T. (2025a). **How do classmates matter for the class-size effects?** *Economics of Education Review*, 108, 102689.
<https://doi.org/10.1016/j.econedurev.2025.102689>

This paper investigates the effect of class-size reduction on students' academic outcomes, with a particular emphasis on its heterogeneity based on classmates' characteristics. We estimate the causal effects of class-size reduction on students' mathematics and language test scores by controlling for student and teacher fixed effects. To address potential endogeneity, we employ the predicted class size with a cap as an instrumental variable for the actual class size. Utilizing rich panel data on Japanese primary school students, our findings indicate a positive and robust average effect of class-size reduction on mathematics test scores. Furthermore, we find that classes with high-ability classmates benefit even more from class-size reduction in terms of language test scores. The effect of class-size reduction on mathematics test scores is found to depend positively on the ability of the lowest-achieving student in a class. Additionally, classes with a higher proportion of female students tend to benefit more from class-size reduction. Our results lend support to the theoretical framework proposed by Lazear (2001).

Tanaka, R., & Wang, T. (2025b). **How Do Classmates Matter for the Class-Size Effects?** (Working paper N° 18025). Consulté à l'adresse Institute of Labor Economics (IZA) website:
<https://EconPapers.repec.org/RePEc:iza:izadps:dp18025>

This paper investigates the effect of class-size reduction on students' academic outcomes, with a particular emphasis on its heterogeneity based on classmates' characteristics. We estimate the causal effects of class-size reduction on students' mathematics and language test scores by controlling for student and teacher fixed effects. To address potential endogeneity, we employ the predicted class size with a cap as an instrumental variable for the actual class size. Utilizing rich panel data on Japanese primary school students, our findings indicate a positive and robust average effect of class-size reduction on mathematics test scores. Furthermore, we find that classes with high-ability classmates benefit even more from class-size reduction in terms of language test scores. The effect of class-size reduction on mathematics test scores is found to depend positively on the ability of the lowest-achieving student in a class. Additionally, classes with a higher proportion of female students tend to benefit more from class-size reduction. Our results lend support to the theoretical framework proposed by Lazear (2001).

Traoré, A. (2025). **Quel financement pour l'enseignement supérieur public au Mali?** Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/quel-financement-pour-l-enseignement-superieur-public-au-mali/79621>

Cet ouvrage porte sur les acquis, défis et perspectives du financement de l'enseignement supérieur public au Mali. Il cherche à analyser les sources et les mécanismes actuels de financement de l'enseignement supérieur malien. Il s'inscrit dans le cadre de la recherche de solutions durables aux questions de financement de l'enseignement supérieur en république du Mali. Il vient en appui aux efforts consentis par le Gouvernement malien, dans le cadre de sa stratégie d'autonomisation des institutions d'enseignement supérieur (IES), en vue d'une diversification des sources de financement, au-delà du financement traditionnel.

XXII. **La marchandisation de l'éducation : un phénomène invasif qui doit interpeller.** (2025). *Administration & Éducation*, (HS2), 208-211. <https://doi.org/10.3917/admed.hs2.0208>

Zhang, X., & Atwater, A. (2025). **The quality of online instruction and returns to instructor experience.** *Economics of Education Review*, 108, 102700. <https://doi.org/10.1016/j.econedurev.2025.102700>

We examine student satisfaction and performance in online versus in-person sections at a large research university in the United States, exploring whether observed gaps are inherent to online instruction or can be mitigated with increased teaching experience. Using administrative data from over 40,000 course sections taught over eight years, we find that students evaluate online courses as worse than in-person courses, despite minimal differences in performance. This gap persists even when restricting the sample to courses taught using both modalities by the same professor in the same semester, and after matching on observable student characteristics. Lower evaluations are primarily driven by student perceptions of instructor availability, concern for students, and the ability to stimulate interest in the course. Although teaching experience improves evaluations in online sections, the gap between modes remains, suggesting fundamental challenges in online instruction beyond technological familiarity.

Zhu, C., & Böckerman, P. (2025). **The Heterosis Effect in Human Capital and Wealth Accumulation** (Working paper N° 1660). Consulté à l'adresse Global Labor Organization (GLO) website: <https://EconPapers.repec.org/RePEc:zbw:glodps:1660>

In genetics, heterosis refers to the phenomenon where crossbreeding within a species produces offspring with greater genetic fitness and superior phenotypic characteristics compared to their parents. We propose a novel socioeconomic heterosis hypothesis and examine whether genetic diversity at the individual level benefits economic success. Empirical results from UK Biobank (N=488,152) indicate that people with higher genome-wide heterozygosity perform better in modern societies. We find consistent, positive links with education, earnings, leadership, height, and ownership of a home and car; a one standard deviation increase in heterozygosity is associated with 0.75% higher income and modest gains in schooling and assets. Results hold with additional controls and Bonferroni correction for multiple hypothesis testing; no effects are found for migration, diabetes, or neuroticism. The relationship rises steadily across the observed range and is stronger for men, suggesting sexual selection in socioeconomic settings. Because heterozygosity is fixed at conception, our evidence points to an underappreciated endowment shaping human capital and wealth accumulation. The contribution is to introduce and document individual-level heterosis effects in economics, offering a new channel for inequality and socioeconomic outcomes.

Aspects psychologiques de l'éducation

Allen, K.-A. (2025). **School Belonging: Evidence, Experts, and Everyday Gaps**. *Educational Psychology Review*, 37(3), 84. <https://doi.org/10.1007/s10648-025-10055-x>

Belonging is central to many students' educational experiences, yet the field of school belonging contends with limited theoretical grounding specifically developed for educational contexts and unresolved tensions between research and practice. This qualitative study evaluates the applicability of the meta-theoretical Integrative Framework of Belonging (Allen et al., 2021) to educational contexts using narrative analysis to synthesize perspectives from expert interviews and the existing literature. Semi-structured interviews organized around four antecedents—perceptions, competencies, motivations, and opportunities—and contextual, temporal, structural, and individual factors were conducted with ten internationally recognized scholars. The findings show that unresolved conceptual and practical tensions persist, including definitional ambiguity, terminology confusion, and the conflation of belonging with related constructs. Interviewees questioned the real-world applicability of existing psychological frameworks, noting their limited attention to cultural and political contexts, historically colonized settings, structural and compositional aspects of schools, and the role of social networks. Belonging was described as context-dependent and shaped by cultural dimensions, layered and historically situated contexts, and the presence of effective leadership. This study extends the Integrative Framework of Belonging by showing that school belonging is an ongoing, negotiated, and complicated process, shaped by a range of coalescing factors including, but not limited to, attributions and beliefs about belonging, perceived relational value, social, emotional, and cultural competencies, social hierarchies, variation in the need to belong, intersecting identities, and interpersonal, instructional, and institutional opportunities for belonging.

Cazes, M. (2025). **Effets cognitifs des dessins humoristiques sur les performances et l'engagement des étudiant·es dans des environnements numériques d'apprentissage** (Phdthesis, Université Rennes 2). Consulté à l'adresse <https://theses.hal.science/tel-05059689>

Au regard des difficultés en matière d'autonomie et d'engagement cognitif démontrées dans les environnements d'apprentissage en ligne, il est nécessaire de mieux comprendre comment favoriser cet engagement pour améliorer leur efficacité pédagogique. La revue de littérature réalisée dans cette thèse suggère que l'intégration d'éléments humoristiques pourrait être une stratégie efficace pour atteindre ce but. Toutefois, elle démontre également que ces effets positifs dépendent d'un certain nombre de facteurs qu'il est nécessaire d'examiner plus précisément. L'objectif principal de cette thèse est donc d'évaluer les effets cognitifs de l'ajout de dessins humoristiques dans des cours en ligne destinés à des étudiant·es. Une série d'études expérimentales, menées à la fois en laboratoire et dans un contexte plus écologique d'apprentissage en ligne, a permis d'évaluer les effets de l'ajout de dessins humoristiques sur 1) les performances (mémorisation et compréhension) et 2) l'engagement cognitif (parcours oculaires et temps de consultation). Les résultats d'une première étude en laboratoire ont montré un effet positif des dessins humoristiques sur ces deux dimensions. Cependant, ces résultats n'ont pas été répliqués dans les études suivantes. Des facteurs modérateurs, tels que le sens de l'humour, ont toutefois été identifiés dans ces différentes études. Ces travaux interrogent l'influence des facteurs exogènes aux stimuli humoristiques sur la relation entre humour et apprentissage. Ils ouvrent des perspectives sur l'importance d'étudier les processus sous-jacents à l'effet de l'humour afin d'améliorer son efficacité pédagogique.

Deneault, J., & Lavoie, N. (2025). **L'engagement comportemental lors de l'écriture d'un texte narratif au primaire : l'effet du numérique et du niveau scolaire de l'élève.** *Canadian Journal of Education/Revue canadienne de l'éducation*, 48(2), 415-446. <https://doi.org/10.53967/cje-rce.6265>

Students say that they are more motivated to write with digital tools than with a pencil (Alves-Wold et al., 2023; Camacho et al., 2021). But are they more engaged? Few studies have looked at students' engagement in writing, much less digital writing (Martins et al., 2022). The objective of this study was to compare the level of behavioural engagement of students in Grades 2, 4, and 6 (N = 255) when producing a narrative text, depending on whether they were writing with a pencil or a keyboard. After each writing session, the students answered a questionnaire (with a Likert scale) in order to report their engagement during the activity. A 3 (grades) X 2 (conditions: handwriting, keyboarding) analysis of variance on the mean engagement score showed that the Grade 2 students were just as engaged in both conditions, but that the students in Grades 4 and 6 were more engaged in the keyboarding activity. The discussion examines the potential of digital tools for countering disengagement at a sensitive time in students' elementary education path and defines the limits of this study.

Graveleau, S. (2025, septembre 2). **« Avec ChatGPT, j'ai parfois l'impression de ne plus savoir apprendre... » : comment motiver les étudiants à l'heure de l'IA ?** *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/09/02/avec-chatgpt-j-ai-parfois-l-impression-de-ne-plus-savoir-apprendre-comment-motiver-les-etudiants-a-l-heure-de-l-ia_6638099_4401467.html

L'utilisation massive de l'intelligence artificielle par les étudiants ne pose pas que la question de la place à lui donner dans les cours et celle de la triche. Elle interroge aussi de plus en plus d'enseignants et d'étudiants sur la capacité et l'envie d'apprendre en faisant des efforts.

Janzen, M., Mayor, C., & Sanni-Anibire, H. (2025). **Outsourcing Mental Health Programs: Harms to Public Education and to Students.** *Canadian Journal of Education/Revue canadienne de l'éducation*, 48(2), 714-751. <https://doi.org/10.53967/cje-rce.6975>

Students are experiencing high levels of stress and mental health distress and are at greater risk of suicide, resulting in calls to provide appropriate mental health supports in schools. In response, provincial governments are outsourcing K–12 mental health supports to private organizations (both non- and for-profit). Through a review of Manitoba education documents, we traced over 50 private organizations recommended by the provincial government and over \$8.9 million of public money spent on these programs. Situated within the broader neo-liberal trend of the privatization of public education, we then used a critical policy analysis approach to analyze these programs' content, explicating the ways in which these outsourced programs endorse the deprofessionalization of the teacher and the self-responsibilization of students while enlisting problematic content. We argue that outsourcing ultimately undermines education as a public good and recommend holding governments accountable, developing research-informed mental health supports, and implementing a critical assessment process when considering outsourcing to private organizations.

Liu, H., Yang, X., Shao, W., & Yu, X. (2025). **Differential Effects of Objective and Subjective Nature Contact on Social, Cognitive, and Academic Outcomes across the Lifespan: A Three-Level Meta-Analysis.** *Educational Psychology Review*, 37(3), 86. <https://doi.org/10.1007/s10648-025-10062-y>

While nature contact is increasingly recognized for its health benefits, its role in human development and learning remains insufficiently examined. The present meta-analysis aimed to investigate (a) the extent to which nature contact predicts social functioning, cognitive functioning, and academic performance, (b) whether these associations vary across developmental stages, and (c) whether objective and subjective nature contact show differential associations with these outcomes. Drawing on 74 reports (669 effect sizes, $N = 3,032,512$), the three-level meta-analytic model revealed significant positive associations between nature contact and social functioning ($r = 0.208$, 95% CI [0.117, 0.299]), cognitive functioning ($r = 0.034$, 95% CI [0.019, 0.049], $p < 0.001$), and academic performance ($r = 0.065$, 95% CI [0.007, 0.123], $p = 0.028$). Developmental stage moderated the associations between nature contact and social and cognitive functioning but not academic performance. For social functioning, effect size was stronger during the preschool years ($r = 0.329$, $p = 0.002$) and adulthood ($r = 0.224$, $p < 0.001$). Cognitive functioning exhibited developmental stage-specific sensitivity, with significant effects observed during the preschool ($r = 0.059$, $p < 0.001$), early elementary ($r = 0.043$, $p = 0.002$), later elementary ($r = 0.031$, $p = 0.012$), and middle school years ($r = 0.059$, $p = 0.010$). Notably, the type of nature contact exhibited domain-specific patterns: subjective contact was more strongly associated with social functioning ($r = 0.237$, $p < 0.001$), whereas objective contact showed greater benefits for cognitive functioning ($r = 0.034$, $p < 0.001$). These findings advance theoretical understanding of the relationship between nature contact and human development, suggesting that developmentally tailored and type-specific interventions may optimize outcomes. From

an educational and urban planning perspective, we recommend leveraging both objective and subjective nature contact to design targeted interventions that enhance social, cognitive, and academic outcomes across the lifespan.

Ma, X., & Chen, L. (2025). **The Influence of Feedback Guidance and Reward Expectation on the Choice of Retrieval Practice Strategy**. *Educational Psychology Review*, 37(3), 89. <https://doi.org/10.1007/s10648-025-10069-5>

Feedback guidance is a common approach to influencing strategy choice, primarily aimed at correcting students' false metacognitive beliefs and promoting behavioral change. However, interventions that focus solely on cognitive perspectives may result in a gap between "knowing" and "doing," where students understand the guidance but struggle to implement it. Reward expectation can effectively address this issue. In this study, feedback guidance was provided to all participants, and in Experiment 1, reward expectations were added for half of the participants. This aimed to explore whether the combination of these two interventions would have a superimposed effect on students' strategy choices under immediate conditions. Experiment 2 investigated whether this combination would yield a delayed effect on strategy choice. The results suggest that under immediate intervention conditions, both feedback guidance and reward expectation independently influence students' strategy selection. However, under delayed intervention conditions, the combination of these two approaches improves students' use of retrieval practice strategies, producing a superimposed benefit and demonstrating long-term effects. Feedback guidance can correct students' metacognitive beliefs, while reward expectation can stimulate students' motivation to increase the selection of retrieval practices. The combination of these two approaches serves as an effective strategy intervention.

Pavone, G. (2025, septembre 9). **La relation des étudiants à l'IA, entre soutien aux apprentissages et menace pour l'estime de soi**. <https://doi.org/10.64628/AAK.qhf5a54uf>

L'irruption de l'IA influence les habitudes de travail des élèves, mais elle recouvre aussi des enjeux émotionnels, modifiant l'estime que ceux-ci et celles-ci ont de leur propre travail.

Raffy, G., & Rémeau, M. (2025). **Compétences psychosociales et bien-être au collège : l'estime de soi plus sensible aux écarts de performances que la motivation**. *Note d'Information*, (25-51), 1-4. <https://doi.org/10.48464/ni-25-51>

Les compétences psychosociales et le bien-être des élèves sont analysés à partir d'un échantillon de 15 200 élèves suivis par la DEPP depuis leur entrée au CP en 2011.

Romo, J., Pérez, J. C., Cumsille, P., Hollenstein, T., Olaya-Torres, A., Rodríguez-Rivas, M. E., & Melero, J. (2025). **Emotion Regulation Strategies and Academic Achievement among Secondary and University Students: A Systematic Review and Meta-Analysis**. *Educational Psychology Review*, 37(3), 80. <https://doi.org/10.1007/s10648-025-10054-y>

Emotion regulation is a crucial aspect of individual development across the lifespan, influencing personal and social well-being. The academic environment is a key context for emotion regulation, yet its relationship with academic achievement remains unclear. This study aimed to clarify the association between specific emotion regulation strategies—cognitive-reappraisal, expressive-suppression, social-support, problem-solving, avoidance, and self-blame—and academic achievement through a systematic review, quality assessment, and meta-correlation analysis of students in secondary and

higher education. Sixteen articles comprising twenty studies were included from 1,390 records published between 2010 and 2023, with 85% rated as moderate to high quality. Most studies were conducted in university populations (70%), used GPA to assess academic achievement, and primarily employed the Emotion Regulation Questionnaire (ERQ). Meta-correlation analyses revealed significant positive associations between academic achievement and problem-solving ($r = .20$, $p < .001$), and significant negative associations with avoidance ($r = -.22$, $p < .001$) and self-blame ($r = -.15$, $p < .01$). No significant associations were found for cognitive-reappraisal, expressive-suppression, or social support. The associations between academic achievement and the strategies of expressive suppression and problem-solving varied by educational level (i.e., secondary school vs. university). These findings highlight the importance of addressing specific regulation strategies in education, as their impact on academic achievement varies by strategy and student population. The study provides a foundation to inform future research, guide educational practice, and support the integration of emotion regulation into educational policy.

Aspects sociaux de l'éducation

Ahimbisibwe, I., Altjmed, A., Artemov, G., Barrios-Fernandez, A., Bizopoulou, A., Kaila, M., ... Ye, X. (2025). **Pipeline vs. Choice: The Global Gender Gap in STEM Applications** (Working paper N° 18092). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18092>

Women account for only 35% of global STEM graduates, a share that has remained unchanged for a decade. We use administrative microdata from centralized university admissions in ten systems to deliver the first cross-national decomposition of the STEM gender gap into a pipeline gap (academic preparedness) and a choice gap (first-choice field conditional on eligibility). In deferred-acceptance platforms where eligibility is score-based, we isolate preferences from access. The pipeline gap varies widely, from -19 to +31 percentage points across education systems. By contrast, the choice gap is remarkably stable: high-scoring women are 25 percentage points less likely than men to rank STEM first.

Archambault, H. L., & Piquemal, N. (2025). **La pratique réflexive et la justice sociale : que disent les futurs administrateurs et les directions d'établissement scolaire francophone minoritaire au Manitoba ?** *Canadian Journal of Education/Revue canadienne de l'éducation*, 48(2), 617-648. <https://doi.org/10.53967/cje-rce.6381>

In this article, we explore reflective practice from the perspective of future administrators and principals in Manitoba's minority francophone school context. Using a qualitative methodology centred on individual interviews semi-directed by narratives of practice, we examine the following angles: questioning, intervention, the link between theory and practice, and the tension between diversity and equity. Findings indicate that future school administrators and principals develop approaches that range from general reflection on certain pedagogical approaches to critical, even self-critical, reflection on practices committed to equity.

Aucejo, E., French, J., Araya, P. U., & Zafar, B. (2025). **Understanding Gaps in College Outcomes by First-Generation Status** (Working paper N° 34129). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:34129>

Information frictions significantly shape students' academic trajectories, but their differential impact across student backgrounds remains understudied. Using a novel panel survey capturing incoming students' subjective expectations and anonymized transcript data from Arizona State University, we first show that parental education strongly predicts educational success, even after controlling for demographics and measurable college preparation. First-generation students enter college less informed and with more uncertain beliefs, facing substantial challenges stemming from limited understanding and uncertainty about the higher education setting. A Bayesian expected utility maximization model demonstrates that higher uncertainty alone can sustain persistent achievement gaps. Empirically, students update their beliefs and make academic decisions consistent with the model's predictions. Finally, leveraging a natural experiment involving a targeted first-year experience program for academically marginal students, we demonstrate that cost-effective interventions can successfully reduce knowledge frictions, improve retention, and encourage beneficial early major switching.

Barets, E. (2025, août 28). **Les conditions des étudiants boursiers se dégradent toujours plus : « Le problème c'est qu'on travaille, on a des aides, mais on est toujours pauvres »**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/08/28/les-conditions-des-etudiants-boursiers-se-degradent-toujours-plus-le-probleme-c-est-qu-on-travaille-on-a-des-aides-mais-on-est-toujours-pauvres_6636939_4401467.html

A Nanterre, en région parisienne, des étudiants boursiers racontent leur rentrée sous le signe de la hausse du coût de la vie.

Bart-Plange, D.-J., Henderson, K., Hoffman, K., & Trawalter, S. (2025). **Critiquing and Reimagining Belonging in Public Spaces in Higher Education**. *Educational Psychology Review*, 37(3), 87. <https://doi.org/10.1007/s10648-025-10061-z>

Students from lower socioeconomic status and historically racially minoritized groups are less likely to go to college; if they go, they are less likely to graduate. Part of the reason is due to money and access to educational opportunities. We contend that another reason is because these institutions, created by and for White elites, have left everyone else feeling like outsiders—socially, culturally, and spatially. In the current review, we focus on the spatial dimension. We draw from human geography, urban planning, architecture, and related fields, and propose that the university campus is a territorial, surveilled, and symbolic space, in ways that leave marginalized students feeling like trespassers on campus. We then review existing evidence and offer new evidence that the physical setting of university life—the university campus—can make marginalized students feel out of place. We conclude that if universities are serious about their commitments to diversity, equity, and inclusion, and in their mission to be the engine of economic mobility, they must change, in part, by reimagining physical spaces.

Beaudry, H., & Charron, A. (2025). **La qualité de l'environnement physique et interactif de classes de maternelle 4 ans à temps plein en milieu défavorisé : regard sur la place octroyée aux livres et à la lecture au sein de six classes**. *Canadian Journal of Education/Revue canadienne de l'éducation*, 48(2), 383-414. <https://doi.org/10.53967/cje-rce.6505>

The quality of the educational environment in the classroom is recognized as paramount in supporting the emergence of writing in preschool children (Guo et al., 2012). The aim of this descriptive qualitative research is to paint a portrait of the quality of the

educational environment in its physical and interactive dimensions with regard to books and book reading in full-time preschool classes in disadvantaged areas of Quebec, the educational environment of which is generally of good quality. Six classes were selected from a larger sample of 30 classes, for which the quality of educational environment had been assessed for a larger study. To assess this quality, the ELLCO Pre-K observation tool (Smith et al., 2008) was used, notably to collect qualitative data from: (1) note-taking for the "Books and Book Reading" domain, (2) classroom photographs, and (3) semi-structured interviews conducted with teachers. A conceptual categorical analysis of the qualitative data relating to books and book reading identified strengths, such as the frequency of interactive readings led by teachers, and challenges, such as the quantity of books available in the reading corner.

Bellot, M. (2025). **Les Femmes (et les filles) en sciences**. Consulté à l'adresse <https://www.nane-editions.fr/produit/144/9782843682599/les-femmes-et-les-filles-en-sciences>

Pourquoi les femmes restent-elles minoritaires dans les carrières scientifiques ? Quelles barrières, visibles ou invisibles, freinent encore aujourd'hui les jeunes filles à s'engager dans ces filières ? Cet ouvrage, réalisé en partenariat avec l'Académie des sciences, invite à déconstruire les stéréotypes de genre dans les sciences et à mettre en lumière les parcours de femmes inspirantes, comme Sylvie Benzoni, Marie Carbonnel ou Anne Siegel.

Bourhis, I., Ferrage, H., Le Prieur, L., & Pham, L. (2025). **Usages du numérique dans la relation École-familles**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4114> (Report N° 24-25 140C; p. 57). Consulté à l'adresse IGÉSR website: <https://www.education.gouv.fr/usages-du-numerique-dans-la-relation-ecole-familles-450666>

Ce rapport explore l'impact des espaces numériques de travail (ENT) et des logiciels de vie scolaire sur les relations entre l'école et les familles. Il vise une utilisation optimale et responsable du numérique, dans une coopération renforcée entre l'école et les familles. Faisant suite au rapport de la commission nationale

Café pédagogique. (2025a, septembre 9). **La France est rattrapée par le déterminisme social et les faibles compétences de base**. Consulté 16 septembre 2025, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2025/09/09/la-france-est-rattrapee-par-le-determinisme-social-et-les-faibles-competences-de-base/>

'édition 2025 du rapport « Regards sur l'éducation de l'OCDE », publiée le 9 septembre, accorde une attention particulière à l'enseignement supérieur. Parmi les grands constats : une hausse du niveau de formation, un déterminisme social toujours marqué dans les pays de l'OCDE mais aussi un manque d'attractivité des domaines scientifiques. Décryptage.

Café pédagogique. (2025b, septembre 15). **De la légitimité du regard sociologique en sciences de l'éducation et de la formation**. Consulté 17 septembre 2025, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2025/09/15/de-la-legitimite-du-regard-sociologique-en-sciences-de-leducation-et-de-la-formation/>

« Faire comme si les inégalités s'arrêtaient à la porte de la classe, c'est alors les ignorer, ce qui est déjà un choix politique. Pédagogie et sociologie peuvent au contraire

Café pédagogique. (2025c, septembre 16). **Des clés pour construire l'égalité de genre dans les sciences**. Consulté 17 septembre 2025, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2025/09/16/des-cles-pour-construire-egalite-de-genre-dans-les-sciences/>

Publié par l'Académie des sciences, le petit ouvrage Les femmes (et les filles) en sciences rédigé par Marine Bellot, interroge les freins qui empêchent encore aujourd'hui les filles d'accéder pleinement

Carraud, F., Jouan, S., & Chartier, A.-M. (2025). **Les classes du rez-de-chaussée: Quatre classes multiâges en milieu urbain**. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/les-classes-du-rez-de-chaussee/79749?srsId=AfmBOopljkN_kAHMMAbCfTauanTx9Uwa34wq11b7AwwUxYAnHG3UVgvP

Dans leur école de plus de quinze classes, située dans un quartier très pauvre de Lyon, cinq enseignants ont créé les classes du rez-de-chaussée. Pour mieux accompagner leurs élèves, en difficulté avec l'école et les apprentissages, ils ont choisi de les rassembler dans des classes multiâges les accueillant ensemble depuis le CP jusqu'au CM2 (soit de six à onze ans environ). Ils ont décidé de faire de l'hétérogénéité de ces groupes une force pour mieux enseigner et mieux apprendre. Ainsi les différences de compétences ou de rythmes d'apprentissage, importantes au sein d'un même niveau de classe, ont été volontairement amplifiées pour instaurer une nouvelle pédagogie, pour impulser et renforcer les coopérations entre élèves. Les textes écrits par Rosario Élia, Céline Jacquet, Camille Fréchet, Audrey Chérubini et Rémi Charoy racontent ainsi comment vivent ces classes, comment les adultes et les enfants travaillent, seuls et ensemble, au jour le jour. Pas de bureaux individuels bien alignés face au tableau, pas de leçons ni d'exercices identiques pour tous ou par niveaux de classe, mais des progressions et des plans d'apprentissages individuels, des travaux à deux ou plus, une autonomie et des coopérations savamment organisées, dont les plus petits détails sont importants. Les six chapitres décrivent concrètement l'organisation spatiale, temporelle et pédagogique de ces classes différentes: les situations d'apprentissage dans les différentes disciplines scolaires, comme l'évaluation de ces apprentissages, les temps collectifs ou les moments individualisés. Ils sont entrelacés de portraits d'élèves retraçant leurs parcours souvent sinueux, sombres ou lumineux. L'ensemble de ces récits témoigne d'une pédagogie en acte soutenue par les échanges et les réflexions professionnelles du collectif. Ils sont accompagnés par des textes de Sylvie Jouan et d'Anne-Marie Chartier attestant du caractère tant historique que philosophique de cette chronique pédagogique. Un livre

Case, J. M. (2025). **Widening access and participation: Exploring discourses in academic writing from the USA and the UK**. *Higher Education*, 90(2), 355-369. <https://doi.org/10.1007/s10734-024-01324-9>

Widening access and participation feature prominently in higher education policy globally, and there are now significant academic communities engaged with implementing and interrogating initiatives aimed towards these goals. Despite an apparent global homogeneity in the use of this terminology, this study explores whether differing structural arrangements for higher education in different contexts might lead to subtly different meanings for the same terms. To investigate this question, this article analyses the discourses on expanding access to higher education in the Anglo-American world, focusing on the USA and the UK. While both countries have been at the forefront of higher education research on widening access, they exhibit starkly different systems

concerning their structures, governance, and levels of youth participation. Using a discourse analysis of an exemplar academic text from each context, the article identifies key differences in how widening access to higher education is conceptualized across these two settings. Two structural features that are shown to significantly influence the discourses on widening access are the centralized admissions system in the UK (compared to the USA), and the theoretically open 'system' of access in the USA by virtue of the non-selective community college sector.

Cervini-Plá, M., & Machado, A. (2025). **Gender Performance in Online University Education** [Working paper]. Consulté à l'adresse Department of Applied Economics at Universitat Autònoma of Barcelona website: <https://EconPapers.repec.org/RePEc:uab:wprdea:wpdea2511>

This paper examines the impact of the exogenous shock of COVID-19 which led to a transition from in-person to online education, on the academic performance of university students, with a particular focus on gender differences. We exploit a unique and comprehensive dataset that includes all evaluation activities and their outcomes, for students enrolled in 2018 and 2019 at the main university in Uruguay. Using difference-in-differences techniques, we find that female students outperformed their male counterparts by passing more courses and improving their grade point average. This effect is observed among women from higher socioeconomic backgrounds and those who enter university immediately after finishing secondary school. Exploring the mechanisms behind these outcomes, we find that women report having greater participation compared to in-person classes, perceive more advantages in staying at home, and recognize more benefits in not commuting to the educational institution.

Cevizci, M. (2025). **La médicalisation de l'échec scolaire à l'école primaire en Turquie**. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/la-medicalisation-de-l-echec-scolaire-a-l-ecole-primaire-en-turquie/79728?srsId=AfmBOopcZmE_xRP815plq-V00NattmFQXfPp1jCYAJ8yEX5h0Gv5syx

Se situant à l'intersection de la sociologie de l'éducation et de la sociologie de la santé, ce livre aborde une question peu travaillée en Turquie par la sociologie : l'échec scolaire. En l'absence d'une approche sociale sur les inégalités devant la réussite scolaire, celle-ci évoque sur la scène sociale plutôt un problème médico-psychologique. Dans l'objectif de comprendre la médicalisation de l'échec scolaire au niveau de l'école primaire, ce livre mobilise les apports d'une analyse pluridimensionnelle...

Charles, N., & Delès, R. (2025). **Les trajectoires de massification de l'enseignement supérieur en Europe : assiste-t-on à une grande convergence ?** *Éducation et Sociétés*, (54), 49-67. <https://doi.org/10.3917/es.054.0049>

Courtot, C., & Buisson-Fenet, H. (2025). **Un désengagement fidèle : l'attachement à l'institution scolaire de parents qui instruisent en famille leur enfant en situation de handicap**. In P. Bongrand (Éd.), *L'instruction en famille en France : profils, mobiles et pratiques au tournant des années 2000* (p. 573-598). Consulté à l'adresse <https://hal.science/hal-05234857>

Cyrille, C. (2024). **Le travail de l'apparence des garçons sur les réseaux sociaux d'images. Un analyseur des rapports de genre et de sexualité** (Thesis). Consulté à l'adresse <https://theses.fr/api/v1/document/2024CYUN1327>

Daverne-Bailly, C., & Geuring, E. (2025). **Présentation du dossier Démocratisation et régulation de l'accès à l'enseignement supérieur : éléments de comparaison.** *Éducation et Sociétés*, (54), 7-26. <https://doi.org/10.3917/es.054.0007>

Daverne-Bailly, C., Geuring, E., & Li, Y. (2025). **Information et accompagnement à l'orientation : quelles réalités dans un lycée rural ?** *Éducation et Sociétés*, (54), 115-134. <https://doi.org/10.3917/es.054.0115>

Considérant l'orientation comme le résultat de choix personnels, sur la base d'un projet préalablement construit, plusieurs programmes successifs ont été mis en place en France depuis le milieu des années 1990 pour informer et accompagner les élèves. Depuis 2018, les lycéennes et les lycéens sont censés bénéficier, chaque année, d'heures dédiées à leur orientation. Cet article souligne la mise en oeuvre différenciée de cette mesure non seulement entre établissements, mais aussi au sein d'un même établissement. Il montre l'importance d'une analyse multiscalaire pour expliquer ces différences, de l'échelon territorial jusqu'aux configurations plus locales, en interne des établissements (équipes pédagogiques, équipes disciplinaires, etc.). Sans se limiter à l'étude des politiques des établissements, c'est plus largement à une étude des dynamiques d'établissement qu'appelle cet article.

Dembélé, A. (2025). **Entre traditions et résilience: l'éveil des écoliers africains.** Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/entre-traditions-et-resilience/79694?srsltid=AfmBOopb4gyS65DLzx0_zmEFobQwVMTR0MLzLAImxEgl0ylikfAQ9m3p

Plongé au cœur des réalités socioculturelles africaines, cet ouvrage explore les défis et les opportunités auxquels font face les écoliers dans leur quête de savoir. À travers une analyse profonde et nuancée, *Entre Traditions et Résilience* interroge les fondements de l'éducation en Afrique, où modernité et héritage ancestral s'entrelacent pour forger des parcours singuliers. Quelles sont les influences de la cellule familiale sur la réussite scolaire ? Comment les rites, les croyances et les responsabilités domestiques façonnent-ils les aspirations des jeunes ? Pourquoi les filles rencontrent-elles encore tant d'obstacles pour accéder à l'école ? Ce livre, enrichi de témoignages émouvants et de réflexions percutantes, répond à ces questions tout en offrant des pistes pour harmoniser tradition et modernité. En mettant en lumière des récits de résilience, des exemples de mentorat inspirants et des initiatives communautaires, l'auteur propose une vision où l'éducation devient un pont solide entre les valeurs ancestrales et les exigences du monde contemporain.

Diter, K., Octobre, S., & Sirota, R. (2025). **D'un large éclat de rire à une "grande" traduction.** *Éducation et Sociétés*, (54), 157-167. <https://doi.org/10.3917/es.054.0157>

La présentation de cet ensemble autour d'*Unequal Childhoods* revient sur l'opportunité d'une traduction intégrale en français de cet ouvrage, devenu un classique –au-delà même du monde universitaire– sur les inégalités invisibles, en particulier entre familles noires et blanches de divers milieux sociaux aux États-Unis. C'est aussi l'occasion d'insister sur l'importance dans ce travail de traduction du passage d'un environnement social,

culturel, à un autre et de souligner l'apport des thèses d'Enfances inégales (2024) d'Annette Lareau pour le débat francophone.

Douguet, F. (2024). **Former des soignants en étant malade. Éclairage sociologique sur le présentisme des enseignants d'instituts de formation en soins infirmiers.** *Formation et profession*, 32(3), 8. <https://doi.org/10.18162/fp.2024.a337>

El Fatmaoui, A., & Ransom, T. (2025). **Do Elite Universities Pick Sports to Pick Students? Athletic Admissions and SES Targeting** (Working paper N° 18071). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18071>

This study investigates the extent to which U.S. universities strategically use athletic admissions to shape the socioeconomic status (SES) of their student bodies. Using a novel dataset linking NCAA roster data to neighborhood characteristics, we document substantial SES segregation across sports and universities. More selective institutions, particularly elite private universities, allocate up to 30% of enrollment to athletes who typically come from higher-SES backgrounds than their non-athlete peers. However, contrary to popular belief, we find that elite institutions enroll similarly wealthy athletes across all sports. Estimates of our structural model of sports bundle choice reveal that this SES homogeneity across sports limits universities' ability to systematically choose sports offerings to target higher-SES students. Counterfactual analyses demonstrate that athletic enrollment caps would create additional seats for non-athletes but require complementary policies to meaningfully impact socioeconomic mobility.

Fakih, A., Fayyad, D., Debian, A., Neaimeh, A., & Zeaiter, H. (2025). **What Are the Drivers of Education Attainment in the MENA Region?** *African Development Review*, 37(3), e70023. <https://doi.org/10.1111/1467-8268.70023>

This study investigates the determinants of educational attainment in the MENA region, aiming to address persistent shortcomings in access and outcomes. Using data from the SAHWA Youth Survey (2016), we analyze a sample of youth from five Arab countries and apply an ordered probit model to examine educational attainment across four levels. The results indicate that boys and urban residents are less likely to attain higher levels of education compared to girls and rural residents. Additionally, private tutoring and enrollment in private institutions significantly increase the likelihood of reaching tertiary education. Household characteristics and parental profiles play a critical role in shaping educational outcomes. Country-specific analyses reveal diverse socio-economic and policy environments, underscoring the need for tailored interventions. Robustness checks using ordered logit models confirm the consistency of our findings. This study contributes valuable insights for addressing educational disparities and offers a solid foundation for policy formulation and future studies in the MENA region.

Felder, F. (2025). **Unveiling Ableism in Education: A Critical Examination of its Normativity and Implications for Learning in Schools.** *Educational Theory*, 75(5), 848-864. <https://doi.org/10.1111/edth.70044>

In this article, I critically examine the concept of ableism within educational contexts, highlighting its normative dimensions and implications for learning in schools. Drawing on neo-institutionalist theories of education, I explore how normative expectations around ability shape educational practices and contribute to the marginalization of students with disabilities. I argue that ableism is not merely a matter of individual prejudice but is

embedded in institutional structures and cultural norms. In this article, I critique the conceptual ambiguity in current ableism discourse—particularly the conflation of normativity and normality—and call for a more precise analytical framework. By distinguishing between educational goals and the means to achieve them, I advocate for a multifactorial approach to combating ableism that addresses individual attitudes, institutional practices, and societal norms.

Galkiewicz, A. (2025). **The Effects of Air Pollution on Teenagers' Cognitive Performance: Evidence from School Leaving Examination in Poland** [Working paper]. Consulté à l'adresse arXiv.org website: <https://EconPapers.repec.org/RePEc:arx:papers:2506.19801>
Random disturbances such as air pollution may affect cognitive performance, which, particularly in high-stakes settings, may have severe consequences for an individual's productivity and well-being. This paper examines the short-term effects of air pollution on school leaving exam results in Poland. I exploit random variation in air pollution between the days on which exams are held across three consecutive school years. I aim to capture this random variation by including school and time fixed effects. The school-level panel data is drawn from a governmental program where air pollution is continuously measured in the schoolyard. This localized hourly air pollution measure is a unique feature of my study, which increases the precision of the estimated effects. In addition, using distant and aggregated air pollution measures allows me for the comparison of the estimates in space and time. The findings suggest that a one standard deviation increase in the concentration of particulate matter PM2.5 and PM10 decreases students' exam scores by around 0.07-0.08 standard deviations. The magnitude and significance of these results depend on the location and timing of the air pollution readings, indicating the importance of the localized air pollution measure and the distinction between contemporaneous and lingering effects. Further, air pollution effects gradually increase in line with the quantiles of the exam score distribution, suggesting that high-ability students are more affected by the random disturbances caused by air pollution.

Geay, B., Pagis, J., & Grisez, É. (2025). **Découverte, source d'inspiration, réinterprétations par trois sociologues.** *Éducation et Sociétés*, (54), 181-194.
<https://doi.org/10.3917/es.054.0181>

Les directeurs de la traduction d'Unequal Childhoods ont souhaité interroger la réception de l'ouvrage d'Annette Lareau depuis sa publication en 2003. Ils ont posé trois questions à trois chercheurs et chercheuses de trois générations différentes qui l'ont lu en anglais et ont mis à l'épreuve de leurs terrains ses concepts et méthodologies. Comment ont-ils découvert ce livre ? Qu'en ont-ils retenu pour leurs propres travaux ? Comment leurs usages ou réinterprétations des travaux d'Annette Lareau ont-ils été accueillis dans leurs champs respectifs, en sociologie politique, de l'enfance, de la socialisation ou encore de l'éducation et de la famille ?

Giraud, F., & Henri-Panabière, G. (2025). **Premières classes : Comment la reproduction sociale joue avant six ans.** Consulté à l'adresse <https://shs.u-paris.fr/premieres-classes-comment-la-reproduction-sociale-joue-avant-six-ans/>

Dès la grande section de maternelle, des inégalités s'immiscent au sein du quotidien des enfants. À travers une enquête sociologique de terrain menée à la fois en famille et en classe, cet ouvrage met en lumière les mécanismes précoces causant leur transmission d'une génération à l'autre. Une réalité apparaît alors : ces différences ne se distribuent pas au hasard. Mais celles-ci ne sont ni une fatalité liée à la personnalité des enfants, ni

le produit d'une démission de leurs parents ou des enseignants. Elles se construisent dans des conditions économiques contrastées, et au fil d'habitudes et de pratiques culturelles qui façonnent, dès le plus jeune âge, la perception de soi, les manières d'apprendre, le rapport au temps et l'ouverture au monde.

Gourde, N. (2025). **Un examen de la portée sur la (cis)hétéronormativité et l'(hétéro)sexisme en contexte de formation à l'enseignement en éducation physique : quels sont les enjeux, et qui est « en jeu » ?** *Canadian Journal of Education/Revue canadienne de l'éducation*, 48(2), 567-616. <https://doi.org/10.53967/cje-rce.6329>

Internationally, more and more educational research is focusing on issues related to (hetero)sexism and 2SLGBTQIA+-phobia. However, since the 1980s, a number of publications have addressed issues related to these issues in the context of physical education teacher education programs. Building on and from this research, the present study proposes a critical review and update of the current state of the literature. The adopted approach not only aims to paint a picture of the evolution, scope, and nature of studies carried out in the field over the past 40 years, but also offers future perspectives on how to sensitively integrate these issues into physical education teaching and training programs. Through a scoping review of the literature, this historical re-view traces the different trajectories taken by the research. Notably, the analysis reveals many grey areas, including an intersectional analysis that can be described as selective or partial, the striking absence of 2SLGBTQIA+ individuals, and numerous worrying academic "silences." However, despite these worrying elements, the analysis also reveals the ability of researchers and educators to highlight the issues in a way that demonstrates the need for action and change in the future.

Groux, D., & Fafard, M.-F. (2025). **Une éducation de qualité pour tous les enfants: Un projet commun aux chercheurs, aux acteurs de terrain et aux décideurs?** Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/une-education-de-qualite-pour-tous-les-enfants/79753?srsId=AfmBOoqFVXSq4XphTS74LYM7uBbMC1YYIQAkt8Xw3V2ldgakzEx9aB6M>

La France présente un haut niveau d'inégalités en éducation, qui la classe en première position parmi les pays de l'OCDE. La diminution de la mixité sociale et les trois formes de ségrégation (spatiale, sociale, scolaire) en sont en grande partie à l'origine. La réduction des inégalités scolaires aurait un fort impact sur la paix sociale mais également sur l'essor économique du pays. Pour ces raisons, il est urgent de réduire les inégalités en éducation. Ce projet devrait être un projet commun pour les décideurs, les chercheurs et les acteurs de terrain. Il devrait constituer une priorité politique. Ce recueil présente les travaux de chercheurs du monde entier (Cameroun, Canada, Guinée, Japon, Portugal, République Démocratique du Congo), de la France hexagonale et des outre-mer (Guadeloupe, Guyane, La Réunion, Martinique, Mayotte, Polynésie française), qui se sont penchés sur la question des inégalités dans le monde: de l'état des lieux en Guyane et ailleurs, jusqu'à de multiples propositions pour les réduire, en associant les différents acteurs éducatifs. Le désir du vivre ensemble de façon sereine dans la classe est apparu de façon récurrente dans les différentes communications. Une éducation inclusive de qualité devrait incontestablement constituer la norme de toute éducation parce qu'elle est tout simplement le gage d'une société du respect et du bien-être

Hebbar, N. (2025, septembre 3). **Le coût des études en pharmacie pèse de plus en plus sur les étudiants : « Quand je passais mon concours, je ne mangeais plus »**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/09/03/le-cout-des-etudes-en-pharmacie-pese-de-plus-en-plus-sur-les-etudiants-quand-je-passais-mon-concours-je-ne-mangeais-plus_6638507_4401467.html

L'augmentation des frais de scolarité, des loyers et du coût de la vie pousse un nombre croissant d'étudiants de la filière à travailler et à limiter leurs dépenses, alerte l'Association nationale des étudiants en pharmacie de France dans un rapport.

Hossain, M. (2025). **The Link Between Contextual Poverty and Academic Achievement: Evidence Using Panel Data From a Lower-Middle-Income Country**. *The British Journal of Sociology*, 76(4), 725-743. <https://doi.org/10.1111/1468-4446.13208>

The association between contextual poverty and educational achievement is not well-researched in lower-income countries. This paper investigates this link and examines how it varies between urban and rural school locations in Bangladesh, acknowledging the dual urban-rural dynamics of the country. Analyses based on original school-level longitudinal data, encompassing over 90 per cent of secondary schools in Bangladesh, demonstrate that subdistrict-level educational poverty (measured as the proportion of adults with education below the primary level) has a stronger and significantly negative association with achievement at the secondary level compared to economic poverty (measured as the percentage of people under the national poverty line). This negative association is starker for the 'science' academic stream, which necessitates supplementary private tutoring. I argue that in poorer local areas, pupils are less likely to encounter successful role models in science fields, experience a shortage of qualified instructors, and face difficulties in securing additional resources for science subjects due to poverty. Furthermore, urban areas generally exhibit higher achievement levels, reflecting a greater proportion of educated individuals and role models. However, urban achievement experiences a sharper decline with increasing educational poverty, likely due to structural inequalities such as informal settlements and unequal access to quality schools. In contrast, rural areas show less sensitivity to educational poverty, possibly due to the 'scarcity effect' of role models, where the limited presence of role models exerts a disproportionately positive influence on aspirations, even in high-poverty contexts.

Kamanzi, P. C. (2025). **La démocratisation de l'enseignement supérieur dans les sociétés contemporaines : portée et limites des effets des politiques publiques**. *Éducation et Sociétés*, (54), 27-48. <https://doi.org/10.3917/es.054.0027>

Kamanzi, P. C., Pilote, A., Bilodeau-Carrier, S., & Sall, M. (2025). **Le cheminement des étudiants en situation de handicap aux études supérieures au prisme des sélections successives**. *Éducation et Sociétés*, (54), 135-156. <https://doi.org/10.3917/es.054.0135>

Karna, U., List, J., Simon, A., & Uchida, H. (2025). **Five Facts About the First-Generation Excellence Gap** [Working paper]. Consulté à l'adresse The Field Experiments Website website: <https://EconPapers.repec.org/RePEc:feb:artefa:00825>

Parents are crucial to children's educational success, but the role of parental education in fostering academic excellence remains underexplored. Using longitudinal administrative data covering all North Carolina public school students, we document five facts about first generation excellence gaps. We find large excellence gaps emerge by 3rd grade across all demographics and persist through high school. Yet, socioeconomic

status and school quality explain only one-third of the gaps. The overarching facts reveal that excellence gaps reflect deeper challenges rooted in parental human capital that manifest early and compound over time, rather than merely consequences of socioeconomic disadvantage or school quality differences.

Kellum, J., & Tsolakis, M. (2025). **Examen rapide de l'intégration de la dimension de genre dans le modèle opérationnel du GPE 2025 – Résumé analytique**. Consulté à l'adresse <https://www.globalpartnership.org/fr/node/document/download?file=document/file/2025-04-examen-integration-genre-modele-operationnel-gpe-2025.pdf>

L'approche de l'intégration de la dimension de genre intègre l'égalité des genres dans tous les processus du GPE, depuis l'analyse et le dialogue sur les politiques jusqu'à l'élaboration et la mise en œuvre des financements. Pour évaluer les premières étapes de l'impact de cette approche, un examen rapide indépendant a été initié en octobre 2024 pour déterminer si l'approche a renforcé les engagements au niveau des pays en faveur de l'égalité des genres dans l'accès à l'éducation.

Labraña, J., & Billi, M. (2025). **Educational Semantics, Anthropocene, and the Human Individual: A New Paradigm for The Education System?** *Educational Theory*, 75(5), 891-912. <https://doi.org/10.1111/edth.70043>

In this article, we examine the transformative influence of Anthropocene-driven semantics on the education system through Luhmann's social systems theory. We analyze how the historical and current concepts of "Human" and individuality have shaped educational semantics and influenced the system's self-description. Critical perspectives from pedagogy, poststructuralism, decolonial, intersectional theories, and "Anthropocene" discussions are reviewed, highlighting a semantic shift from individual development to systemic interdependencies among humans, social structures, and ecological contexts. While fostering intellectual reflection, this shift paradoxically reasserts the normative focus on individual improvement, as education systems aim to teach individual betterment while rejecting the concept itself. We suggest that Anthropocene discourse might catalyze a new normative identity integrating human improvement and non-human interactions, potentially reshaping education's guiding values — though no outcomes are guaranteed. This analysis offers sociologically grounded insights into education's evolving role in shaping human development amid systemic and ecological complexities.

Lareau, A., Octobre, S., Diter, K., Octobre, S., & Sirota, R. (2025). **Unequal Childhoods : naissance d'un classique en sciences sociales** Entretien avec Annette Lareau. *Éducation et Sociétés*, (54), 169-180. <https://doi.org/10.3917/es.054.0169>

Larrinaga, A. E., & Reyes, G. (2025). **Cash and Cognition: The Impact of Transfer Timing on Standardized Test Performance and Human Capital** [Working paper]. Consulté à l'adresse arXiv.org website: <https://EconPapers.repec.org/RePEc:arx:papers:2507.21393>

This paper shows that the timing of monetary transfers to low-income families affects students' cognitive performance on high-stakes standardized tests. We combine administrative records from the world's largest conditional cash transfer program with college admission exam results of 185,000 high school students from beneficiary families. Exploiting random variation in payment dates, we find that receiving the transfer in the days preceding the exam increases test scores by 0.01 standard deviations relative to receiving it the subsequent week. Question-level analysis reveals that effects are

concentrated in final questions and easier questions, suggesting improved cognitive endurance and effort allocation. The impacts are largest for recipients of larger transfers, who experience persistent gains in human capital accumulation: their college enrollment increases by 0.6 percentage points, with higher graduation and formal employment rates seven years later. Our findings show that short-term liquidity constraints during high-stakes events can have long-lasting implications, and suggest opportunities to improve social programs through improved payment scheduling.

Lavigne, E., & Carino, J. (2025). **Unequal inequity and precarity: The changing demographics and career trajectories of Canadian university provosts.** *Higher Education*, 90(2), 337-353. <https://doi.org/10.1007/s10734-024-01323-w>

In appointing senior administrators, universities must contend with competing functional and aspirational social expectations. In recent times, such aspirational demands have gravitated around fair representation of equity-seeking groups, but in Canada, as in many jurisdictions, appointment data are neither collected nor reported, and progress remains undetermined. The article reports on a study of 187 Canadian university provostial appointments published between 2012 and 2023. Data on gender, race and Indigeneity, appointment type, previous experience, and provenance were collected to draw a longitudinal analysis of the demographics and career trajectories of Canadian university provosts. Findings show that important transformations are taking place in Canadian universities. Female appointees have breached parity, while racialized and Indigenous appointees remain underrepresented, and universities increasingly rely on interim and external appointments. Potential effects related to the COVID-19 global pandemic are examined.

Lehoux, E. (2025). **Une analyse des dynamiques d'établissement. Le cas de l'accompagnement à l'orientation au lycée.** *Éducation et Sociétés*, (54), 91-114. <https://doi.org/10.3917/es.054.0091>

Considérant l'orientation comme le résultat de choix personnels, sur la base d'un projet préalablement construit, plusieurs programmes successifs ont été mis en place en France depuis le milieu des années 1990 pour informer et accompagner les élèves. Depuis 2018, les lycéennes et les lycéens sont censés bénéficier, chaque année, d'heures dédiées à leur orientation. Cet article souligne la mise en oeuvre différenciée de cette mesure non seulement entre établissements, mais aussi au sein d'un même établissement. Il montre l'importance d'une analyse multiscalaire pour expliquer ces différences, de l'échelon territorial jusqu'aux configurations plus locales, en interne des établissements (équipes pédagogiques, équipes disciplinaires, etc.). Sans se limiter à l'étude des politiques des établissements, c'est plus largement à une étude des dynamiques d'établissement qu'appelle cet article.

Li, H. (2025). **Hysteresis of habitus: Social origin and career decision-making among Chinese PhD students.** *Higher Education*, 90(2), 283-300. <https://doi.org/10.1007/s10734-024-01320-z>

The growing oversupply of PhD graduates in the academic labor market has highlighted concerns about employment outcome inequality among PhD holders. However, the mechanisms underlying such disparities remain poorly understood. This qualitative study employs Careership Theory to investigate these mechanisms by examining differences in horizons for action in career planning between working-class and middle-class PhD students. The study includes 94 mainland Chinese PhD students, comprising both current

(n = 72) and former (n = 22) students, from leading universities in mainland China, Hong Kong, and Macau. The findings reveal significant disparities in horizons for action influenced by the participants' habitus and its hysteresis. Specifically, working-class PhD students tended to impose more constraints on their future job choices compared to their middle-class peers. They prioritized jobs that offered respectable salaries, aligned with their expertise, and had a less guanxi-oriented environment. With these constraints, their narrower career horizons often lead to a stronger inclination toward pursuing academic careers. Consequently, working-class PhD students face heightened pressure due to increased competition in the academic job market. The study also underscores the role of meritocratic beliefs in sustaining the habitus of working-class students and influencing their career decisions.

Liu, H., Yang, X., Shao, W., & Yu, X. (2025). **Differential Effects of Objective and Subjective Nature Contact on Social, Cognitive, and Academic Outcomes across the Lifespan: A Three-Level Meta-Analysis.** *Educational Psychology Review*, 37(3), 86. <https://doi.org/10.1007/s10648-025-10062-y>

While nature contact is increasingly recognized for its health benefits, its role in human development and learning remains insufficiently examined. The present meta-analysis aimed to investigate (a) the extent to which nature contact predicts social functioning, cognitive functioning, and academic performance, (b) whether these associations vary across developmental stages, and (c) whether objective and subjective nature contact show differential associations with these outcomes. Drawing on 74 reports (669 effect sizes, N = 3,032,512), the three-level meta-analytic model revealed significant positive associations between nature contact and social functioning ($r = 0.208$, 95% CI [0.117, 0.299]), cognitive functioning ($r = 0.034$, 95% CI [0.019, 0.049], $p < 0.001$), and academic performance ($r = 0.065$, 95% CI [0.007, 0.123], $p = 0.028$). Developmental stage moderated the associations between nature contact and social and cognitive functioning but not academic performance. For social functioning, effect size was stronger during the preschool years ($r = 0.329$, $p = 0.002$) and adulthood ($r = 0.224$, $p < 0.001$). Cognitive functioning exhibited developmental stage-specific sensitivity, with significant effects observed during the preschool ($r = 0.059$, $p < 0.001$), early elementary ($r = 0.043$, $p = 0.002$), later elementary ($r = 0.031$, $p = 0.012$), and middle school years ($r = 0.059$, $p = 0.010$). Notably, the type of nature contact exhibited domain-specific patterns: subjective contact was more strongly associated with social functioning ($r = 0.237$, $p < 0.001$), whereas objective contact showed greater benefits for cognitive functioning ($r = 0.034$, $p < 0.001$). These findings advance theoretical understanding of the relationship between nature contact and human development, suggesting that developmentally tailored and type-specific interventions may optimize outcomes. From an educational and urban planning perspective, we recommend leveraging both objective and subjective nature contact to design targeted interventions that enhance social, cognitive, and academic outcomes across the lifespan.

Ma, L., Ye, X., Zhang, X., & Li, X. (2025). **Does advisor-doctor gender match help female doctoral students' academic career development? Evidence from a top research university in china.** *Higher Education*, 90(2), 301-320. <https://doi.org/10.1007/s10734-024-01321-y>

This paper contributes to a growing body of literature on the relationship between advisor-doctor gender match and female doctoral students' research productivity and academic career acquisition. Utilizing administrative data and publication data of

doctoral students who graduated from 2008 to 2017 at a top research university in China, we found a gradual increase in the proportion of female doctoral students from 33 to 43% over the past decade, indicating greater access to doctoral education for women in this institution. However, female doctoral students are less likely to obtain faculty positions at elite universities compared to their male counterparts upon graduation. Notably, the chances of obtaining such positions are significantly higher when their advisors are females, especially in non-STEM professional fields, suggesting that advisor-doctor gender match helps improve the disadvantaged status of female doctoral students in academic careers. Further analysis reveals that female doctoral students working with female advisors have significantly more English research publications and research collaborations compared to those with male advisors. These findings provide important implications not only for females' academic career development but also for the advancement of doctorate education.

Mandanao, H. B., & Baguio, J. B. (2025). **Discipline Maneuver of Teachers and Social Flaws of Students in Public Elementary Schools.** *Advances in Research on Teaching*, 26(4), 145-155. <https://doi.org/10.9734/air/2025/v26i41394>

Effective classroom discipline plays a critical role in shaping student behavior and overall learning outcomes, particularly in elementary education where foundational social skills are formed. This study aimed to examine the relationship between the discipline maneuver strategies employed by teachers and the social flaws exhibited by students in public elementary schools. Grounded in the importance of classroom management for promoting positive student development, the research employed a descriptive-correlational design conducted among 139 public elementary school teachers. Standardized survey questionnaires were utilized to gather data, which were then analyzed using mean, standard deviation, Pearson product-moment correlation, and multiple linear regression. The results revealed that teachers demonstrated a very extensive application of discipline maneuvers, while students were reported to exhibit moderately extensive social flaws. A moderate positive correlation was found between teachers' discipline strategies and students' social flaws, indicating a meaningful association. Among the discipline maneuver domains, reward emerged as the strongest predictor of students' social flaws, followed by workout break, responsibility, and dignity. These findings underscore the importance of targeted classroom management practices that reinforce positive behavior while addressing students' social-emotional needs. The study recommends that school administrators implement supportive policies and programs, including professional development on effective discipline techniques, values education, and student leadership opportunities. Additionally, counseling services, peer mentoring, and financial assistance programs are suggested to mitigate the underlying factors contributing to student social issues.

Mawanzo, A. (2025). **Décrochage et réinsertion scolaires des filles en République démocratique du Congo.** Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/dcrochage-et-reinsertion-scolaires-des-filles-en-republique-democratique-du-congo/79820?srsId=AfmBOoqqXpiF7YDV44D5fkuWkJV-dD3S7-WGEBwRfO1LO98uXp7L7IOF>

Moore, S., & Lopuck, K. (2025). **Discursive Decoys: The Legitimation of Homophobia and Transphobia, Educational Neutrality, and Teacher Deprofessionalization in Mainstream Media's Coverage of the "Parental Rights" Movement in Manitoba.** *Canadian Journal of*

Education/Revue canadienne de l'éducation, 48(2), 686-713.
<https://doi.org/10.53967/cje-rce.6933>

In the 2023 provincial election in Manitoba, the Progressive Conservative Party (PC) committed to enhancing “parental rights” in education if elected for a second term. This article examines the way the PCs' campaign materials, surrounding media coverage, and responses from provincial public education partners legitimized the underlying discourses of the “parental rights” movement. This movement endorses the erasure and harm of 2SLGBTQIA+ students and community members, disregards and undermines children's rights, and privileges the perspectives of particular parents. Using critical discourse analysis, we outline the way that homophobic and transphobic discourses are legitimized through the coverage of this campaign. We also outline the ways that neutrality is weaponized in order to secure heteronormativity in schools. Moreover, we reveal the ways that teachers are villainized (criminalized) in order to advance “parental rights” claims. By putting discursive tactics on display, this article reveals the way that power is operationalized and secured.

Mottais, É., Busque-Carrier, M., & Bourdon, S. (2025). **Profils de valeurs de travail et centralité du travail chez des élèves du secondaire**. *Canadian Journal of Education/Revue canadienne de l'éducation*, 48(2), 475-501.
<https://doi.org/10.53967/cje-rce.5937>

The four-factor model of work values (MQF-VT) was developed and empirically validated to incorporate the main work values identified in the scientific literature. The aim of this study is to verify the presence of work value profiles based on the MQF-VT from a sample of Quebec high school students (n = 3,083). It also aims to describe the association between work value profiles and work centrality (i.e., the importance a person places on work in his or her life), as well as sociodemographic characteristics. The data was collected via an online survey. An exploratory structural equation modelling analysis was used to estimate the factor structure of the MQF-VT. A latent profile analysis yielded five profiles generally similar to those identified in a previous study. A comparison analysis of these profiles indicates that the level of work centrality varies according to profile membership. The originality of this article is to support the validity of the theoretical model and the resulting profile solution, which contributes to its generalization. In practice, the results show the importance of guidance practitioners making use of work values in their intervention with high school students.

Ormandy, M., Ferdinands, A., & Mayan, M. (2025). **Exploring Youths' Experiences of Attending a Rural Outreach School in Alberta**. *Canadian Journal of Education/Revue canadienne de l'éducation*, 48(2), 752-778. <https://doi.org/10.53967/cje-rce.6941>

Outreach schools have existed for decades as an alternative for students who have struggled in mainstream education. Students at outreach schools have been cast as “failures” or “dropouts” due to their lack of success in mainstream schooling. Drawing on critical theoretical traditions in qualitative research, this article challenges these hegemonic discourses. This study uses semi-structured interviews with 25 young people (aged 14–19 years) who attended an outreach school in a rural community in Alberta. We identify three themes of participants' experiences attending the outreach school: (1) discovering the outreach school, (2) changing views about education, and (3) planning for the future. The article concludes with a critical discussion of the discourses of choice and success regarding attendance at outreach schools. We draw attention to social

structural forces that impact students at outreach schools in rural communities and constrain their education opportunities.

Popovaite, I., Kaiser, F., Schirmer, H., Hauschildt, K., & European Commission. European education and culture executive agency. (2025). **The European Higher Education Sector Observatory: Individual and institutional characteristics related to temporary student mobility**. Consulté à l'adresse <https://op.europa.eu/en/publication-detail/-/publication/e6af25e9-5e09-11f0-a9d0-01aa75ed71a1/language-en>

À partir de données provenant de 23 pays européens, ce rapport examine les profils des étudiants d'Europe susceptibles d'étudier à l'étranger et les facteurs qui influencent leurs opportunités. Les étudiants plus âgés (30 ans et plus) ont moins de chance de partir que les plus jeunes ; les étudiants issus de familles aisées ou ceux dont les parents ont fait des études supérieures ont plus de possibilités d'étudier à l'étranger. Les universités axées sur la recherche, pouvant délivrer des doctorats, envoient plus d'étudiants en mobilité ; elles accueillent généralement moins d'étudiants trentenaires et plus d'étudiants issus de milieux privilégiés.

Raybaud, A. (2025, septembre 9). « **A mon âge, mes parents étaient déjà propriétaires, moi j'arrive tout juste à épargner** » : le nouveau déclassement des générations. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/09/09/a-mon-age-mes-parents-etaient-deja-proprietaires-moi-j-arrive-tout-juste-a-epargner-le-nouveau-declassement-des-generations_6640049_4401467.html

Les grandes étapes du passage à l'âge adulte, comme l'achat d'un logement, sont devenues inabordables pour bien des jeunes, créant incompréhensions et frustrations.

Tremblay, M.-L. (2024). **Les conséquences des inégalités scolaires sur l'engagement citoyen des élèves**. *Formation et profession*, 32(3), 1. <https://doi.org/10.18162/fp.2024.a329>

Tremblay, S., & Colin, M. (2025). **Liberté académique et droit à la dignité : l'épreuve du "mot en n" dans une université canadienne**. *Éducation et Sociétés*, (54), 201-218. <https://doi.org/10.3917/es.054.0201>

L'assassinat en France de Samuel Paty le 16 octobre 2020 a créé une onde de choc internationale, reflétant les conséquences tragiques de polarisations sociales et identitaires dans l'espace scolaire. Au même moment, au Québec, une affaire publique éclate dans les médias après la suspension d'une universitaire d'Ottawa (Canada), Verushka Lieutenant-Duval, qui a prononcé "le mot en n" dans un de ses cours d'histoire de l'art sur le concept de resignification subversive. À partir des notions d'épreuve (Boltanski & Thévenot 1991) et de registres de valeurs (Heinich 2017), l'article examine comment l'affaire Lieutenant-Duval a catalysé un désaccord social qui s'est mué en affaire publique opposant les champs de l'éthique et de l'épistémique, contribuant à redéfinir la réalité même du monde universitaire, ainsi qu'à éclairer le rapport contemporain à la construction de la vérité et aux faits.

Venegas, M., Luque, M., Velasco, E., & Sánchez, K. (2025). **'Diversicracy'? Endogenous and Exogenous Cultural Diversity and Interculturality in Education on Both Sides of the Strait of Gibraltar**. *International Social Science Journal*, 75(257), 495-505. <https://doi.org/10.1111/issj.12564>

This article aims to analyse the discourses of educational agents on cultural diversity in primary school on both sides of the Strait of Gibraltar (Andalusia, Ceuta and Melilla, southern Spain), as well as the opportunity identified in these discourses for the promotion of interculturality in this Spanish area, from a rights-based approach (RBA). To this end, the article analyses the discourses of the technical and political staff of educational administrations on cultural diversity in primary schools, through in-depth personal interviews, together with the discourses of teachers, representatives of family associations and educational unions through focus groups. On the basis of the data, the article analyses the two models of cultural diversity, endogenous and exogenous, identified in the three regions studied. Within the national scope of this research, this phenomenon has been found in southern Spain on both sides of the Strait only, due to its geopolitical and historical characteristics. The way in which these two models contribute to promoting interculturality in primary schools depends on the recognition of human and citizenship rights. The discourses identified in these two models of cultural diversity, as well as the opportunity they set to address interculturality from an RBA, are discussed in detail in the article.

VI. **La mixité sociale à l'école : un enjeu ?** (2025). *Administration & Éducation*, (HS2), 96-102. <https://doi.org/10.3917/admed.hs2.0096>

VII. **L'égalité filles-garçons : la faire véritablement.** (2025). *Administration & Éducation*, (HS2), 103-109. <https://doi.org/10.3917/admed.hs2.0103>

Vitores, J. (2025). **La nature à hauteur d'enfants : socialisations écologiques et genèse des inégalités.** Consulté à l'adresse

https://www.editionsladecouverte.fr/la_nature_a_hauteur_d_enfants-9782348084492

Curieux et sensibles, les enfants seraient spontanément attirés par la nature, source infinie d'éveil et de découvertes. C'est oublier un peu vite les déterminants sociaux qui favorisent cette rencontre. Quelle " nature " les enfants s'approprient-ils avec leurs parents ou leurs enseignant.es ? En quoi est-elle pour eux une ressource précieuse dans les premiers apprentissages ? Comment s'en saisissent-ils concrètement ? À partir d'une longue enquête de terrain auprès d'élèves âgés de trois à six ans et de leurs parents en région parisienne et dans une commune rurale du sud de la France, Julien Vitores montre comment les enfants se familiarisent à des usages de la nature très différenciés, selon leurs positions de classe et de genre. On comprend mieux ainsi en quoi acquérir le goût de l'effort en montagne ou le sens de l'observation en scrutant des insectes, apprendre à nommer les animaux ou les considérer comme des personnages, s'enthousiasmer pour la coupe des arbres ou vouloir les câliner peut contribuer à (re)produire des rapports au monde socialement situés. À rebours des discours sur une nature à la portée de tous, l'auteur révèle les logiques de distinction à l'œuvre durant ces premières socialisations écologiques, dont témoignent les observations ethnographiques, mais aussi des jeux et des dessins. Sans nier l'intérêt de ces apprentissages et de la sensibilisation à l'environnement, il invite à tenir compte des inégalités sociales dès la petite enfance, afin d'envisager la nature comme un véritable bien commun au cœur d'un projet émancipateur. [4e de couverture]

XI. **Quelle action éducative pour les publics en risque de marginalisation ?** (2025). *Administration & Éducation*, (HS2), 136-140. <https://doi.org/10.3917/admed.hs2.0136>

XIX. **Les parents d'élèves au cœur des nouveaux enjeux de l'école et de la société.** (2025). *Administration & Éducation*, (HS2), 189-194. <https://doi.org/10.3917/admed.hs2.0189>

Zheng, Y., & Postiglione, G. A. (2025). **Untangling the dominant culture in China's elite universities.** *Higher Education*, 90(2), 407-427. <https://doi.org/10.1007/s10734-024-01329-4>
Western literature has shown that elite universities are not culturally inclusive, presuming that these institutions predominantly reflect the culture of the affluent middle class. While cultural inclusion of socioeconomically disadvantaged students is a globally relevant issue, the overarching presumption does not necessarily apply to non-Western societies. This article reconsiders this assumption in the Chinese context, addressing the lack of systematic research untangling the dominant culture in elite Chinese universities. A two-phase, mixed-methods case study was conducted at two top-ranked universities in eastern and western China. In the first phase, a content analysis of the stories of the universities' award-winning seniors was combined with a thematic analysis of the in-depth interviews with 49 graduating seniors to untangle the formal and informal dominant culture in China's elite universities. The findings led to a three-fold model of dominant culture characterized by an emphasis on individual academic performance, loyalty to Communist Party ideology, and the significant influence of students from advantaged family backgrounds. In the second phase, three hypotheses about the impacts of this dominant culture on students' socio-cultural integration were tested, largely supporting the three-fold model and highlighting the roles of academic and political performance in facilitating cultural inclusion. This study sheds new light on cultural capital studies in non-Western contexts and emphasizes that cultural (dis)advantages should be cautiously examined considering the historical and ideological context shaping higher education.

Zhong, M. R., Cohen, R. L., Allen, K., Finn, K., Hardy, K., & Kill, C. (2025). **Equally Bad, Unevenly Distributed: Gender and the 'Black Box' of Student Employment.** *The British Journal of Sociology*, 76(4), 828-840. <https://doi.org/10.1111/1468-4446.13210>
Students comprise approximately four per cent of the UK labour force and as much as 20% in some occupations and jobs. Yet students' work is typically seen as marginal, secondary both to their current learning and future working biographies. Public and media attention on 'earning while learning' (EwL) tends to focus on the negative impacts of paid work on education. Meanwhile students' actual working conditions, occupations and employment experiences have received limited attention and constitute something of a 'black box'. We open that box by examining the paid work undertaken by full-time students. Through analysis of a national data set, we examine patterns with respect to employment rates, pay, hours, and occupations, as well as how these are gendered. We find a small 'studentness' penalty—lower pay for students than non-student workers of the same age. We also find small increases in the proportion currently engaged in paid work. Gender is identified as a key variable in shaping student employment rates, with women considerably more likely than men to work while studying. We find no evidence of a gender pay gap in EwL, but this is largely because most student workers are concentrated in two 'integrated' occupations, which we designate as 'equally bad' - poorly paid but gender equitable. Older students are more likely to work in gender-segregated occupations, with some indications of male and female gender pay advantages for gender-dominant employment, suggesting a possible early incentive for occupational gender segregation. Given the gender disparity in student work, a core

finding is that women disproportionately undertake this poor-quality work. We argue that to address the under-theorisation of EwL, student employment—including its gendering—requires greater attention and should be integrated into conceptualisations of a 'working-life-course'.

Climat de l'école

Beaudry, H., & Charron, A. (2025). **La qualité de l'environnement physique et interactif de classes de maternelle 4 ans à temps plein en milieu défavorisé : regard sur la place octroyée aux livres et à la lecture au sein de six classes.** *Canadian Journal of Education/Revue canadienne de l'éducation*, 48(2), 383-414.
<https://doi.org/10.53967/cje-rce.6505>

The quality of the educational environment in the classroom is recognized as paramount in supporting the emergence of writing in preschool children (Guo et al., 2012). The aim of this descriptive qualitative research is to paint a portrait of the quality of the educational environment in its physical and interactive dimensions with regard to books and book reading in full-time preschool classes in disadvantaged areas of Quebec, the educational environment of which is generally of good quality. Six classes were selected from a larger sample of 30 classes, for which the quality of educational environment had been assessed for a larger study. To assess this quality, the ELLCO Pre-K observation tool (Smith et al., 2008) was used, notably to collect qualitative data from: (1) note-taking for the "Books and Book Reading" domain, (2) classroom photographs, and (3) semi-structured interviews conducted with teachers. A conceptual categorical analysis of the qualitative data relating to books and book reading identified strengths, such as the frequency of interactive readings led by teachers, and challenges, such as the quantity of books available in the reading corner.

Becchetti-Bizot, C. (2025). **Éviter les ruptures, faciliter les transitions** [Report]. Consulté à l'adresse Médiatrice de l'Éducation nationale website:
<https://www.education.gouv.fr/media/228456/download>

Depuis plusieurs années, en France comme en Europe, les gouvernements développent des modes extrajudiciaires de règlement des litiges qui s'avèrent, dans bien des cas, plus rapides, souples et efficaces qu'une confrontation devant un tribunal, pour régler des situations conflictuelles par le dialogue, l'écoute et la reconnaissance mutuelle des parties. Dans un monde agité de profondes mutations géopolitiques et sociétales, créant chez les jeunes souffrance psychique et insécurité, l'École et l'Université font face à de nouveaux défis : restaurer le sens de nos enseignements, de nos valeurs, et la confiance des familles dans un environnement rassurant pour que l'éducation signifie bonheur d'apprendre et promesse d'avenir, plutôt que succession d'épreuves. Les médiateurs et médiatrices de l'éducation nationale et de l'enseignement supérieur œuvrent, tout au long de l'année, à maintenir des espaces de dialogue entre les usagers, l'administration et les acteurs de la communauté éducative. Ils s'efforcent de répondre avec bienveillance et professionnalisme à une demande croissante d'écoute, d'explications et de considération des familles, des étudiants et des personnels, qui souhaitent être associés aux décisions qui les concernent et mieux accompagnés dans les moments clés de leurs parcours, notamment lorsqu'ils font face à des événements imprévus : accidents de santé, problèmes familiaux, précarité, etc. Les professionnels de l'éducation déploient chaque jour des trésors d'ingéniosité pour s'adapter à de nouveaux besoins et inventer des stratégies pour faire progresser tous les élèves et étudiants, dans leur

diversité, leur donner le goût d'apprendre et restaurer leur relation au savoir. Les initiatives ne manquent pas, mais les usagers comme les personnels se heurtent parfois à des complexités administratives ou des incompréhensions, accentuées par la dématérialisation des procédures qui freinent leur élan, créent du décrochage, génèrent des comportements agressifs ou violents et fragilisent la confiance dans le système éducatif. L'institution n'a pas toujours les moyens humains d'être présente auprès de chacun pour l'accompagner dans des difficultés qui risquent de s'enkyster et d'empêcher la poursuite de son parcours. L'année 2024 aura été particulièrement intense pour les médiateurs. Plus que jamais s'est fait sentir la nécessité de faire vivre, à tous les étages du système éducatif, l'esprit et les valeurs de la médiation, qui sont aussi ceux de l'École républicaine : le débat démocratique, la recherche de l'équité et le respect des différences, garants d'une société protectrice de la dignité des personnes et de leurs droits fondamentaux. Rapport 2024 de la médiatrice de l'Éducation nationale et de l'Enseignement supérieur Temps forts 2024 de la médiation L'activité 2024 des médiateurs en chiffres Mieux accompagner les parcours par une GRH adaptée aux besoins des personnels Mieux accompagner les parcours scolaires : simplifier les démarches, faciliter les transitions Permettre la liberté de choix et mieux accompagner les parcours étudiants Recommandations : la médiation, force de proposition Lire la synthèse du rapport.

Bernardo, A. C. P., & Baguio, J. B. (2025). **Attractive Classroom Organization and Creating Community Teaching of Teachers in Public Elementary Schools.** *Asian Journal of Advanced Research and Reports*, 19(6), 279-289. <https://doi.org/10.9734/ajarr/2025/v19i61059>

This study aimed to determine the significant relationship between attractive classroom organization and creating community teaching among public elementary school teachers in the Talomo West District, Division of Davao City. A descriptive-correlational research design was employed, involving 138 public elementary school teachers selected through universal sampling. Data were collected using standardized questionnaires administered within school settings and analyzed through mean, Pearson product-moment correlation, and multiple linear regression. Findings revealed that attractive classroom organization, measured across the domains of concepts, sensitivity, needs, and risk-taking, was oftentimes practiced by teachers. In contrast, creating community teaching, assessed in terms of supportive, instructional, preventive, and responsive strategies, was only sometimes demonstrated. Correlation analysis indicated a moderately positive and significant relationship between attractive classroom organization and creating community teaching. Further analysis confirmed that the domains of classroom organization significantly influenced the implementation of community-oriented teaching. Moreover, two null hypotheses were rejected. Based on these findings, it is recommended that schools implement capacity-building initiatives, such as training and professional development programs, to enhance classroom organization and promote stronger community teaching practices. These efforts can directly contribute to more inclusive, engaging, and supportive learning environments.

Calapan, J. G., & Baguio, J. B. (2025). **Organizational Citizenship Behavior and Managerial Fairness as Predictors of Conflict Resolution Skills.** *South Asian Journal of Social Studies and Economics*, 22(7), 101-113. <https://doi.org/10.9734/sajsse/2025/v22i71065>

Poor conflict resolution skills among teachers can lead to escalated tensions, stress, and a decline in productivity, not only for them but also for students. With the foregoing issues in the learning environment, there is a need to study the factors affecting conflict resolution skills among the teachers. Among the variables, organizational citizenship behavior and Managerial Fairness play significant roles in enhancing conflict resolution skills among teachers. This study aimed to investigate whether organizational citizenship behavior and managerial fairness significantly predict conflict resolution skills of elementary teachers in public secondary institutions in Lupon District, Division of Davao Oriental. Employing a descriptive-correlational research design, standardized questionnaires were administered through face-to-face surveys to 132 teachers. The mean, standard deviation (SD), Pearson product-moment correlation, as well as simple and multiple linear regression analyses were utilized for data analysis. The findings revealed that the extent of organizational citizenship behavior and organizational justice was described as very extensive. However, conflict resolution skills were described as extensive. Correlation analysis indicated significant relationships between organizational citizenship behavior, managerial fairness, and conflict resolution skills. Furthermore, organizational citizenship behavior and managerial fairness significantly influenced the conflict resolution skills of teachers. It is recommended that school administrators enhance organizational citizenship behavior by recognizing and incentivizing teachers' voluntary contributions, such as mentoring peers and assisting in school activities. To strengthen organizational justice, transparent decision-making and equitable resource distribution may be prioritized. Additionally, professional development programs on conflict resolution strategies may be provided to improve teachers' ability to manage and resolve conflicts effectively. Investing in programs that enhance both organizational citizenship behavior and organizational justice will ultimately contribute to more effective conflict resolution skills among teachers, leading to a more harmonious and productive educational environment.

Carpentier, G., Villeneuve-Lapointe, M., Sirard, A., & Tardif, C. (2025). **La recherche-action au service d'un changement organisationnel: l'expérience d'une équipe interprofessionnelle en lien avec le climat de sécurité perçu par les élèves.** *Canadian Journal of Education/Revue canadienne de l'éducation*, 48(2), 447-474. <https://doi.org/10.53967/cje-rce.6069>

As part of an action research project, sensitive data on the perception of safety climate were presented to an interprofessional team. Two guided reflective practices were implemented to support this team in the different stages of an organizational change. The thematic analysis of these two reflective practices allows us to highlight the themes addressed by the participants. First, the themes that emerged during the first practice were mainly related to external factors and to some possible solutions concerning only a few students. Then, during the second practice, professional readings and the accompanying guidance posture led the participants to broaden their discussions and propose possible solutions targeting all the students in the school.

Dumanig, N. A. S., & Baguio, J. B. (2025). **Principal as Authentic Leader on Teacher Trust in the K-12 Educational Context.** *Journal of Global Economics, Management and Business Research*, 17(2), 117-128. <https://doi.org/10.56557/jgembr/2025/v17i29455>

This study aimed to determine the significant relationship between authentic leadership and teacher trust in public elementary schools. A descriptive-correlational research design was employed, involving a sample of 133 teachers from public elementary

schools in Baganga District, Division of Davao Oriental. Standardized questionnaires were administered through face-to-face surveys. The data were analyzed using mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses. The findings revealed that authentic leadership practices among teachers were at very extensive levels, as well as their trust in their leadership. Correlation analysis indicated a significant relationship between authentic leadership and teacher trust. Furthermore, all the domains of authentic leadership were found to significantly influence teacher trust. It is recommended that school administrators continue to foster an authentic leadership style, emphasizing transparency, ethical behavior, and relational transparency to enhance teacher trust. Additionally, ongoing professional development for teachers on authentic leadership may support the creation of a positive and trusting school culture. Encouraging teachers to engage with leadership in building trust actively may further enhance collaboration and overall school effectiveness.

European Commission. Directorate general for education, youth, Lekaviciute, E., Mulvik, I., Barakova, B., Torras, N., & European Commission. Directorate general for education, youth, sport and culture, DG EAC. (2025). **School learning environments for sustainability in the EU: final report**. Consulté à l'adresse <https://op.europa.eu/en/publication-detail/-/publication/e8cdfd41-78b6-11f0-9af8-01aa75ed71a1>

Ce rapport vise à explorer comment les infrastructures éducatives et les environnements d'apprentissage peuvent être plus durables et favoriser la santé, le bien-être et l'apprentissage des élèves au sein de l'Union européenne (UE). Il se concentre sur les pratiques et programmes institutionnels et politiques qui contribuent à maximiser l'impact positif des environnements d'apprentissage. Le rapport met en lumière les enseignements tirés et à présente les bonnes pratiques dans ce domaine. Les écoles durables contribuent aux objectifs climatiques et de résilience de l'UE. Les rénovations et les infrastructures vertes améliorent l'environnement tout en réduisant les coûts. Espaces verts et solutions naturelles renforcent la santé, le bien-être et l'attention des élèves. Des environnements de qualité améliorent les apprentissages et les compétences durables. Leur potentiel éducatif reste sous-utilisé. Des études de cas, un compendium de bonnes pratiques, ainsi qu'un guide, complètent le rapport.

IV. La vie de l'élève et le climat scolaire : une préoccupation réelle et des moyens pour agir. (2025). *Administration & Éducation*, (HS2), 255-270. <https://doi.org/10.3917/admed.hs2.0255>

IX. Le harcèlement à l'école : un fléau de l'école française ? (2025). *Administration & Éducation*, (HS2), 125-128. <https://doi.org/10.3917/admed.hs2.0125>

Menor, F. A. D., & Baguio, J. B. (2025). **Ingenious Solidarity and Classroom Social Control of Language Teachers in Public Secondary Schools**. *Journal of Scientific Research and Reports*, 31(6), 1254-1264. <https://doi.org/10.9734/jsrr/2025/v31i63214>

This study examined the relationship between ingenious solidarity, defined as teachers' adaptive collaboration grounded in empathy, inclusivity, and shared purpose and classroom social control among public secondary language teachers in Banay-Banay District, Davao Oriental. Using a descriptive-correlational research design, a total of 139 teachers were surveyed using standardized questionnaires. The findings revealed that teachers exhibit a high level of ingenious solidarity and classroom social control. Correlation analysis indicated a moderate and significant positive relationship between

ingenious solidarity and classroom social control. Further analysis revealed that the domains of ingenious solidarity in terms of collaborative learning, empathy, and inclusivity significantly influenced classroom social control, with inclusivity having the strongest effect, while cultural connection was not a significant predictor. Based on these findings, it is recommended that school administrators foster environments that encourage collaboration, empathy, and inclusivity in order to strengthen classroom control. Professional development programs focusing on these areas can help teachers build stronger relationships with students and colleagues, ultimately improving classroom dynamics. Additionally, creating a culture of inclusivity and shared responsibility can further enhance the overall classroom environment, contributing to effective social control.

Militante, G. M. B., & Baguio, J. B. (2025). **Foundation for Ecological Circumstances and Learners' Well-being in Public Elementary Schools: A Teachers' Perspectives.** *Journal of Basic and Applied Research International*, 31(5), 1-11.
<https://doi.org/10.56557/jobari/2025/v31i59647>

This study aimed to examine the significant relationship between teachers' perspectives towards the foundation for ecological circumstances and learners' well-being in public elementary schools. A descriptive-correlational research design was employed, with a sample of 143 public elementary school teachers in Manay District, Davao Oriental. Data were gathered through standardized questionnaires distributed via face-to-face surveys. The data were analyzed using mean, standard deviation, Pearson product-moment correlation, and multiple linear regression analyses. The findings indicated that teachers' perspectives towards ecological circumstances and learners' well-being were rated as very high. Correlation analysis revealed a moderate positive relationship between these variables. Additionally, the study found that various domains of ecological circumstances, such as student engagement, biodiversity, climate stability, and sustainable use of resources, significantly influenced learners' well-being, with sustainable use of resources having the strongest influence. It is recommended that school administrators implement policies and programs that support ecological education and sustainability initiatives. Providing environmental awareness programs, hands-on sustainability projects, and community partnerships can enhance both teachers' ecological perspectives and students' well-being. By fostering a supportive and environmentally conscious school culture, educators can empower students to take an active role in sustainability, ultimately contributing to their overall academic, social, and emotional development.

Muller, L. (2025, septembre 15). **Lutter contre les micro-violences à l'école : ces attentions qui changent la donne.** <https://doi.org/10.64628/AAK.eqpwmcfcs>

Les micro-violences sont ces actes ou remarques du quotidien qui, sans être perçus comme des violences, portent atteinte à la dignité de l'élève. Comment les enrayer ?

Pilgrim-Brown, J. (2025). **'Helping academics shine': An exploration into the relationships working-class professional services staff have with others in UK higher education.** *Higher Education*, 90(2), 387-405. <https://doi.org/10.1007/s10734-024-01328-5>

Drawing on research interviews with thirteen self-identifying working-class professional services employees in Russell Group institutions, this article attempts to develop a nuanced approach to understanding institutional cultures in UK universities, through the relationships within these establishments. Throughout the study, the tensions between

working-class professional services or administrative staff and their counterparts working on academic trajectories became clear. Often highly qualified themselves, the participants in this study describe feelings relating to inadequacy and often negative attitudes proliferated towards them by academic staff. These relationships are framed within the perspective of three themes: academic hierarchies and superior academic value, treatment of staff, and language codes and patterns. In contrast, the participants in this sample often describe their relationships with their networks in professional services as highly positive, developmental, and enriching. This study focused on working-class professional services staff specifically. In the field of working-class research, professional services staff from working-class backgrounds have currently been largely omitted from research, which tends to focus on working-class students and working-class academics. Not all professional services staff identify as working-class, but due to this deficit of evidence in the research field, it is this group in particular that this paper focuses on. The findings in this paper suggest that the relationships these professional services staff have with academics are often fraught, difficult to manage, and at times, derogatory in their nature. This finding comes at the juxtaposition of the wider inclusion agenda UK universities pursue.

Sango, M. J., & Baguio, J. B. (2025). **The Pressures and Predicaments of Campus Security Forces in Public Elementary Schools: Safe and Sound.** *Journal of Scientific Research and Reports*, 31 (7), 180-195. <https://doi.org/10.9734/jsrr/2025/v31i73240>

Campus security is fundamental in creating a safe and conducive learning environment, with security personnel serving as frontliners in preventing unauthorized activities and maintaining order. This qualitative phenomenological study explored the challenges, preventative measures, and lessons learned by school security personnel in upholding campus safety in selected elementary schools in Davao Oriental. Using a phenomenological approach, data were gathered through in-depth interviews with seven school-based security guards. Thematic analysis of the data revealed three major themes: challenges in upholding campus safety, including breaches of school rules, miscommunication, and lack of awareness; preventative measures such as conducting security checks, enforcing strict guidelines, and holding policy orientations; and key insights, including the need for strict compliance, continuous improvement, and cultivating a culture of safety. The study emphasizes that maintaining campus safety is a shared responsibility involving not only security personnel but also school leaders, staff, parents, and learners. The findings offer practical implications for strengthening school security systems and highlight the importance of consistent policy enforcement and multi-stakeholder collaboration. Future studies are encouraged to examine the long-term impact of these measures and explore innovative strategies for promoting secure yet welcoming educational environments.

Tanaka, R., & Wang, T. (2025a). **How do classmates matter for the class-size effects?** *Economics of Education Review*, 108, 102689. <https://doi.org/10.1016/j.econedurev.2025.102689>

This paper investigates the effect of class-size reduction on students' academic outcomes, with a particular emphasis on its heterogeneity based on classmates' characteristics. We estimate the causal effects of class-size reduction on students' mathematics and language test scores by controlling for student and teacher fixed effects. To address potential endogeneity, we employ the predicted class size with a cap as an instrumental variable for the actual class size. Utilizing rich panel data on Japanese

primary school students, our findings indicate a positive and robust average effect of class-size reduction on mathematics test scores. Furthermore, we find that classes with high-ability classmates benefit even more from class-size reduction in terms of language test scores. The effect of class-size reduction on mathematics test scores is found to depend positively on the ability of the lowest-achieving student in a class. Additionally, classes with a higher proportion of female students tend to benefit more from class-size reduction. Our results lend support to the theoretical framework proposed by Lazear (2001).

Tanaka, R., & Wang, T. (2025b). **How Do Classmates Matter for the Class-Size Effects?** (Working paper N° 18025). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18025>

This paper investigates the effect of class-size reduction on students' academic outcomes, with a particular emphasis on its heterogeneity based on classmates' characteristics. We estimate the causal effects of class-size reduction on students' mathematics and language test scores by controlling for student and teacher fixed effects. To address potential endogeneity, we employ the predicted class size with a cap as an instrumental variable for the actual class size. Utilizing rich panel data on Japanese primary school students, our findings indicate a positive and robust average effect of class-size reduction on mathematics test scores. Furthermore, we find that classes with high-ability classmates benefit even more from class-size reduction in terms of language test scores. The effect of class-size reduction on mathematics test scores is found to depend positively on the ability of the lowest-achieving student in a class. Additionally, classes with a higher proportion of female students tend to benefit more from class-size reduction. Our results lend support to the theoretical framework proposed by Lazear (2001).

Tianchon Jr., R. E., & Baguio, J. B. (2025). **Classroom Academic Climate Condition and Holistic Student Growth in Public Elementary Schools.** *Current Journal of Applied Science and Technology*, 44(6), 73-84. <https://doi.org/10.9734/cjast/2025/v44i64560>

This study aimed to determine the significant relationship between classroom academic climate conditions and holistic student growth among public elementary school students in Sto. Tomas District, Division of Davao del Norte. A descriptive-correlational research design was used, with 138 teachers as respondents. Data was gathered through structured questionnaires and analyzed using mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses. Results indicated that both classroom academic climate condition and holistic student growth were rated at high levels. Correlation analysis revealed a significant positive relationship between the classroom academic climate and holistic student growth. Furthermore, multiple regression showed that classroom atmosphere and physical environment, and equity and inclusion significantly influenced holistic student growth, while assessment and feedback, and peer relationships and collaboration were not significant predictors. Based on these findings, it is recommended that school administrators and teachers prioritize creating a positive classroom atmosphere and promoting inclusive practices to support students' overall development. These efforts are expected to enhance student engagement, academic success, and social-emotional growth in public elementary schools.

X. **La vie de tous les étudiants : un enjeu à relever constamment et collectivement.** (2025). *Administration & Éducation*, (HS2), 297-304. <https://doi.org/10.3917/admed.hs2.0297>

X. **L'école face aux violences d'une société en mutation : un défi à relever.** (2025). *Administration & Éducation*, (HS2), 129-135. <https://doi.org/10.3917/admed.hs2.0129>

Évaluation des dispositifs d'éducation-formation

AUF : Agence universitaire de la Francophonie. (2025). **Bilan 2018-2024 du programme APPRENDRE.** Consulté à l'adresse <https://apprendre.auf.org/wp-content/uploads/2025/04/Bilan-APPRENDRE.pdf>

La publication retrace six années d'engagement du programme APPRENDRE de l'AUF pour améliorer la qualité de l'éducation dans 26 pays francophones. En trois axes stratégiques - accompagnement des institutions, renforcement des compétences des formateurs et soutien à la recherche en éducation -, il met en lumière les avancées réalisées entre 2018 et 2024. À travers des témoignages de décideurs, d'experts et d'enseignants et des résultats de projets de terrain et d'appels à projets de recherche, il illustre l'impact du programme sur les pratiques éducatives et met en lumière la dynamique collaborative entre ministères, institutions de formation, chercheurs et acteurs de la société civile.

Dworsky, L., Pipke, D., & Tschank, J. (2025). **Hard to learn for the future? Field evidence from a digital-green classroom pilot shows no gains and lower enjoyment** (Working paper N° 2298). Consulté à l'adresse Kiel Institute for the World Economy (IfW Kiel) website: <https://EconPapers.repec.org/RePEc:zbw:ifwkwp:324657>

We evaluate Raise-Up, a pilot in two Turin-area vocational schools that integrated project-based learning on digitization and the green transition into the regular curriculum. Using a difference-indifferences design on three survey waves, we find no positive effects on any pre-registered outcomes, including aspirations, motivation, competencies, preferences, and socio-emotional engagement. The only significant effect is negative: treated students report lower school enjoyment (-0.39σ), plausibly from higher workload. Impacts are more adverse for females, reducing self-confidence and perceived job knowledge, with no socio-economic differences. Post-program feedback aligns with these results, suggesting limited benefits and potential unintended costs.

Näslund-Hadley, E., Hernández Agramonte, J. M., & Zoido, P. (2025). **The Impact of an Educational Robot-based Intervention on Second-graders Computational Thinking Skills: The Experimental Evaluation of the Irûmi Program in Paraguay** (Working paper N° 14227). <https://doi.org/10.18235/0013660>

In this article, we present the impact evaluation of Irûmi, an educational robot-based intervention aimed at developing second-grade students' computational thinking (CT) skills in Paraguay. Our results indicate that the program had an effect of 0.09 standard deviations on the students' CT skills, focusing on abilities such as abstraction, algorithmic thinking, and evaluation. These findings suggest that with age-appropriate instructional design, very young children could develop CT skills and, that smart devices and electronic toys can contribute to their development at early ages. Our study contributes to the empirical literature because it is applied to a developing country, uses an experimental design, pre-and post-treatment measures, and a large student sample, and explores the programs impact on students and teachers. In addition to the impact

on students CT skills, we found that Irûmi had effects on other dimensions for which it may not have been intentionally designed. First, our results suggest that Irûmi raised preferences towards Science, Technology, Engineering, and Mathematics (STEM) toys and increased gender flexibility toward who can play with them, especially among girls. Second, the program increased children's positive attitudes toward technology. The mechanisms by which the effects of Irûmi occur are several. First, the program increased the probability that the teacher would use educational technology in the classroom, including devices not contemplated by the program. Second, we found that Irûmi developed teachers CT skills, possibly due to the novelty of the curriculum and methodology in the Paraguayan context.

Rivest, V., Gobeil, J., Pagé, M.-F., Brassard, M., Daviau, M.-A., Desmeules, S., ... Lévesque, C. (2024). **La création d'un réseau de soutien en orthopédagogie : retombées et conditions gagnantes.** *Formation et profession*, 32(3), 6.
<https://doi.org/10.18162/fp.2024.a334>

Formation continue

Aalioui, L., Labeye, E., & Huet, N. (2025). **Learning Technical Skills and Soft Skills in Vocational Training.** *VETNET Conference Series*, 8, 26.
<https://doi.org/10.21240/vetcon/2025/ecer/38>

Context: In education and training, particularly adult vocational training, the main objective is to develop learners' technical and soft skills. However, there is an imbalance between the training of technical skills and soft skills, which are essential for professional success. Although broadly valued by international institutions and employers, soft skills are difficult to integrate into training courses, due to their vague definition, their conceptual heterogeneity and the absence of structured teaching approaches. Nevertheless, recent literature highlights the link between metacognition and the development of soft skills. Approach: This study evaluated the impact of a pedagogy incorporating: 1) Soft skills workshops relying on metacognitive prompts (SSWmp), enabling learners to become aware of and analyse their social and emotional behaviour with the aim of developing social and emotional skills. 2) Incentives for self-regulation of learning (SRL), where trainer helps them set short, medium and long-term goals, guides and supports them in their learning through a professional project, and shares self-regulation strategies. The 175 adult participants, divided according to the presence or absence of these two types of incentive, were assessed using pre- and post-test methodology based on empirically validated questionnaires on metacognitive knowledge, self-regulation learning and soft skills (social skills, inter-individual emotional skills, and intra-individual emotional skills). Theoretical knowledge and technical skills were also tested. Findings: The analyses show that SSWmp significantly improved metacognitive knowledge ($p < .01$) and inter-individual emotional skills ($p < .05$). A strong positive correlation was observed between a high level of metacognitive knowledge and a high level of social and emotional skills ($p < .01$). A positive correlation was also observed between a high level of metacognitive knowledge and a high level of technical skills ($p < .05$). Conclusions: The study confirms the importance of metacognition in the development of soft skills. These results suggest that the combination of SSWmp and self-regulated incentives environments is a promising approach to meeting the challenges of vocational training.

Argoud, D., & Bourgeaudeau, P. (2025). **Les recherches collaboratives dans le champ du vieillissement: Quels retours d'expérience ?** *Éducation Permanente*, 243(2), 119-126. <https://doi.org/10.3917/edpe.243.0119>

Les démarches de recherches collaboratives intègrent peu les personnes âgées. D'autres publics sont plus fréquemment associés à ces démarches, même s'il existe plus globalement une incitation à associer les personnes concernées. Cette contribution vise à établir un retour d'expériences de recherches collaboratives menées dans le champ du vieillissement. Celles-ci démontrent des potentialités de transformation pour peu qu'un pas de côté soit effectué par rapport aux démarches académiques.

Bachy, S., Vankerkhoven, M., & Vélev, S. (2025). **Sentiment de compétence numérique des adultes en reprise d'études.** *Revue internationale des technologies en pédagogie universitaire*, 22(2). <https://doi.org/10.18162/ritpu-2025-v22n2-05>

Bretesché, S. (2025). **Devenir ingénieur: construire des habiletés entre promesse technologique et éthique de l'organisation.** *Éducation Permanente*, 243(2), 163-172. <https://doi.org/10.3917/edpe.243.0163>

Carminatti, N. (2025). **Les ingénieries hybrides didactiques cliniques coopératives: Un dispositif de transformation de soi et de l'autre.** *Éducation Permanente*, 243(2), 66-79. <https://doi.org/10.3917/edpe.243.0066>

Dispositif innovant pour la formation continue des enseignants, les ingénieries hybrides didactiques cliniques coopératives combinent la didactique clinique, l'ingénierie didactique et la coopération entre chercheurs et professionnels de l'éducation. Le dispositif vise à transformer les pratiques pédagogiques en intégrant les dimensions institutionnelles, organisationnelles et opérationnelles. La méthodologie repose sur trois temps : le déjà-là, l'épreuve et l'après-coup, permettant de recueillir et d'analyser les données. Les résultats montrent que la coopération favorise la transformation des enseignants. L'IHD2C est un outil prometteur pour optimiser la formation des enseignants et améliorer les apprentissages.

Conte, J. L., Assegond, C., Salvazet, R., & Rubens, L. (2025). **Des données à l'action : apprentissage et changement de comportements.** *Éducation Permanente*, 243(2), 127-137. <https://doi.org/10.3917/edpe.243.0127>

L'article explore la complexité des mécanismes d'apprentissage et de changement de comportements grâce aux informations sur l'énergie. Les recherches montrent que les pratiques énergétiques se construisent au travers d'apprentissages contextuels complexes et que les informations ne se suffisent pas à elles-mêmes pour induire des changements. Les feedbacks, bien que prometteurs, nécessitent un véritable accompagnement. Les auteurs concluent sur l'importance de construire une culture de l'énergie.

Courbon, L. (2025). **Modélisation des processus d'appropriation pour la conception des dispositifs de développement professionnels** (Phdthesis, Université Claude Bernard - Lyon I). Consulté à l'adresse <https://theses.hal.science/tel-05263468>

La littérature internationale montre que les actions de formation continue des enseignants contribuent au développement de leurs compétences ainsi qu'au renouvellement de leurs pratiques professionnelles. Toutefois, en France, depuis 2010,

plusieurs rapports institutionnels soulignent qu'un décalage est perçu entre les formations proposées, les préoccupations professionnelles des enseignants et la réalité de leurs situations de travail. Par ailleurs, la professionnalité des formateurs en charge de ces dispositifs et la place accordée aux savoirs issus de la recherche est également questionnée. Dans ce contexte, cette thèse vise à proposer une conceptualisation des processus par lesquels les enseignants s'approprient les apports de formation en vue de proposer des pistes pour l'amélioration des dispositifs. Cette conceptualisation prend en compte d'une part, l'adaptation de ces apports, considérés comme des artefacts et, d'autre part, les transformations nécessaires des situations de travail dans lesquelles ils peuvent être utilisés en tant qu'instruments. Un premier modèle a été élaboré en articulant différents concepts pour appréhender ces processus comme longs, complexes et dynamiques, impliquant un double mouvement de transformation et pouvant s'interrompre à tout moment. Les observations de formations menées pour mettre ce modèle à l'épreuve ont montré que différents mécanismes de reproblématisation entrent en jeu lorsqu'un enseignant découvre des artefacts en formation. Ces mécanismes ne se limitent pas à la relation entre le sujet et les artefacts proposés. Ils concernent également les relations aux situations de travail, à l'objet de la formation, aux savoirs en jeu et aux transformations estimées comme nécessaires par les enseignants. Le modèle a ainsi été révisé pour intégrer ces mécanismes et les facteurs qui peuvent devenir des filtres susceptibles de les influencer. Les résultats mettent aussi en évidence certaines conditions relatives à la conception et à la mise en œuvre de la formation. Celles-ci concernent la nature et la médiation des artefacts, l'organisation d'espaces d'intéressement ainsi que l'ajustement du dispositif. Les espaces d'intéressement, moments conçus pour que les enseignants échangent, interprètent, et réagissent aux différents apports en lien avec leurs situations de travail, constituent notamment un levier majeur pour orienter l'action des formateurs. Cette thèse ouvre ainsi des perspectives pour une formation continue des enseignants davantage ancrée dans la réalité et tenant compte de la diversité de leurs contextes professionnels.

Duclos, L. (2025). **Les politiques d'inclusion active requièrent une diversification des stratégies d'accompagnement.** *Éducation Permanente*, 243(2), 151-162.
<https://doi.org/10.3917/edpe.243.0151>

Fleureau, B., & Mouchet, A. (2025). **Les effets d'un « dispositif en spirale » sur les pratiques communicationnelles d'entraîneurs de rugby.** *Éducation Permanente*, 243(2), 88-98.
<https://doi.org/10.3917/edpe.243.0088>

L'article présente les effets transformatifs d'une recherche-collaborative sur les pratiques communicationnelles d'entraîneurs de rugby, à la suite d'un dispositif de formation en spirale alternant des temps de recherche, basés sur des études de cas, et des temps de formation à partir des données obtenues. Les auteurs analysent les effets de leur intervention en formation sur la pratique des entraîneurs, la plus-value de ce type de recherche en contexte sportif et la pertinence des moyens d'évaluation des transformations de l'activité des praticiens.

III. **La formation des personnels enseignants et d'éducation à la croisée des chemins.** (2025). *Administration & Éducation*, (HS2), 431-438.
<https://doi.org/10.3917/admed.hs2.0431>

IV. **La formation des cadres de l'Éducation nationale à l'IH2EF.** (2025). *Administration & Éducation*, (HS2), 439-445. <https://doi.org/10.3917/admed.hs2.0439>

Kilic, A. (2025). **Enquêter dans les coulisses enseignantes : Un enseignement-recherche pour apprendre le métier de professeur des écoles.** *Éducation Permanente*, 243(2), 80-87. <https://doi.org/10.3917/edpe.243.0080>

Cet article interroge les effets transformatifs d'un dispositif d'enseignement-recherche chez un groupe d'étudiantes en formation au métier de professeur des écoles en abordant la question de l'apprentissage informel du métier et de l'acquisition de la culture professionnelle informelle. Valorisant l'outil de l'auto-ethnographie, les étudiantes ont recueilli et analysé des matériaux originaux sur leurs expériences de socialisation au monde professionnel de l'école primaire.

Lefebvre, G. (2024). **Apprentissage et exploitation de représentations sémantiques pour la classification multi-label hiérarchique et la recherche d'objets de formation dans le domaine de l'éducation et de la formation professionnelle** (Phdthesis, Université Claude Bernard - Lyon I). Consulté à l'adresse <https://theses.hal.science/tel-05026565>

Inokufu est née de la rencontre de deux expertises portées par les cofondateurs : l'andragogie et les data sciences. L'idée est de combiner le traitement algorithmique des données éducatives avec un système d'audits humains, pédagogique et métier. Malgré le surcoût significatif que cela représente, les données éducatives ainsi traitées sont de meilleure qualité et peuvent être utilisées pour développer des algorithmes de catégorisation et de recommandation, spécifiques au domaine de l'éducation et de la formation professionnelle. L'objectif principal de ce projet de thèse est d'explorer, d'adapter et de développer des méthodes avancées pour la classification multi-label hiérarchique et la recherche d'objets de formation (Learning Objects), tout en répondant aux spécificités du domaine éducatif. En particulier, cette thèse se concentre sur l'apprentissage de représentations sémantiques adaptées à ces tâches, en s'appuyant sur des méthodes de Traitement Automatique des Langues adaptés aux nuances linguistiques et sémantiques propres au domaine. Étant donné la nature complexe de ces données, les besoins exprimés par Inokufu couvrent donc les aspects suivants : 1. Capacité de traiter des terminologies spécialisées : les textes issus du domaine de l'éducation et de la formation professionnelle utilisent des termes spécifiques souvent absents des corpus généraux. Il est essentiel de disposer d'un modèle capable de comprendre et d'exploiter ces terminologies spécialisées, garantissant ainsi que les contenus soient correctement représentés et recherchés. Cela améliore la précision des correspondances entre l'offre de formation et les besoins exprimés par les utilisateurs. 2. Classification hiérarchique et structurée des contenus : les données éducatives et professionnelles se caractérisent par des hiérarchies complexes (compétences, certifications, parcours de formation). Afin de pouvoir naviguer efficacement dans ces structures et aider les utilisateurs à trouver les ressources adéquates, il est crucial d'avoir une classification qui respecte et reflète ces hiérarchies. La solution doit permettre de classer les contenus de manière à préserver les relations entre niveaux (par exemple, des catégories générales et leurs sous-thèmes). 3. Efficacité de la recherche sémantique : pour améliorer l'expérience des utilisateurs, la recherche d'objets de formation doit aller au-delà de la simple recherche par mots-clés. Il est indispensable d'implémenter une recherche sémantique qui soit capable de comprendre les intentions des utilisateurs, même lorsque ceux-ci utilisent des termes approximatifs ou des expressions variées pour décrire leurs besoins. Pour répondre à ces besoins, deux contributions majeures ont été

développées dans cette thèse : 1. BERTEPro : un nouveau cadre de représentation sémantique adapté aux textes du domaine de l'éducation et de la formation professionnelle. En combinant une phase de pré-entraînement spécifique sur des corpus du domaine avec un affinage sur des tâches générales, BERTEPro permet de mieux saisir les subtilités sémantiques et de produire des représentations précises et pertinentes, améliorant ainsi la capacité à classifier et à rechercher des contenus pédagogiques. 2. HMCCCProbT : un cadre de classification hiérarchique multi-étiquette, capable de modéliser les dépendances locales et globales au sein des structures hiérarchiques de manière efficace. En utilisant un mécanisme de transmission probabiliste, HMCCCProbT permet une précision accrue tout en évitant les erreurs liées à la propagation de décisions erronées à chaque niveau de la hiérarchie. Ces deux approches complémentaires ont été validées par des expériences sur des ensembles de données réelles issues du domaine de l'éducation et de la formation professionnelle. Elles ont démontré leur capacité à améliorer la qualité de la classification et de la recherche d'objets de formation dans un contexte éducatif.

Les effets transformatifs des recherches participatives. (2025). *Éducation Permanente*, (243), 2-137. Consulté à l'adresse <https://shs.cairn.info/revue-education-permanente-2025-2>

Les effets transformatifs des recherches participatives

Monceau, G. (2025). **Chercher avec les premiers concernés...: Qu'est-ce que ça change ?** *Éducation Permanente*, 243(2), 27-36. <https://doi.org/10.3917/edpe.243.0027>

L'institutionnalisation des recherches collaboratives et participatives prend son origine dans des pratiques de recherche-action initialement considérées comme militantes. Si ces recherches menées avec les sujets concernés par leurs objets peuvent modifier les milieux dans lesquels elles se déploient, elles peuvent aussi transformer les rapports des chercheurs aux terrains et aux populations d'enquête comme les modalités de production, de restitution et de diffusion des résultats. Mais, comme tout processus d'institutionnalisation, celui des « recherches avec » est constitutivement contradictoire.

Mouchet, A. (2025). **Mener des recherches « participatives » : le point de vue de trois acteurs majeurs.** *Éducation Permanente*, 243(2), 12-26. <https://doi.org/10.3917/edpe.243.0012>

Cet article propose de mettre au jour les conceptions et les expériences de chercheurs emblématiques qui incarnent des approches participatives : Joëlle Morrisette pour la recherche collaborative, Jean-François Marcel pour la recherche-intervention et Gilles Monceau pour la « recherche avec ». Les entretiens mettent en évidence des convergences et des spécificités en ce qui concerne la caractérisation des approches et les effets transformatifs des recherches.

Ndzie, P. A. M. (2024). **Formation continue des enseignant.e.s du secondaire au Cameroun : modalités et résultats.** *Symposium GPE-KIX-Africa*. Présenté à Addis-Abeba, Ethiopia. Consulté à l'adresse <https://hal.science/hal-05218468>

This work is about continuous assesment in training activities of teachers in Cameroon. It focuses on the ways continous training is handeled in pedagogical inspectorates of Cameroon, theexpecting results in terms of professional behaviors of teachers.

OECD. (2025). **Survey of Adult Skills 2023 Technical Report** (p. 499) [Report]. Consulté à l'adresse OECD website: https://www.oecd.org/en/publications/survey-of-adult-skills-2023-technical-report_80d9f692-en.html

The 2023 Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC), provides a comprehensive overview of adults' literacy, numeracy and adaptive problem-solving skills – skills that are fundamental for personal, economic and societal development. These key information processing skills provide the foundation for access to employment, higher wages and continuous learning, while enabling individuals to navigate the complexities of their personal and civic lives. The Survey of Adult Skills 2023 Technical Report provides a detailed account of the methodology underpinning the survey. It describes the assessment and the sampling design of the survey and outlines the process of developing the cognitive skill measures and the questionnaires used to collect background information on respondents. It explains the approach to scaling the cognitive data and creating the proficiency scales for reporting results. It presents tools for analysing the data and details all operational aspects of the implementation of the survey, including field operations, quality control and data management. In addition, the report explains how the results of the 2023 Survey are linked to those of the first survey cycle, conducted between 2011 and 2018, as well as to previous adult skills surveys.

Rix-Lièvre, G., Héros, S., & Récopé, M. (2025). **S'immerger dans une équipe sportive : Étudier l'expérience des joueurs pour transformer leur activité**. *Éducation Permanente*, 243(2), 108-118. <https://doi.org/10.3917/edpe.243.0108>

En quête de victoires, le sport de haut niveau mobilise de plus en plus la recherche. Pourtant, le vécu des sportifs est souvent oublié. À partir d'une étude menée avec une équipe de football professionnel, cet article présente la méthode mise en œuvre pour approcher non seulement ce que vivent les joueurs sur le terrain mais aussi le sens qui oriente leur activité. La présentation de la démarche montre l'importance de l'immersion ethnographique pour relever les enjeux épistémiques et transformatifs de la recherche notamment dans une perspective de formation et d'entraînement des joueurs.

Robin, P., Delcroix, S., & Taillardat, A.-S. (2025). **Les liens circulaires entre recherches et actions collectives**. *Éducation Permanente*, 243(2), 47-55. <https://doi.org/10.3917/edpe.243.0047>

À l'appui de recherches avec des pairs conduites en protection de l'enfance, cet article s'intéresse aux liens entre recherches participatives et processus de transformation sociale. Il cherche à analyser les épistémologies à visée transformatrices sur lesquelles reposent ces recherches mais aussi les effets de ces recherches sur les transformations à l'œuvre dans la société civile en termes de formation des professionnels, d'action de plaidoyer, d'actions collectives et de structuration du mouvement associatifs. En retour, il s'intéresse à la manière dont ces transformations dans la société civile font émerger de nouveaux objets de recherche.

Rouche, E., Jahan, C., & Frégné, C. (2025). **Les effets d'une recherche doctorale sur l'entreprise d'accueil du chercheur**. *Éducation Permanente*, 243(2), 56-65. <https://doi.org/10.3917/edpe.243.0056>

Cet article explore les contributions produites dans le cadre d'une thèse CIFRE en sciences de l'éducation et de la formation au sein de l'Afpa. Ce retour d'expérience fait état d'une dynamique de recherche, d'apports de connaissances et des réflexions

stratégiques et organisationnelles mises en œuvre. En filigrane, il illustre les interactions (doctorante, responsable scientifique, membres de la direction de l'ingénierie) ainsi que les postures adoptées. Il met finalement en lumière le potentiel transformateur de la recherche salariée et propose des pistes concrètes pour optimiser le dispositif en faveur des organisations et des doctorants.

Santelmann, P. (2025). **Pas de réindustrialisation sans une refondation du système de formation.** *Éducation Permanente*, 243(2), 143-150.
<https://doi.org/10.3917/edpe.243.0143>

Symeonidis, V., & Blomqvist, C. (2025). **Policies and tools for comparing and recognising VET qualifications in Europe an overview.** Consulté à l'adresse https://www.cedefop.europa.eu/files/6225_en.pdf

Cette publication présente un aperçu des politiques et outils utilisés par les États membres de l'Union européenne (UE) pour assurer la comparabilité et la reconnaissance des qualifications de l'enseignement et de la formation professionnels (EFP). Il examine le rôle des outils de transparence de l'UE, les méthodes employées par les autorités nationales et les parties prenantes, et identifie des thèmes pouvant appuyer la création d'un cadre pratique pour différents objectifs de reconnaissance en Europe. Les résultats soulignent la nécessité d'une cohérence conceptuelle, l'importance de la confiance mutuelle entre les systèmes nationaux de qualification, l'usage des acquis d'apprentissage, ainsi que le potentiel de la numérisation et de l'intelligence artificielle pour améliorer l'efficacité des processus. Les auteurs proposent des pistes d'action, des implications, et des suggestions de recherches futures.

Marché du travail

Blair, P. Q., Debroy, P., & Heck, J. (2025). **Skills, degrees, and labor market inequality.** *Economics of Education Review*, 108, 102704.
<https://doi.org/10.1016/j.econedurev.2025.102704>

Income inequality between workers with and without bachelor's degrees has grown sharply over the past 50 years. Canonical explanations attribute this trend to skill-biased technological change, often labeling workers with bachelor's degrees as "skilled" and those without as "unskilled." We offer a complementary approach by using the skill requirements of a worker's current job as a proxy for their skill set. This method enables skill-based comparisons across educational backgrounds and ties observed skills directly to labor market demand. It also broadens the definition of a skilled worker to include those who develop expertise through work experience. We refer to such workers as Skilled Through Alternative Routes (STARs), consistent with the idea that human capital is accumulated not only through formal education but also through on-the-job work experience. Building on this framework, we develop a model of job transitions in which the Absolute Skill Mobility Friction (ASMF) is defined as the elasticity of the flow rate between two occupations with respect to the skill distance separating them. Empirically, we find that STARs and bachelor's degree holders experience similar mobility frictions when moving between jobs with comparable skill requirements. However, STARs face greater friction than bachelor's degree holders when moving to higher-wage jobs that demand more skills than their current occupation. This gap in upward mobility persists

unmitigated in tight labor markets, suggesting that human capital differences alone do not account for labor market inequality by education.

Demonteil, M., Mauchaussée, M., & Vivès, C. (2025). **Une profession dans les marges des catégories statistiques : les guides-conférencières**. *Connaissance de l'emploi*, (212), 1-4. Consulté à l'adresse <https://ceet.cnam.fr/publications/connaissance-de-l-emploi/une-profession-dans-les-marges-des-categories-statistiques-les-guides-conferencieres--1571964.kjsp?RH=1507626697168>

Le métier de guide (touristique, conférencière, interprète, etc.) est au cœur d'un paradoxe : bien qu'il s'agisse d'une profession réglementée, nécessitant la détention d'une carte professionnelle, il est impossible de connaître le nombre exact de personnes qui l'exercent. Cette difficulté se conjugue avec la complexité d'une description précise de leur situation statutaire. En effet, chaque guide paraît relever d'une configuration d'emploi singulière. À partir du cas des guides et en articulant analyses qualitatives et quantitatives, ce numéro de *Connaissance de l'emploi* montre les contraintes autant que les possibilités liées au cumul (de statuts, d'activités, d'employeurs/clients), la manière dont le cumul se pratique au quotidien et au fil de la carrière, ainsi que les difficultés d'appréhension statistiques qu'elles entraînent.

Graveleau, S. (2025, septembre 6). **Florence Ihaddadene, sociologue : « Le travail gratuit des jeunes les prépare à une forme de docilité vis-à-vis du marché du travail »**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/09/06/florence-ihaddadene-sociologue-le-travail-gratuit-des-jeunes-les-prepare-a-une-forme-de-docilite-vis-a-vis-du-marche-du-travail_6639219_4401467.html

Stages, services civiques, volontariat, apprentissage : ces dispositifs, qui reposent sur l'espoir des jeunes de mieux s'insérer, reproduisent les inégalités, selon l'autrice de « Promesse d'embauche. Comment l'Etat met l'espoir des jeunes au travail ».

Hamann, J., & Velarde, K. S. (2025). **Academic socialization: On a neglected effect of competition in science**. *Higher Education*, 90(2), 321-336. <https://doi.org/10.1007/s10734-024-01322-x>

Competition is usually considered a mechanism for the allocation of scarce resources. This paper draws attention to a neglected effect of academic competition: competition provides participants with a normative orientation about field-specific values by informing them about which activities will be rewarded. We conceptualize this as a socializing effect. We study the socializing effects of competition for postdocs because this group is especially exposed to the dynamics of academic competition. Drawing on qualitative interviews with 60 postdocs in history and physics in Germany, the analysis reveals the orientations and values that competition conveys to postdocs. Since different forms of competition for publications, funding, and jobs are not neatly synchronized, they convey various expectations. Postdocs cope with this multiplicity, prioritizing a specific form of competition that is competition for funding. This comes at the expense of activities and tasks that are not organized competitively. The socializing effect of competition should be reflected more thoroughly not only by scholarship on academic competition but also by research policy that promotes competition.

Zhong, M. R., Cohen, R. L., Allen, K., Finn, K., Hardy, K., & Kill, C. (2025). **Equally Bad, Unevenly Distributed: Gender and the 'Black Box' of Student Employment.** *The British Journal of Sociology*, 76(4), 828-840. <https://doi.org/10.1111/1468-4446.13210>

Students comprise approximately four per cent of the UK labour force and as much as 20% in some occupations and jobs. Yet students' work is typically seen as marginal, secondary both to their current learning and future working biographies. Public and media attention on 'earning while learning' (EwL) tends to focus on the negative impacts of paid work on education. Meanwhile students' actual working conditions, occupations and employment experiences have received limited attention and constitute something of a 'black box'. We open that box by examining the paid work undertaken by full-time students. Through analysis of a national data set, we examine patterns with respect to employment rates, pay, hours, and occupations, as well as how these are gendered. We find a small 'studentness' penalty—lower pay for students than non-student workers of the same age. We also find small increases in the proportion currently engaged in paid work. Gender is identified as a key variable in shaping student employment rates, with women considerably more likely than men to work while studying. We find no evidence of a gender pay gap in EwL, but this is largely because most student workers are concentrated in two 'integrated' occupations, which we designate as 'equally bad' - poorly paid but gender equitable. Older students are more likely to work in gender-segregated occupations, with some indications of male and female gender pay advantages for gender-dominant employment, suggesting a possible early incentive for occupational gender segregation. Given the gender disparity in student work, a core finding is that women disproportionately undertake this poor-quality work. We argue that to address the under-theorisation of EwL, student employment—including its gendering—requires greater attention and should be integrated into conceptualisations of a 'working-life-course'.

Métiers de l'éducation

Abdourhaman, I. (2024). **L'émigration d'enseignant.es camerounais.es au Canada : motivations, stratégies et effets.** *Formation et profession*, 32(3), 4. <https://doi.org/10.18162/fp.2024.a332>

Archambault, H. L., & Piquemal, N. (2025). **La pratique réflexive et la justice sociale : que disent les futurs administrateurs et les directions d'établissement scolaire francophone minoritaire au Manitoba ?** *Canadian Journal of Education/Revue canadienne de l'éducation*, 48(2), 617-648. <https://doi.org/10.53967/cje-rce.6381>

In this article, we explore reflective practice from the perspective of future administrators and principals in Manitoba's minority francophone school context. Using a qualitative methodology centred on individual interviews semi-directed by narratives of practice, we examine the following angles: questioning, intervention, the link between theory and practice, and the tension between diversity and equity. Findings indicate that future school administrators and principals develop approaches that range from general reflection on certain pedagogical approaches to critical, even self-critical, reflection on practices committed to equity.

Bernatchez, J., & Lemieux, O. (2024). **Analyse du mouvement social et de la dynamique de mobilisation des universitaires québécois en sciences de l'éducation opposés au**

projet de loi no 23 en 2023. *Formation et profession*, 32(3), 4.
<https://doi.org/10.18162/fp.2024.897>

Camus, J. (2025). **Accompagner les projets des jeunes : le travail d'animation face aux prescriptions institutionnelles.** *Formation emploi*, (171), 55-72.
<https://doi.org/10.4000/14hik>

Charles, C. (2025). **La fabrique des « praticiens réflexifs » en protection de l'enfance : une tension entre professionnalisation et soin des professionnels.** *Formation emploi*, (171), 35-54. <https://doi.org/10.4000/14hij>

Courbon, L. (2025). **Modélisation des processus d'appropriation pour la conception des dispositifs de développement professionnels** (Phdthesis, Université Claude Bernard - Lyon I). Consulté à l'adresse <https://theses.hal.science/tel-05263468>

La littérature internationale montre que les actions de formation continue des enseignants contribuent au développement de leurs compétences ainsi qu'au renouvellement de leurs pratiques professionnelles. Toutefois, en France, depuis 2010, plusieurs rapports institutionnels soulignent qu'un décalage est perçu entre les formations proposées, les préoccupations professionnelles des enseignants et la réalité de leurs situations de travail. Par ailleurs, la professionnalité des formateurs en charge de ces dispositifs et la place accordée aux savoirs issus de la recherche est également questionnée. Dans ce contexte, cette thèse vise à proposer une conceptualisation des processus par lesquels les enseignants s'approprient les apports de formation en vue de proposer des pistes pour l'amélioration des dispositifs. Cette conceptualisation prend en compte d'une part, l'adaptation de ces apports, considérés comme des artefacts et, d'autre part, les transformations nécessaires des situations de travail dans lesquelles ils peuvent être utilisés en tant qu'instruments. Un premier modèle a été élaboré en articulant différents concepts pour appréhender ces processus comme longs, complexes et dynamiques, impliquant un double mouvement de transformation et pouvant s'interrompre à tout moment. Les observations de formations menées pour mettre ce modèle à l'épreuve ont montré que différents mécanismes de reproblématisation entrent en jeu lorsqu'un enseignant découvre des artefacts en formation. Ces mécanismes ne se limitent pas à la relation entre le sujet et les artefacts proposés. Ils concernent également les relations aux situations de travail, à l'objet de la formation, aux savoirs en jeu et aux transformations estimées comme nécessaires par les enseignants. Le modèle a ainsi été révisé pour intégrer ces mécanismes et les facteurs qui peuvent devenir des filtres susceptibles de les influencer. Les résultats mettent aussi en évidence certaines conditions relatives à la conception et à la mise en œuvre de la formation. Celles-ci concernent la nature et la médiation des artefacts, l'organisation d'espaces d'intéressement ainsi que l'ajustement du dispositif. Les espaces d'intéressement, moments conçus pour que les enseignants échangent, interprètent, et réagissent aux différents apports en lien avec leurs situations de travail, constituent notamment un levier majeur pour orienter l'action des formateurs. Cette thèse ouvre ainsi des perspectives pour une formation continue des enseignants davantage ancrée dans la réalité et tenant compte de la diversité de leurs contextes professionnels.

Douguet, F. (2024). **Former des soignants en étant malade. Éclairage sociologique sur le présentisme des enseignants d'instituts de formation en soins infirmiers.** *Formation et profession*, 32(3), 8. <https://doi.org/10.18162/fp.2024.a337>

Dumanig, N. A. S., & Baguio, J. B. (2025). **Principal as Authentic Leader on Teacher Trust in the K-12 Educational Context**. *Journal of Global Economics, Management and Business Research*, 17(2), 117-128. <https://doi.org/10.56557/jgembr/2025/v17i29455>

This study aimed to determine the significant relationship between authentic leadership and teacher trust in public elementary schools. A descriptive-correlational research design was employed, involving a sample of 133 teachers from public elementary schools in Baganga District, Division of Davao Oriental. Standardized questionnaires were administered through face-to-face surveys. The data were analyzed using mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses. The findings revealed that authentic leadership practices among teachers were at very extensive levels, as well as their trust in their leadership. Correlation analysis indicated a significant relationship between authentic leadership and teacher trust. Furthermore, all the domains of authentic leadership were found to significantly influence teacher trust. It is recommended that school administrators continue to foster an authentic leadership style, emphasizing transparency, ethical behavior, and relational transparency to enhance teacher trust. Additionally, ongoing professional development for teachers on authentic leadership may support the creation of a positive and trusting school culture. Encouraging teachers to engage with leadership in building trust actively may further enhance collaboration and overall school effectiveness.

Dy, T. (2025). **Les profs satisfaits sont trop silencieux**. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/les-profs-satisfaits-sont-trop-silencieux/79750?srsId=AfmBOookaN8mbzAoVMF9hQ4G9cJAJtxkza-hdQfvDLuXZsRB4dYmc7_U

Au secours, on manque de profs! Quand le sujet est évoqué, le message le plus entendu dit que c'est tout à fait normal, puisque le métier est déconsidéré, pénible et mal rémunéré. Pour résumer, c'est l'horreur, fuyez! Et pourtant... Au commencement, c'est l'histoire d'un jeune que rien ne prédestinait à cette profession, qui a débuté, à la fois par besoin et par curiosité, en tant qu'instituteur remplaçant. Le jeune instituteur, après des études et d'autres expériences professionnelles, est devenu prof de maths et n'a plus jamais quitté l'enseignement. Il évoque les évolutions, les difficultés différentes selon les périodes, et nous transmet son analyse de la réalité du terrain en s'efforçant de rester objectif, et surtout jamais enfermé dans un discours corporatiste. Il parle aussi des mathématiques et de l'esprit critique plus indispensable que jamais. Un témoignage et des constats parfois sans complaisance qui souhaitent ouvrir des débats, et bousculent en partie les discours dominants souvent trop réducteurs et négatifs

Gagnon, B. (2024). **Exercer une double fonction de direction et de chargée de cours dans un centre de services scolaire : comment surmonter les tensions de rôle inhérentes à cette posture hybride ?** *Formation et profession*, 32(3), 3. <https://doi.org/10.18162/fp.2024.a331>

Granger, N., Beaudoin, M., & Lessard, A. (2024). **Personnes enseignantes non légalement qualifiées au Québec : quelle auto-évaluation à l'égard du degré de maîtrise de leurs compétences professionnelles ?** *Formation et profession*, 32(3), 9. <https://doi.org/10.18162/fp.2024.911>

Hamann, J., & Velarde, K. S. (2025). **Academic socialization: On a neglected effect of competition in science**. *Higher Education*, 90(2), 321-336. <https://doi.org/10.1007/s10734-024-01322-x>

Competition is usually considered a mechanism for the allocation of scarce resources. This paper draws attention to a neglected effect of academic competition: competition provides participants with a normative orientation about field-specific values by informing them about which activities will be rewarded. We conceptualize this as a socializing effect. We study the socializing effects of competition for postdocs because this group is especially exposed to the dynamics of academic competition. Drawing on qualitative interviews with 60 postdocs in history and physics in Germany, the analysis reveals the orientations and values that competition conveys to postdocs. Since different forms of competition for publications, funding, and jobs are not neatly synchronized, they convey various expectations. Postdocs cope with this multiplicity, prioritizing a specific form of competition that is competition for funding. This comes at the expense of activities and tasks that are not organized competitively. The socializing effect of competition should be reflected more thoroughly not only by scholarship on academic competition but also by research policy that promotes competition.

Harrache, L. L. T. (2025). **Faire tenir (dans) l'institution par l'individualisation ? Ce que l'aménagement des scolarités de lycéens non conformes fabrique chez les agents scolaires**. *Formation emploi*, (171), 73-94. <https://doi.org/10.4000/14hil>

I. **Les nouveaux modes de gestion RH du ministère de l'Éducation nationale : une entreprise d'amélioration continue de la GRH pour plus de qualité et plus de proximité**. (2025). *Administration & Éducation*, (HS2), 416-424. <https://doi.org/10.3917/admed.hs2.0416>

II. **L'évaluation des personnels**. (2025). *Administration & Éducation*, (HS2), 425-430. <https://doi.org/10.3917/admed.hs2.0425>

III. **La formation des personnels enseignants et d'éducation à la croisée des chemins**. (2025). *Administration & Éducation*, (HS2), 431-438. <https://doi.org/10.3917/admed.hs2.0431>

Iori, R., & Becquet, V. (2025). **Introduction: Les professionnels de l'éducation et du social pris dans des injonctions contradictoires**. *Formation emploi*, (171), 3-14. Consulté à l'adresse <https://shs.cairn.info/revue-formation-emploi-2025-3-page-3>

IV. **Être enseignant en France hier et aujourd'hui**. (2025). *Administration & Éducation*, (HS2), 37-42. <https://doi.org/10.3917/admed.hs2.0037>

IV. **La formation des cadres de l'Éducation nationale à l'IH2EF**. (2025). *Administration & Éducation*, (HS2), 439-445. <https://doi.org/10.3917/admed.hs2.0439>

IX. **Les personnels relevant des missions « Jeunesse, engagement et sports »**. (2025). *Administration & Éducation*, (HS2), 476-482. <https://doi.org/10.3917/admed.hs2.0476>

Kilic, A. (2025). **Enquêter dans les coulisses enseignantes : Un enseignement-recherche pour apprendre le métier de professeur des écoles.** *Éducation Permanente*, 243(2), 80-87. <https://doi.org/10.3917/edpe.243.0080>

Cet article interroge les effets transformatifs d'un dispositif d'enseignement-recherche chez un groupe d'étudiantes en formation au métier de professeur des écoles en abordant la question de l'apprentissage informel du métier et de l'acquisition de la culture professionnelle informelle. Valorisant l'outil de l'auto-ethnographie, les étudiantes ont recueilli et analysé des matériaux originaux sur leurs expériences de socialisation au monde professionnel de l'école primaire.

La fabrique des professionnel·les dans le milieu éducatif, socio-éducatif et social. (2025). *Formation emploi*, (171), 1-104. Consulté à l'adresse <https://shs.cairn.info/revue-formation-emploi-2025-3>

La fabrique des professionnel·les dans le milieu éducatif, socio-éducatif et social

Ma, L., Ye, X., Zhang, X., & Li, X. (2025). **Does advisor-doctor gender match help female doctoral students' academic career development? Evidence from a top research university in china.** *Higher Education*, 90(2), 301-320. <https://doi.org/10.1007/s10734-024-01321-y>

This paper contributes to a growing body of literature on the relationship between advisor-doctor gender match and female doctoral students' research productivity and academic career acquisition. Utilizing administrative data and publication data of doctoral students who graduated from 2008 to 2017 at a top research university in China, we found a gradual increase in the proportion of female doctoral students from 33 to 43% over the past decade, indicating greater access to doctoral education for women in this institution. However, female doctoral students are less likely to obtain faculty positions at elite universities compared to their male counterparts upon graduation. Notably, the chances of obtaining such positions are significantly higher when their advisors are females, especially in non-STEM professional fields, suggesting that advisor-doctor gender match helps improve the disadvantaged status of female doctoral students in academic careers. Further analysis reveals that female doctoral students working with female advisors have significantly more English research publications and research collaborations compared to those with male advisors. These findings provide important implications not only for females' academic career development but also for the advancement of doctorate education.

Masunag, A. S., & Baguio, J. B. (2025). **Structural and Cultural Viewpoints of School Heads and Direction Practices of Teachers in Public Elementary Schools, Caraga District, Phillipines.** *Archives of Current Research International*, 25(8), 134-143. <https://doi.org/10.9734/acri/2025/v25i81402>

This study investigated the relationship between the structural culture viewpoints of school heads and the direction practices of public elementary school teachers in Caraga District, Division of Davao Oriental. Given the pivotal role of school leadership in shaping effective instructional behaviors, the research aimed to highlight how structural cultural factors influence teachers' professional practices. A descriptive-correlational design was employed with a sample of 135 teachers selected through universal sampling. Standardized survey questionnaires were used to collect data, which were analyzed using mean, Pearson product-moment correlation, and multiple regression. Results revealed that the structural culture viewpoints of school heads were rated as high

($M = 3.54$), as were the direction practices of teachers ($M = 3.69$). Correlation analysis indicated a significant positive relationship between the two variables ($r = 0.58$, $p = 0.000$). Regression analysis further showed that specific domains of structural cultural viewpoints significantly influenced teachers' direction practices ($R = 0.62$, $p = 0.000$). These findings underscore the importance of strengthening school leadership frameworks that promote coherence between structural culture and classroom practices. It is recommended that school leadership programs prioritize cultural alignment and support systems that enhance teachers' instructional direction within their professional contexts.

Monceau, G. (2025). **Chercher avec les premiers concernés...:Qu'est-ce que ça change ?** *Éducation Permanente*, 243(2), 27-36. <https://doi.org/10.3917/edpe.243.0027>

L'institutionnalisation des recherches collaboratives et participatives prend son origine dans des pratiques de recherche-action initialement considérées comme militantes. Si ces recherches menées avec les sujets concernés par leurs objets peuvent modifier les milieux dans lesquels elles se déploient, elles peuvent aussi transformer les rapports des chercheurs aux terrains et aux populations d'enquête comme les modalités de production, de restitution et de diffusion des résultats. Mais, comme tout processus d'institutionnalisation, celui des « recherches avec » est constitutivement contradictoire.

Ndzie, P. A. M. (2024). **Formation continue des enseignant.e.s du secondaire au Cameroun : modalités et résultats.** *Symposium GPE-KIX-Africa*. Présenté à Addis-Abeba, Ethiopia. Consulté à l'adresse <https://hal.science/hal-05218468>

This work is about continuous assesment in training activities of teachers in Cameroon. It focuses on the ways continous training is handeled in pedagogical inspectorates of Cameroon, theexpecting results in terms of professional behaviors of teachers.

Nicourd, S. (2025). **Postface:Les engagements au travail dans les politiques sociales de jeunesse.** *Formation emploi*, (171), 95-104. <https://doi.org/10.4000/14hin>

OECD. (2025). **How are countries balancing teaching staff compensation with broader education investment ?** *Education Indicators in Focus*, (89), 1-8. Consulté à l'adresse https://www.oecd.org/content/dam/oecd/en/publications/reports/2025/07/how-are-countries-balancing-teaching-staff-compensation-with-broader-education-investment_cdcbe2ad/78f64f8b-en.pdf

La rémunération des enseignants représente la plus grande part des budgets éducatifs. Elle correspond en moyenne à 58 % des dépenses dans les établissements publics primaires et secondaires de l'OCDE. Cette proportion reste relativement stable dans le temps et entre niveaux d'enseignement. Toutefois, de fortes différences existent entre pays. Dans certains, la part dépasse 75 % des dépenses totales. Dans d'autres, elle tombe en dessous de 45 %. Dans plusieurs pays, le personnel non enseignant absorbe plus de 30 % du budget. Cela soulève des questions sur la répartition des ressources. Une hausse de 10 % des salaires enseignants coûterait en moyenne 0,19 % du PIB. Cet effort financier reste important, alors même que les enseignants, globalement satisfaits de leur métier, se disent insatisfaits de leur rémunération.

Pilgrim-Brown, J. (2025). **'Helping academics shine': An exploration into the relationships working-class professional services staff have with others in UK higher education.** *Higher Education*, 90(2), 387-405. <https://doi.org/10.1007/s10734-024-01328-5>

Drawing on research interviews with thirteen self-identifying working-class professional services employees in Russell Group institutions, this article attempts to develop a nuanced approach to understanding institutional cultures in UK universities, through the relationships within these establishments. Throughout the study, the tensions between working-class professional services or administrative staff and their counterparts working on academic trajectories became clear. Often highly qualified themselves, the participants in this study describe feelings relating to inadequacy and often negative attitudes proliferated towards them by academic staff. These relationships are framed within the perspective of three themes: academic hierarchies and superior academic value, treatment of staff, and language codes and patterns. In contrast, the participants in this sample often describe their relationships with their networks in professional services as highly positive, developmental, and enriching. This study focused on working-class professional services staff specifically. In the field of working-class research, professional services staff from working-class backgrounds have currently been largely omitted from research, which tends to focus on working-class students and working-class academics. Not all professional services staff identify as working-class, but due to this deficit of evidence in the research field, it is this group in particular that this paper focuses on. The findings in this paper suggest that the relationships these professional services staff have with academics are often fraught, difficult to manage, and at times, derogatory in their nature. This finding comes at the juxtaposition of the wider inclusion agenda UK universities pursue.

Pons, X. (2025). **Les chercheurs face au débat public sur les politiques d'éducation.** *Éducation Permanente*, 243(2), 37-46. <https://doi.org/10.3917/edpe.243.0037>

Cet article interroge les effets transformateurs de la recherche sur le débat public sur les politiques d'éducation en France. Il montre que ces effets dépendent en grande partie des stratégies d'ajustement des chercheurs aux configurations de dicibilité dans lesquelles ils évoluent. Sur la base d'une analyse de matériaux rassemblés lors d'une enquête sociologique publiée récemment, l'article met en évidence deux stratégies d'ajustement contrastées entre lesquelles semble se déployer une palette de réactions possibles, ainsi que leurs effets différenciés sur la diffusion des recherches et la professionnalité des acteurs.

Proust-Androwkha, S., Denis, C., Lison, C., & Meyer, F. (2024). **Les conseillers pédagogiques dans l'enseignement supérieur québécois : profils et activités.** *Formation et profession*, 32(3), 8. <https://doi.org/10.18162/fp.2024.880>

Proust-Androwkha, S., Denis, C., Lison, C., & Meyer, F. (2025). **Les conseillères et conseillers pédagogiques de l'enseignement supérieur au Québec : analyse des profils recherchés par les établissements.** *Canadian Journal of Education/Revue canadienne de l'éducation*, 48(2), 502-535. <https://doi.org/10.53967/cje-rce.6499>

This article investigates the role of Pedagogical Counsellors (CPs) in francophone higher education in Quebec, through a detailed lexicometric analysis of 172 job postings from 2022 to 2023. The study identifies essential competencies that institutions demand from CPs. The results demonstrate that CPs must master a diverse array of skills spanning educational, digital, organizational, interpersonal, and contextual realms. Key skills identified include digital integration, project management, communication, and an in-depth understanding of the institutional environment. The analysis emphasizes the critical need for CPs to be versatile and adaptable, equipped to handle resistance to change

in a dynamically evolving educational landscape. This research considerably enhances our comprehension of the crucial role played by CPs, highlighting the importance of continuous professional development to adeptly navigate both present and future challenges in higher education. The findings advocate for increased recognition of the CP profession and propose strategic pathways for their professional development. Findings also accentuate the indispensable role of these educational professionals in shaping academic settings, reinforcing their position as pivotal figures in the educational framework.

Revaz, S., LeVasseur, L., & Wentzel, B. (2024). **L'implication des professionnels de l'enseignement dans les réformes éducatives: perspectives internationales et leçons pour la Loi 23 au Québec.** *Formation et profession*, 32(3), 5. <https://doi.org/10.18162/fp.2024.904>

Rouche, E., Jahan, C., & Frégné, C. (2025). **Les effets d'une recherche doctorale sur l'entreprise d'accueil du chercheur.** *Éducation Permanente*, 243(2), 56-65. <https://doi.org/10.3917/edpe.243.0056>

Cet article explore les contributions produites dans le cadre d'une thèse CIFRE en sciences de l'éducation et de la formation au sein de l'AFFA. Ce retour d'expérience fait état d'une dynamique de recherche, d'apports de connaissances et des réflexions stratégiques et organisationnelles mises en œuvre. En filigrane, il illustre les interactions (doctorante, responsable scientifique, membres de la direction de l'ingénierie) ainsi que les postures adoptées. Il met finalement en lumière le potentiel transformateur de la recherche salariée et propose des pistes concrètes pour optimiser le dispositif en faveur des organisations et des doctorants.

Sanada, S. P., & Baguio, J. B. (2025). **Planning Lifestyle and Regenerating the Potential of Teachers in Public Elementary Schools: A Descriptive Study.** *South Asian Journal of Social Studies and Economics*, 22(7), 218-228. <https://doi.org/10.9734/sajse/2025/v22i71074>

This study aimed to examine the significant relationship between planning lifestyle and regenerating the potential of public elementary school teachers. Specifically, it assessed the level of planning lifestyle and regenerating the potential. Moreover, it aimed to examine the significant relationship between planning lifestyle and regenerating the potential and identified which domains of planning lifestyle significantly influenced regenerating the potential of teachers. A descriptive-correlational research design was employed, involving 141 public elementary school teachers in Malalag District, Division of Davao Del Sur. Data were collected through a validated and pilot-tested questionnaire using face-to-face survey administration. Statistical analyses, including mean, standard deviation, Pearson product-moment correlation, and multiple linear regression, were applied to analyze the data. Results revealed that both the level of planning lifestyle and the level of regenerating teacher potential were rated very high among respondents. Correlation analysis indicated a significant positive relationship between planning lifestyle and the regeneration of teacher potential. Furthermore, multiple regression analysis revealed that the domains of influence and participation significantly influenced the regeneration of teacher potential, while accountability did not show a significant effect. These findings underscore the importance of empowering teachers to make strategic decisions and actively participate in school planning processes as key drivers of their sustained professional vitality. Focused initiatives that promote teacher agency and collaborative involvement are essential for fostering a

resilient and adaptive teaching workforce. Practically, the results suggest that school leaders and policymakers should design programs that cultivate teacher leadership and encourage inclusive planning activities, as these contribute directly to enhancing motivation, morale, and long-term professional effectiveness in the classroom.

Saunier, É., & Woollven, M. (2025). **Quelles dispositions pour devenir conseiller principal e d'éducation? La fabrique des CPE par son concours de recrutement.** *Formation emploi*, (171), 15-34. <https://doi.org/10.4000/14hii>

Tali, F., Kheroufi-Andriot, O., Verscheure, I., & Gardiès, C. (Éd.). (2025). **Faire résultat(s) dans les recherches en éducation: Pour quoi? Avec qui? Comment?** Consulté à l'adresse <https://hal.science/hal-05248465>

Les recherches en éducation et en formation sont des entreprises complexes qui structurent notre compréhension de l'apprentissage, de l'enseignement et du développement professionnel. Cet ouvrage collectif explore en profondeur la dialectique entourant la production, la validation, la diffusion et la valorisation des résultats issus de ces recherches. Articulé autour de quatre axes thématiques majeurs — la production de résultats scientifiques dans divers contextes, la nature et la diversité des résultats de recherche, la validation des résultats face aux contraintes éthiques et financières, la diffusion et la valorisation des résultats — l'ouvrage interroge les processus par lesquels le «faire résultat(s)» prend sens en sciences de l'éducation et de la formation. Les huit chapitres qui composent cet ouvrage offrent des réflexions critiques et des analyses approfondies. Ils abordent des questions telles que la co-élaboration de savoirs avec les professionnels, l'engagement des chercheurs dans une démarche éthique exigeante, les défis liés à la quantité de données dans les recherches qualitatives, ou encore l'impact des contraintes financières et institutionnelles sur la validation des résultats. En rassemblant des contributions diversifiées, «Faire résultat(s) dans les recherches en éducation» aspire à enrichir la compréhension des enjeux actuels de la recherche en sciences de l'éducation et de la formation. Cet ouvrage s'adresse à un large public - chercheurs, praticiens, étudiants et décideurs - invité à saisir l'importance des résultats scientifiques à chaque étape du processus de recherche, depuis l'émergence des problématiques de terrain jusqu'à leur intégration au sein de cadres théoriques, en passant par les choix méthodologiques et la diffusion des résultats. Véritable ressource fondamentale pour tous ceux qui s'intéressent aux processus complexes de production et de validation des résultats en éducation et formation, cet ouvrage interroge les pratiques de recherche et stimule le dialogue autour des démarches méthodologiques. «Faire résultat(s) dans les recherches en éducation» enrichit ainsi la réflexion académique et nourrit les débats indispensables au développement des sciences de l'éducation et de la formation.

Tremblay, S., & Colin, M. (2025). **Liberté académique et droit à la dignité: l'épreuve du "mot en n" dans une université canadienne.** *Éducation et Sociétés*, (54), 201-218. <https://doi.org/10.3917/es.054.0201>

L'assassinat en France de Samuel Paty le 16 octobre 2020 a créé une onde de choc internationale, reflétant les conséquences tragiques de polarisations sociales et identitaires dans l'espace scolaire. Au même moment, au Québec, une affaire publique éclate dans les médias après la suspension d'une universitaire d'Ottawa (Canada), Verushka Lieutenant-Duval, qui a prononcé "le mot en n" dans un de ses cours d'histoire de l'art sur le concept de resignification subversive. À partir des notions d'épreuve

(Boltanski & Thévenot 1991) et de registres de valeurs (Heinich 2017), l'article examine comment l'affaire Lieutenant-Duval a catalysé un désaccord social qui s'est mué en affaire publique opposant les champs de l'éthique et de l'épistémique, contribuant à redéfinir la réalité même du monde universitaire, ainsi qu'à éclairer le rapport contemporain à la construction de la vérité et aux faits.

Trépanier, A., & Deschenaux, F. (2024). **Le processus de désengagement professionnel au cours de la carrière des enseignants d'expérience du secondaire.** *Formation et profession*, 32(3), 6. <https://doi.org/10.18162/fp.2024.855>

V. **Les personnels enseignants du premier degré.** (2025). *Administration & Éducation*, (HS2), 446-453. <https://doi.org/10.3917/admed.hs2.0446>

VI. **Les personnels enseignants du second degré.** (2025). *Administration & Éducation*, (HS2), 454-460. <https://doi.org/10.3917/admed.hs2.0454>

VII. **Les conseillers principaux d'éducation.** (2025). *Administration & Éducation*, (HS2), 461-464. <https://doi.org/10.3917/admed.hs2.0461>

VIII. **Les personnels ATSS.** (2025). *Administration & Éducation*, (HS2), 465-475. <https://doi.org/10.3917/admed.hs2.0465>

X. **Les psychologues de l'Éducation nationale (Psy-EN).** (2025). *Administration & Éducation*, (HS2), 483-485. <https://doi.org/10.3917/admed.hs2.0483>

XI. **Les opérateurs de l'Éducation nationale.** (2025). *Administration & Éducation*, (HS2), 400-411. <https://doi.org/10.3917/admed.hs2.0400>

XI. **Les personnels de l'assistance éducative : AED et AESH.** (2025). *Administration & Éducation*, (HS2), 486-493. <https://doi.org/10.3917/admed.hs2.0486>

XII. **Le chef d'établissement, ses responsabilités, sa gouvernance, éléments clés du système éducatif.** (2025). *Administration & Éducation*, (HS2), 494-500. <https://doi.org/10.3917/admed.hs2.0494>

XIII. **Les corps d'inspection territoriaux de l'enseignement scolaire.** (2025). *Administration & Éducation*, (HS2), 501-508. <https://doi.org/10.3917/admed.hs2.0501>

XIV. **Les personnels de l'enseignement supérieur et de la recherche publique.** (2025). *Administration & Éducation*, (HS2), 509-515. <https://doi.org/10.3917/admed.hs2.0509>

XX. **La baisse de l'attractivité des métiers de l'éducation et de l'enseignement : que faire ?** (2025). *Administration & Éducation*, (HS2), 195-200. <https://doi.org/10.3917/admed.hs2.0195>

Numérique et éducation

Bachy, S., Vankerkhoven, M., & Vélev, S. (2025). **Sentiment de compétence numérique des adultes en reprise d'études**. *Revue internationale des technologies en pédagogie universitaire*, 22(2). <https://doi.org/10.18162/ritpu-2025-v22n2-05>

Blanvillain, O. (2025). **Choix de parcours différenciés pour un cours à distance flexible en contexte universitaire**. *Médiations et médiatisations - Revue internationale sur le numérique en éducation et en communication*, (22), 16. Consulté à l'adresse <https://doi.org/10.52358/mm.vi22.444>

Cet article présente un cours universitaire de didactique du Français Langue Etrangère (FLE), dispensé à distance asynchrone, qui a proposé pendant deux années consécutives la possibilité pour les étudiants de choisir entre trois parcours d'apprentissage différenciés. Les caractéristiques de ces trois parcours sont décrites en termes de contenus, de modes d'apprentissage et d'évaluation. L'auteure propose certaines hypothèses concernant la flexibilité du dispositif et l'impact que cette ouverture peut avoir sur l'apprentissage. Elle interroge la façon dont les étudiants se saisissent des choix proposés, et les paramètres qui orientent leurs choix d'entrée dans un parcours donné. Elle tente ensuite de faire un bilan de ces deux années, à partir des questionnaires anonymes de fin de semestre recueillis auprès des étudiants de ce cours.

Bourhis, I., Ferrage, H., Le Prieur, L., & Pham, L. (2025). **Usages du numérique dans la relation École-familles**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4114> (Report N° 24-25 140C; p. 57). Consulté à l'adresse IGÉSR website: <https://www.education.gouv.fr/usages-du-numerique-dans-la-relation-ecole-familles-450666>

Ce rapport explore l'impact des espaces numériques de travail (ENT) et des logiciels de vie scolaire sur les relations entre l'école et les familles. Il vise une utilisation optimale et responsable du numérique, dans une coopération renforcée entre l'école et les familles. Faisant suite au rapport de la commission nationale

Bueno, C. (2025). **Bricks and Mortar versus Computers and Modems: The Influences of Enrollment in K-12 Virtual Schools** (Working paper N° 2025-008). Consulté à l'adresse Wesleyan University, Department of Economics website: <https://EconPapers.repec.org/RePEc:wes:weswpa:2025-008>

The COVID-19 pandemic has placed virtual schooling at the forefront of policy concerns, as millions of children shift to virtual schooling. Given this shift, and the corresponding increase in demand for virtual education, it is imperative to explore its impacts on student outcomes. Using panel data, I find that attending a full-time virtual school in Georgia led to a reduction of 0.1 to 0.4 standard deviations in achievement test scores among elementary and middle school students. These results are robust to using multiple approaches to account for selection. I also find a negative relationship between attending a virtual school and graduation.

Cazes, M. (2025). **Effets cognitifs des dessins humoristiques sur les performances et l'engagement des étudiant·es dans des environnements numériques d'apprentissage** (Phdthesis, Université Rennes 2). Consulté à l'adresse <https://theses.hal.science/tel-05059689>

Au regard des difficultés en matière d'autonomie et d'engagement cognitif démontrées dans les environnements d'apprentissage en ligne, il est nécessaire de mieux comprendre comment favoriser cet engagement pour améliorer leur efficacité pédagogique. La revue de littérature réalisée dans cette thèse suggère que l'intégration d'éléments humoristiques pourrait être une stratégie efficace pour atteindre ce but. Toutefois, elle démontre également que ces effets positifs dépendent d'un certain nombre de facteurs qu'il est nécessaire d'examiner plus précisément. L'objectif principal de cette thèse est donc d'évaluer les effets cognitifs de l'ajout de dessins humoristiques dans des cours en ligne destinés à des étudiant·es. Une série d'études expérimentales, menées à la fois en laboratoire et dans un contexte plus écologique d'apprentissage en ligne, a permis d'évaluer les effets de l'ajout de dessins humoristiques sur 1) les performances (mémorisation et compréhension) et 2) l'engagement cognitif (parcours oculaires et temps de consultation). Les résultats d'une première étude en laboratoire ont montré un effet positif des dessins humoristiques sur ces deux dimensions. Cependant, ces résultats n'ont pas été répliqués dans les études suivantes. Des facteurs modérateurs, tels que le sens de l'humour, ont toutefois été identifiés dans ces différentes études. Ces travaux interrogent l'influence des facteurs exogènes aux stimuli humoristiques sur la relation entre humour et apprentissage. Ils ouvrent des perspectives sur l'importance d'étudier les processus sous-jacents à l'effet de l'humour afin d'améliorer son efficacité pédagogique.

Cervini-Plá, M., & Machado, A. (2025). **Gender Performance in Online University Education** [Working paper]. Consulté à l'adresse Department of Applied Economics at Universitat Autònoma of Barcelona website: <https://EconPapers.repec.org/RePEc:uab:wprdea:wpdea2511>

This paper examines the impact of the exogenous shock of COVID-19 which led to a transition from in-person to online education, on the academic performance of university students, with a particular focus on gender differences. We exploit a unique and comprehensive dataset that includes all evaluation activities and their outcomes, for students enrolled in 2018 and 2019 at the main university in Uruguay. Using difference-in-differences techniques, we find that female students outperformed their male counterparts by passing more courses and improving their grade point average. This effect is observed among women from higher socioeconomic backgrounds and those who enter university immediately after finishing secondary school. Exploring the mechanisms behind these outcomes, we find that women report having greater participation compared to in-person classes, perceive more advantages in staying at home, and recognize more benefits in not commuting to the educational institution.

Contractor, Z., & Reyes, G. (2025). **Generative AI in Higher Education: Evidence from an Elite College** (Working paper N° 18055). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18055>

Generative AI is transforming higher education, yet systematic evidence on student adoption remains limited. Using novel survey data from a selective U.S. college, we document over 80 percent of students using AI academically within two years of ChatGPT's release. Adoption varies across disciplines, demographics, and achievement levels, highlighting AI's potential to reshape educational inequalities. Students predominantly use AI for augmenting learning (e.g., explanations, feedback), but also to automate tasks (e.g., essay generation). Positive perceptions of AI's educational benefits strongly predict adoption. Institutional policies can influence usage patterns but risk

creating unintended disparate impacts across student groups due to uneven compliance.

Cyrille, C. (2024). **Le travail de l'apparence des garçons sur les réseaux sociaux d'images. Un analyseur des rapports de genre et de sexualité** (Thesis). Consulté à l'adresse <https://theses.fr/api/v1/document/2024CYUN1327>

Deneault, J., & Lavoie, N. (2025). **L'engagement comportemental lors de l'écriture d'un texte narratif au primaire: l'effet du numérique et du niveau scolaire de l'élève.** *Canadian Journal of Education/Revue canadienne de l'éducation*, 48(2), 415-446. <https://doi.org/10.53967/cje-rce.6265>

Students say that they are more motivated to write with digital tools than with a pencil (Alves-Wold et al., 2023; Camacho et al., 2021). But are they more engaged? Few studies have looked at students' engagement in writing, much less digital writing (Martins et al., 2022). The objective of this study was to compare the level of behavioural engagement of students in Grades 2, 4, and 6 (N = 255) when producing a narrative text, depending on whether they were writing with a pencil or a keyboard. After each writing session, the students answered a questionnaire (with a Likert scale) in order to report their engagement during the activity. A 3 (grades) X 2 (conditions: handwriting, keyboarding) analysis of variance on the mean engagement score showed that the Grade 2 students were just as engaged in both conditions, but that the students in Grades 4 and 6 were more engaged in the keyboarding activity. The discussion examines the potential of digital tools for countering disengagement at a sensitive time in students' elementary education path and defines the limits of this study.

European Commission. (2025). **Supporting the digital transformation of vocational education and training** (C. Herrero Ramila & M. Lopez-Cobo, Éd.). Consulté à l'adresse <https://op.europa.eu/en/publication-detail/-/publication/9f131ada-5881-11f0-a9d0-01aa75ed71a1>

La transformation numérique de l'enseignement et de la formation professionnels (EFP) est essentielle pour maintenir la compétitivité et permettre aux entreprises, en particulier les PME, de tirer parti des opportunités numériques. Les initiatives de la Commission européenne, telles que la stratégie européenne en matière de compétences et le plan d'action en matière d'éducation numérique, soutiennent l'adaptation de l'EFP à l'ère numérique. L'objectif principal de cette étude est d'identifier un ensemble de leviers (ainsi que les défis et les solutions potentielles) qui facilitent la transformation numérique du secteur de l'EFP. Ces leviers sont identifiés principalement à partir de la littérature académique et grise, puis comparés aux politiques ou initiatives existantes et mises en œuvre dans le secteur (théorie et pratique).

Graveleau, Séverin. (2025, septembre 4). **« Il nous interdit d'utiliser ChatGPT, puis il s'en sert lui-même... » : lorsque les étudiants n'acceptent pas que leur prof prépare ses cours avec des IA.** *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/09/04/il-nous-interdit-d-utiliser-chatgpt-puis-il-s-en-sert-lui-meme-lorsque-les-etudiants-n-acceptent-pas-que-leur-prof-prepare-ses-cours-avec-des-ia_6638854_4401467.html

Depuis 2023, les enseignants du supérieur se questionnent sur l'utilisation massive des outils d'intelligence artificielle générative par les étudiants. La crispation est parfois aussi de mise lorsque l'inverse se produit.

Graveleau, Séverine. (2025, septembre 2). « Avec ChatGPT, j'ai parfois l'impression de ne plus savoir apprendre... » : comment motiver les étudiants à l'heure de l'IA ? *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/09/02/avec-chatgpt-j-ai-parfois-l-impression-de-ne-plus-savoir-apprendre-comment-motiver-les-etudiants-a-l-heure-de-l-ia_6638099_4401467.html

L'utilisation massive de l'intelligence artificielle par les étudiants ne pose pas que la question de la place à lui donner dans les cours et celle de la triche. Elle interroge aussi de plus en plus d'enseignants et d'étudiants sur la capacité et l'envie d'apprendre en faisant des efforts.

Guerta, H. T., & Baguio, J. B. (2025). **Technological Pedagogical Content Knowledge and Reflective Teaching Practices as Predictors of Workplace Retention among Public Secondary School Teachers**. *Asian Research Journal of Arts & Social Sciences*, 23(8), 48-59. <https://doi.org/10.9734/arjass/2025/v23i8749>

This study aimed to determine if technological pedagogical content knowledge and reflective teaching practices significantly predict workplace retention among teachers in public secondary institutions. A descriptive-correlational research design was employed, involving a sample of 145 teachers from public secondary schools in Paquibato District, Division of Davao City, Philippines. Standardized questionnaires were administered through face-to-face surveys. The mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses were utilized to analyze the collected data. The findings revealed that technological pedagogical content knowledge, reflective teaching practices, and workplace retention were rated as high. Correlation analysis indicated significant relationships between technological pedagogical content knowledge ($r\text{-value}=0.69$; $p\text{-value}=0.000$) and reflective teaching practices ($r\text{-value}=0.70$; $p\text{-value}=0.000$) on workplace retention. Furthermore, both technological pedagogical content knowledge and reflective teaching practices significantly predicted workplace retention ($r\text{-value}=0.69$; $p\text{-value}=0.000$). School administrators may continue to enhance technological pedagogical content knowledge and reflective teaching practices among teachers by offering professional development programs that focus on strengthening technological skills and reflective practices. Encouraging teachers to engage in regular self-assessment, peer collaboration, and continuous learning opportunities may improve job satisfaction and contribute to a supportive teaching environment.

Holmes, W., Mouta, A., Hillman, V., Schiff, D., Laak, K.-J., Atenas, J., ... Yeo, B. (2025, juin 26). **Critical Studies of Artificial Intelligence and Education: Putting a Stake in the Ground** [SSRN Scholarly Paper]. <https://doi.org/10.2139/ssrn.5391793>

The rapidly developing connections between Artificial Intelligence (AI) and education (AI&ED) have prompted widespread policy and institutional responses. However, critical examinations of AI's implications for education are fragmented, often overshadowed by techno-optimist narratives and mostly ignored by policymakers. This community-authored paper aims to help make AI and education's critical voices more visible, by sharing and building upon the findings of a survey completed by 185 researchers, educators, and policymakers from 56 countries, which followed a Critical Studies of AI and Education (CSAI&ED) online symposium. In the first part of the paper, we present our analysis of the survey responses-what is understood by CSAI&ED, what questions should be asked, and what challenges we face. Key themes that emerge include CSAI&ED's

interdisciplinary nature, its interventionist role in challenging power structures and commercial influences in education, and broader ethical imperatives. Respondents emphasised the need for research that interrogates AI's impact on teacher and student agency and democratic participation, while cautioning against techno-solutionism and environmental costs. In the second part of the paper, we build on the respondents' contributions with a three-level interrogation of AI&ED discourse and practice. At the level of educational processes, we explore how AI systems risk reducing education to learning, and learning to a transactional activity, eroding student-teacher relationships and displacing collective agency. At the level of the ecosystem, we examine how AI reinforces market logics and surveillance infrastructures, further entrenching neoliberal policies in schools. Finally, we confront what remains unsaid: the politics of imagination, temporality, and legitimacy that underlie dominant AI narratives and attempt to shape educational futures. In conclusion, we argue that CSAI&ED must move from the margins to the centre of AI discourse in education-to ensure that education is reclaimed as a site of collective meaning-making that prioritises pedagogical integrity, equity, and democratic values.

Lepage, A., & Roy, N. (2024). **Le développement d'une échelle de mesure de la littératie de l'intelligence artificielle chez les enseignants et les enseignantes du postsecondaire.** *Mesure et évaluation en éducation*, 42(2), 39-69. Consulté à l'adresse <https://doi.org/10.7202/1117467ar>

Le personnel enseignant des cégeps et des universités est de plus en plus confronté à des outils d'intelligence artificielle (IA), notamment des outils proposés par leurs établissements ou utilisés par les étudiants et les étudiantes. Or, l'utilisation pédagogique de ces outils exige une certaine compréhension de leur fonctionnement, surtout lorsqu'il est question d'en identifier les limites ou les risques éthiques. À l'heure actuelle, il n'existe aucune mesure précise du niveau de littératie de l'IA du personnel enseignant du postsecondaire. Cette étude propose un questionnaire de 25 items pour mesurer ce niveau de littératie, à partir d'une version initiale de 29 items. Un échantillon de 395 enseignants et enseignantes a été recruté via des listes institutionnelles dans des cégeps et des universités. Des analyses factorielles ont permis de détecter trois facteurs, soit les connaissances techniques liées à l'IA, la capacité à utiliser des outils d'IA en contexte pédagogique et le niveau de sensibilité aux enjeux éthiques.

Messaoudi. (2025). **Réinventer l'école à l'ère de l'intelligence artificielle.** Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/reinventer-l-ecole-a-l-ere-de-l-intelligence-artificielle/79833?srsId=AfmBOOrl-GpliREoSnn_NelzX0xeD4VB0q9WlakO-34-qHokkkhTBEQh

Miras, G., & Hamza-Jamann, A. (2025). **IA et langues : de nouvelles pratiques à l'école, à quel prix ?** <https://doi.org/10.64628/AAK.9sdc44n4v>

Näslund-Hadley, E., Hernández Agramonte, J. M., & Zoido, P. (2025). **The Impact of an Educational Robot-based Intervention on Second-graders Computational Thinking Skills: The Experimental Evaluation of the Irûmi Program in Paraguay** (Working paper N° 14227). <https://doi.org/10.18235/0013660>

In this article, we present the impact evaluation of Irûmi, an educational robot-based intervention aimed at developing second-grade students' computational thinking (CT) skills in Paraguay. Our results indicate that the program had an effect of 0.09 standard

deviations on the students' CT skills, focusing on abilities such as abstraction, algorithmic thinking, and evaluation. These findings suggest that with age-appropriate instructional design, very young children could develop CT skills and, that smart devices and electronic toys can contribute to their development at early ages. Our study contributes to the empirical literature because it is applied to a developing country, uses an experimental design, pre-and post-treatment measures, and a large student sample, and explores the programs impact on students and teachers. In addition to the impact on students CT skills, we found that Irûmi had effects on other dimensions for which it may not have been intentionally designed. First, our results suggest that Irûmi raised preferences towards Science, Technology, Engineering, and Mathematics (STEM) toys and increased gender flexibility toward who can play with them, especially among girls. Second, the program increased children's positive attitudes toward technology. The mechanisms by which the effects of Irûmi occur are several. First, the program increased the probability that the teacher would use educational technology in the classroom, including devices not contemplated by the program. Second, we found that Irûmi developed teachers CT skills, possibly due to the novelty of the curriculum and methodology in the Paraguayan context.

OCDE. (2025). **Présentation des indicateurs de l'OCDE sur les capacités de l'IA** (p. 59) [Report]. Consulté à l'adresse OCDE website: <https://doi.org/10.1787/d321ba78-fr>
Avec le lancement de ChatGPT en novembre 2022, les conséquences potentielles de l'intelligence artificielle (IA)¹ sur les activités humaines se sont emparées de l'imaginaire collectif. Pourtant, si l'IA progresse rapidement, la compréhension de ses implications par le grand public ne suit pas. Il reste beaucoup à faire pour appréhender la manière dont l'IA pourrait transformer les activités humaines. Le présent rapport décrit les nouveaux indicateurs élaborés par l'OCDE pour évaluer les capacités des systèmes d'IA. Ces indicateurs visent à fournir aux décideurs un cadre factuel leur permettant de comprendre les capacités de l'IA et de les comparer aux aptitudes humaines. Élaborés sur cinq ans, ces indicateurs s'appuient sur un vaste réseau de chercheurs en IA, de psychologues et d'autres experts. Les chapitres du rapport technique complémentaire (OECD, 2025[1]) ont été rédigés par 32 experts et examinés par 25 autres. Les neuf indicateurs couvrent un éventail d'aptitudes humaines décrivant l'évolution de l'IA vers une équivalence parfaite avec l'humain : langage, interactions sociales, résolution de problèmes, créativité, métacognition/esprit critique, connaissance/apprentissage/mémoire, vision, manipulation et intelligence robotique. Ils se présentent sous la forme d'échelles à cinq niveaux, les plus hauts niveaux correspondant aux capacités les plus difficiles à atteindre pour les systèmes d'IA. Pour chaque niveau, une brève description des types de tâches que les systèmes d'IA sont capables d'accomplir avec exactitude et constance est fournie. Les performances de l'IA sur chaque échelle sont notées sur la base des données disponibles. Ces indicateurs sont publiés ici dans une version bêta, sur laquelle deux groupes essentiels de parties prenantes sont invités à fournir un retour d'information : les chercheurs en IA et les décideurs. Le travail d'évaluation mené par les chercheurs livre des données probantes pour les indicateurs, tandis que la capacité à interpréter et à exploiter les données issues des échelles est cruciale pour éclairer les politiques publiques. Les retours d'autres parties prenantes sont également les bienvenus. L'OCDE publiera la première version complète des indicateurs après avoir reçu les retours de ses parties prenantes et élaboré un protocole de mise à jour systématique. Conclusions L'OCDE occupe une position unique en tant qu'organisation intergouvernementale ayant une responsabilité envers le public.

Grâce à son expertise en matière d'évaluations comparatives des compétences à l'échelle internationale, elle est en mesure de fournir à la communauté mondiale des résultats faisant autorité sur l'évaluation de l'IA. La méthodologie de l'OCDE utilise les données disponibles pour produire des indicateurs relatifs aux capacités des systèmes d'IA qui reflètent les dernières études tout en étant accessibles à un public non technique. Ceux-ci décrivent la progression des capacités de l'IA jusqu'à une équivalence parfaite avec l'humain. Ce rapport présente les neuf indicateurs dérivés de la psychologie humaine et leur élaboration par l'équipe IA et compétences de demain de l'OCDE et plus de 50 spécialistes extérieurs. Les indicateurs sont illustrés par des échelles à cinq niveaux décrivant plusieurs dimensions et tâches que les systèmes d'IA doivent maîtriser pour atteindre l'équivalence avec l'humain. Des données probantes sont fournies pour étayer chaque niveau et décrire les capacités des systèmes d'IA actuels, qui se situent entre les niveaux 2 et 3 des différentes échelles. Ces indicateurs peuvent être utilisés pour cartographier la progression de l'IA vers les aptitudes humaines requises au travail. Cette cartographie et l'analyse des écarts entre les compétences humaines et les capacités de l'IA peuvent constituer le point de départ pour évaluer la manière dont certaines professions sont susceptibles d'évoluer à mesure que l'IA deviendra capable d'aider ou de remplacer les humains sur certaines tâches. Les indicateurs peuvent aussi favoriser des discussions de fond sur la façon dont, à chaque niveau des échelles, il conviendrait de déployer ces capacités au sein des professions, dans l'ensemble de l'économie. En outre, les indicateurs peuvent servir à mieux comprendre les répercussions de l'IA sur l'enseignement, en fournissant un cadre permettant de déterminer où les systèmes d'IA sont susceptibles d'initier des changements transformateurs dans l'enseignement et en aidant à décider quelles tâches peuvent être remodelées et quels objectifs pédagogiques pourraient devoir évoluer. Si ces indicateurs ne prescrivent pas de décisions fondées sur des valeurs, ils mettent en évidence les domaines où des changements dans l'offre et la finalité de l'enseignement sont techniquement faisables et, par conséquent, éclairent les discussions futures sur les programmes scolaires, les attributions des enseignants et les compétences des élèves.

Olcott, D. J. (2025). **Open universities 2.0: Leadership, strategic reset and the national agenda.** *Médiations et médiatisations - Revue internationale sur le numérique en éducation et en communication*, (22), 17 p. Consulté à l'adresse <https://revue-mediations.telug.ca/index.php/Distances/article/view/471/407>

S'appuyant sur la recherche empirique, la théorie du leadership, la pratique des universités ouvertes et l'évolution des tendances mondiales, cet article fournit aux dirigeants des universités ouvertes un cadre de refonte stratégique. La refonte stratégique consiste à redéfinir les priorités des établissements – en effectuant des choix de leadership – et à prendre des mesures pour renforcer l'avantage concurrentiel, la qualité et les services pour l'avenir. Les piliers fondamentaux de la refonte stratégique s'articulent autour de : 1) la numérisation, et plus particulièrement les capacités en ligne; 2) la définition de nouvelles priorités stratégiques; et 3) l'établissement d'une empreinte nationale alignée sur les besoins nationaux essentiels en matière d'emploi et de développement de la main-d'œuvre. Un thème secondaire transparaît dans cet article : la nécessité pour les universités ouvertes de revitaliser leur engagement en faveur de l'innovation.

Omri, A., Slimani, S., & Afi, H. (2025). **The Role of Artificial Intelligence and Digital Solutions in Transforming Educational and Employment Access for Individuals With Disabilities.** *The British Journal of Sociology*, 76(4), 873-897. <https://doi.org/10.1111/1468-4446.13225>

While education is essential for employability, people with disabilities often face barriers such as inadequate accommodations and limited access to adaptive technologies, hindering their equitable labor market participation. This research addresses these challenges by analyzing the roles of artificial intelligence (AI) and digitalization in the relationship between educational attainment and employability among people with disabilities in 33 high-income countries from 2010 to 2022. Using a moderated moderation model, the study evaluates how AI and digitalization jointly influence the relationship between education levels and employment outcomes. The analysis employs the Hayes PROCESS macro with bootstrapped confidence intervals to ensure robustness and accuracy in estimating interaction effects. The findings demonstrate that education significantly enhances employment prospects for individuals with disabilities, with stronger effects observed at intermediate and advanced education levels. AI serves as a critical moderator, amplifying the positive impact of education by creating adaptive learning environments and fostering essential technical and transversal skills. Digitalization complements this role by providing the infrastructure necessary to integrate AI into education systems, broadening access to resources, and enabling flexible learning opportunities. The study further identifies a moderated moderation effect, where the combined influence of AI and digitalization significantly strengthens the effect of education on employability for disabled people. These results highlight the transformative potential of AI and digitalization in improving education quality and fostering labor market inclusion for persons with disabilities in an increasingly digitalized world.

Palmera, J. B., & Baguio, J. B. (2025). **Participatory Equity Leadership and Online Access of Teachers in Public Elementary Schools: A Post-pandemic Education.** *Asian Journal of Education and Social Studies*, 51(6), 1528-1539. <https://doi.org/10.9734/ajess/2025/v51i72118>

This study aimed to examine the significant relationship between participatory equity leadership and online access among public elementary school teachers in post-pandemic education in the Tarragona District, Division of Davao Oriental. The research addresses a critical issue emerging from the COVID-19 pandemic: the persistent inequality in access to digital tools and inclusive leadership practices that affect teaching quality in the new normal. Using a descriptive-correlational research design, a total of 165 teachers were surveyed using standardized questionnaires. Data were analyzed using mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses. The findings revealed that teachers demonstrate a high level of participatory equity leadership and online access. Correlation analysis indicated a moderate significant positive relationship between participatory equity leadership and online access. Further analysis revealed that the domains of school leadership, community context, and policy context significantly influenced online access, with policy context having the strongest effect, while school context was not a significant predictor. Based on these findings, it is recommended that school administrators promote leadership practices that foster inclusive and equitable learning environments, ensure access to ICT resources, and strengthen policy implementation to enhance teachers' use of technology in instruction. Capacity-building programs and equitable resource distribution may also help ensure all teachers can effectively integrate digital tools in post-pandemic education.

Pavone, G. (2025, septembre 9). **La relation des étudiants à l'IA, entre soutien aux apprentissages et menace pour l'estime de soi.** <https://doi.org/10.64628/AAK.qhf5a54uf>

L'irruption de l'IA influence les habitudes de travail des élèves, mais elle recouvre aussi des enjeux émotionnels, modifiant l'estime que ceux-ci et celles-ci ont de leur propre travail.

Perez, A. C., & Baguio, J. B. (2025). **Automation Adoption as Predictors of Remote Education of Teachers in Public Elementary Schools.** *Asian Research Journal of Arts & Social Sciences*, 23(7), 271-281. <https://doi.org/10.9734/arjass/2025/v23i7744>

This study aimed to examine the significant relationship between automation adoption and the predictors of remote education among public elementary school teachers. A descriptive-correlational research design was utilized, involving 165 teachers from public schools in Baganga District, Division of Davao Oriental. Data were collected through standardized questionnaires administered via face-to-face surveys. The data were analyzed using mean, standard deviation (SD), multiple regression analysis, and correlation statistics. The findings revealed that teachers rated automation adoption and remote education certainty at a very high level. Correlation analysis revealed that automation adoption significantly relates the predictors of remote education. Moreover, multiple regression analysis indicated that institutional support and technological readiness significantly influenced predictors of remote education, while pedagogical integration did not show a statistically significant impact. Based on these results, it is recommended that school administrators focus on strengthening institutional support and technological readiness to improve teachers' effectiveness in remote education. It is recommended also to investigate and enhance pedagogical integration further, as its lack of statistical significance may stem from limited teacher training, insufficient practical application in remote settings, or inadequate access to supportive instructional resources.

PME : Partenariat mondial pour l'éducation, UNICEF : Fonds des Nations unies pour l'enfance, & Hub, E. (2025). **Initiative pour la technologie au service de l'éducation : Rapport d'avancement 2024 (juin-décembre).** Consulté à l'adresse <https://www.globalpartnership.org/fr/node/document/download?file=document/file/2025-05-initiative-technologie-service-education-rapport-avancement.pdf>

L'Initiative d'appui technique pour la technologie au service de l'éducation (Initiative Tech4Ed) vise à renforcer les capacités des pays partenaires à utiliser la technologie afin d'améliorer l'accès à l'éducation et les résultats d'apprentissage des enfants. Le rapport décrit les progrès réalisés ces six premiers mois et demi dans deux pays pilotes, le Ghana et le Tadjikistan. L'Initiative dispose d'un budget initial d'un million de dollars américains, avec l'UNICEF agent partenaire et l'EdTech Hub partenaire technique principal.

Revilleza, R. B. H., & Baguio, J. B. (2025). **Shared Judicature Leadership and Online Connectivity Strategies of Teachers in Relation to Hybrid Teaching Strategy.** *Journal of Global Economics, Management and Business Research*, 17(2), 169-181. <https://doi.org/10.56557/jgembr/2025/v17i29615>

This study determined the influence of shared judicature leadership and online connectivity strategies on the hybrid teaching strategy of teachers. A quantitative research design using the descriptive-correlational method was employed. The respondents comprised 146 public elementary school teachers in Governor Generoso

District, Division of Davao Oriental. Validated and pilot-tested questionnaires were utilized to gather data, which were analyzed using mean, standard deviation, Pearson product-moment correlation, and multiple linear regression analysis. The findings revealed that the levels of shared judicature leadership ($M = 4.35$), online connectivity strategies ($M = 4.14$), and hybrid teaching strategy ($M = 4.30$) were all interpreted as very high based on the scale used. Correlation analysis indicated a significant relationship between shared judicature leadership ($r = 0.373$, $p = 0.000$), online connectivity strategies ($r = 0.422$, $p = 0.000$), and hybrid teaching strategy. Furthermore, regression analysis showed that both shared judicature leadership and online connectivity strategies significantly influenced the hybrid teaching strategy of public elementary school teachers ($R^2 = 0.219$, $p = 0.000$). Based on these findings, it is recommended that school leaders promote shared leadership practices and enhance digital infrastructure to support effective hybrid teaching. Teachers are also encouraged to engage in professional development that strengthens collaborative planning and digital integration.

Thomas, A., Hoareau, L., Jarlégan, A., Hubert, B., Luxembourger, C., & Tazouti, Y. (2025). **Enhancing French Preschoolers' Early Literacy Skills with a New Educational Classroom Application.** *Early Education and Development*, 36(4), 886-911. <https://doi.org/10.1080/10409289.2025.2449694>

Research Findings: Recent research suggests that the new learning opportunities provided by educational applications can help children strengthen their early literacy skills. The present study assessed whether using ApplINOU, a French educational application, in the classroom helps kindergarten students improve their early literacy skills (alphabet knowledge, phonological awareness, and oral language). This study is one of the first to be conducted in France's kindergartens. The research encompassed 537 students, all following the national curriculum. The experimental group integrated ApplINOU into their lessons, while the control group did not. The experiment lasted 25 weeks, and students completed a 20-min session per week of early literacy activities. Multilevel growth models showed that students in the experimental group performed better in early literacy at the end of the experiment than those in the control group. Specifically, the experimental group demonstrated enhanced letter knowledge and phonological awareness, though no significant impact on oral language was observed. Practice or Policy: The findings carry substantial implications for the design and the integration of educational applications in preschool settings. In particular, these applications require specific attributes, such as oral instructions or feedback, to enhance the engagement of pre-reading children in the designated activities.

UNESCO. UNEVOC: International centre for technical and vocational education and training. (2025). **Youth survey report on AI and digital skills : 28 World youth skills day 2025.** Consulté à l'adresse https://unevoc.unesco.org/pub/wysd_survey_report_2025.pdf

Valentini, A., & Blancas, A. (2025). **The challenges of AI in higher education and institutional responses: is there room for competency frameworks?** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000394935.locale=en>

S'appuyant sur une revue de littérature et sur un inventaire des initiatives en matière d'intelligence artificielle (IA) mené auprès de 16 institutions d'enseignement supérieur réparties dans le monde entier, ce document de travail se penche sur la manière dont l'enseignement supérieur peut préparer efficacement les étudiants, les enseignants et le personnel à un monde dominé par l'IA. Les établissements ne disposent pas des cadres

adaptés. Le document appelle à dépasser les approches fragmentées centrées sur l'usage de l'IA générative, en développant des stratégies globales qui intègrent recherche, interdisciplinarité et équité. Alors que 58 % des étudiants se sentent peu préparés, le rapport propose un cadre de compétences pour aider les universités à préparer leurs diplômés à une société transformée par l'IA.

Wall-Lacelle, S., Poellhuber, B., Fortin, M.-N., & Marquis, C. (2025). **Le développement professionnel d'enseignantes et enseignants engagés dans un projet de scénarisation pédagogique visant l'intégration de la réalité virtuelle en sciences**. *Revue internationale des technologies en pédagogie universitaire*, 22(2). <https://doi.org/10.18162/ritpu-2025-v22n2-04>

XIII. **La citoyenneté numérique : un défi ?** (2025). *Administration & Éducation*, (HS2), 146-152. <https://doi.org/10.3917/admed.hs2.0146>

Zhang, X., & Atwater, A. (2025). **The quality of online instruction and returns to instructor experience**. *Economics of Education Review*, 108, 102700. <https://doi.org/10.1016/j.econedurev.2025.102700>

We examine student satisfaction and performance in online versus in-person sections at a large research university in the United States, exploring whether observed gaps are inherent to online instruction or can be mitigated with increased teaching experience. Using administrative data from over 40,000 course sections taught over eight years, we find that students evaluate online courses as worse than in-person courses, despite minimal differences in performance. This gap persists even when restricting the sample to courses taught using both modalities by the same professor in the same semester, and after matching on observable student characteristics. Lower evaluations are primarily driven by student perceptions of instructor availability, concern for students, and the ability to stimulate interest in the course. Although teaching experience improves evaluations in online sections, the gap between modes remains, suggesting fundamental challenges in online instruction beyond technological familiarity.

Orientation scolaire et professionnelle

Bellot, M. (2025). **Les Femmes (et les filles) en sciences**. Consulté à l'adresse <https://www.nane-editions.fr/produit/144/9782843682599/les-femmes-et-les-filles-en-sciences>

Pourquoi les femmes restent-elles minoritaires dans les carrières scientifiques ? Quelles barrières, visibles ou invisibles, freinent encore aujourd'hui les jeunes filles à s'engager dans ces filières ? Cet ouvrage, réalisé en partenariat avec l'Académie des sciences, invite à déconstruire les stéréotypes de genre dans les sciences et à mettre en lumière les parcours de femmes inspirantes, comme Sylvie Benzoni, Marie Carbonnel ou Anne Siegel.

Blanvillain, O. (2025). **Choix de parcours différenciés pour un cours à distance flexible en contexte universitaire**. *Médiations et médiatisations - Revue internationale sur le numérique en éducation et en communication*, (22), 16. Consulté à l'adresse <https://doi.org/10.52358/mm.vi22.444>

Cet article présente un cours universitaire de didactique du Français Langue Etrangère (FLE), dispensé à distance asynchrone, qui a proposé pendant deux années consécutives la possibilité pour les étudiants de choisir entre trois parcours d'apprentissage différenciés. Les caractéristiques de ces trois parcours sont décrites en termes de contenus, de modes d'apprentissage et d'évaluation. L'auteure propose certaines hypothèses concernant la flexibilité du dispositif et l'impact que cette ouverture peut avoir sur l'apprentissage. Elle interroge la façon dont les étudiants se saisissent des choix proposés, et les paramètres qui orientent leurs choix d'entrée dans un parcours donné. Elle tente ensuite de faire un bilan de ces deux années, à partir des questionnaires anonymes de fin de semestre recueillis auprès des étudiants de ce cours.

Café pédagogique. (2025, septembre 16). **Des clés pour construire l'égalité de genre dans les sciences**. Consulté 17 septembre 2025, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2025/09/16/des-cles-pour-construire-egalite-de-genre-dans-les-sciences/>

Publié par l'Académie des sciences, le petit ouvrage Les femmes (et les filles) en sciences rédigé par Marine Bellot, interroge les freins qui empêchent encore aujourd'hui les filles d'accéder pleinement

Chiocca, E. S., & Zhang, X. (2023). **Distinguishing Oneself: First-Year International Students' Pre-College Motivations and Expectations in a Sino-Foreign Joint-Venture University in China**. *Chinese Education & Society*, 56(5-6), 331-349. <https://doi.org/10.1080/10611932.2024.2303914>

China has shown increased engagement in International Higher Education (IHE), an interest motivated by a tremendous demand among both Chinese and international students. Conducted at a full-scale Sino-foreign joint-venture university (JVU) in China, this study seeks to explore the motivation of first-year international students for applying to and attending Sino-foreign JVU in China. A second related question investigates what they expect to experience prior to matriculation. Qualitative data collection and analyses suggest that international students at a Sino-foreign joint-venture university were motivated by a strong desire to distinguish themselves for integrative, international signaling, and instrumental purposes, and expect to change as a result of studying and living in an intercultural environment in China.

Daverne-Bailly, C., & Geuring, E. (2025). **Dossier – Du secondaire au supérieur : nouveaux dispositifs**. *Éducation et Sociétés*, (54), 219-224. <https://doi.org/10.3917/es.054.0219>

Daverne-Bailly, C., Geuring, E., & Li, Y. (2025). **Information et accompagnement à l'orientation : quelles réalités dans un lycée rural ?** *Éducation et Sociétés*, (54), 115-134. <https://doi.org/10.3917/es.054.0115>

Considérant l'orientation comme le résultat de choix personnels, sur la base d'un projet préalablement construit, plusieurs programmes successifs ont été mis en place en France depuis le milieu des années 1990 pour informer et accompagner les élèves. Depuis 2018, les lycéennes et les lycéens sont censés bénéficier, chaque année, d'heures dédiées à leur orientation. Cet article souligne la mise en oeuvre différenciée de cette mesure non seulement entre établissements, mais aussi au sein d'un même établissement. Il montre l'importance d'une analyse multiscalaire pour expliquer ces différences, de l'échelon territorial jusqu'aux configurations plus locales, en interne des établissements (équipes pédagogiques, équipes disciplinaires, etc.). Sans se limiter à l'étude des politiques des

établissements, c'est plus largement à une étude des dynamiques d'établissement qu'appelle cet article.

Kamanzi, P. C., Pilote, A., Bilodeau-Carrier, S., & Sall, M. (2025). **Le cheminement des étudiants en situation de handicap aux études supérieures au prisme des sélections successives**. *Éducation et Sociétés*, (54), 135-156. <https://doi.org/10.3917/es.054.0135>

Lehoux, E. (2025). **Une analyse des dynamiques d'établissement. Le cas de l'accompagnement à l'orientation au lycée**. *Éducation et Sociétés*, (54), 91-114. <https://doi.org/10.3917/es.054.0091>

Considérant l'orientation comme le résultat de choix personnels, sur la base d'un projet préalablement construit, plusieurs programmes successifs ont été mis en place en France depuis le milieu des années 1990 pour informer et accompagner les élèves. Depuis 2018, les lycéennes et les lycéens sont censés bénéficier, chaque année, d'heures dédiées à leur orientation. Cet article souligne la mise en oeuvre différenciée de cette mesure non seulement entre établissements, mais aussi au sein d'un même établissement. Il montre l'importance d'une analyse multiscalaire pour expliquer ces différences, de l'échelon territorial jusqu'aux configurations plus locales, en interne des établissements (équipes pédagogiques, équipes disciplinaires, etc.). Sans se limiter à l'étude des politiques des établissements, c'est plus largement à une étude des dynamiques d'établissement qu'appelle cet article.

Li, H. (2025). **Hysteresis of habitus: Social origin and career decision-making among Chinese PhD students**. *Higher Education*, 90(2), 283-300. <https://doi.org/10.1007/s10734-024-01320-z>

The growing oversupply of PhD graduates in the academic labor market has highlighted concerns about employment outcome inequality among PhD holders. However, the mechanisms underlying such disparities remain poorly understood. This qualitative study employs Careership Theory to investigate these mechanisms by examining differences in horizons for action in career planning between working-class and middle-class PhD students. The study includes 94 mainland Chinese PhD students, comprising both current (n = 72) and former (n = 22) students, from leading universities in mainland China, Hong Kong, and Macau. The findings reveal significant disparities in horizons for action influenced by the participants' habitus and its hysteresis. Specifically, working-class PhD students tended to impose more constraints on their future job choices compared to their middle-class peers. They prioritized jobs that offered respectable salaries, aligned with their expertise, and had a less guanxi-oriented environment. With these constraints, their narrower career horizons often lead to a stronger inclination toward pursuing academic careers. Consequently, working-class PhD students face heightened pressure due to increased competition in the academic job market. The study also underscores the role of meritocratic beliefs in sustaining the habitus of working-class students and influencing their career decisions.

Maris, R. (2025). **Upper Secondary Pathways and Progression to Further Study** (Working paper N° 25-08). Consulté à l'adresse UCL Centre for Education Policy and Equalising Opportunities website: <https://EconPapers.repec.org/RePEc:ucl:cepeow:25-08>

Upper secondary education is critical in preparing young people for further study. This paper explores how various upper-secondary education pathways influence students' progression to further study, shedding light on their effectiveness in expanding

educational opportunities. Using linked English administrative data, we compare progression outcomes across a range of pathways, including the brand new T level vocational pathway and the increasingly popular mixed (academic and vocational) track. We consider progression across three dimensions - overall progression to further study, progression to high-quality further study and preparedness for further study, proxied by drop out rates. We find that students on the new T level pathway are more likely to progress to higher technical qualifications and advanced apprenticeships than all other pathways. However, T level students are significantly less likely to enter university and, when they do, are disproportionately represented in lower-tariff institutions and courses. This is despite policy promises that T levels would be a « springboard » to higher education (HE). Conditional on progressing to further study, T level students are well prepared for their chosen course of study and they drop out at significantly lower rates than other learners. We also show that some pathways are more effective at supporting low SES students in progressing to further study.

Méloni, D., Roïc, T., & Kohout-Diaz, M. (2025). **S'orienter à l'adolescence, l'embaras du choix**. Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/sorienter-a-ladolescence-lembarras-du-choix/79752?srsId=AfmBOop5Pb1EYzmkG5Srf0dNE62ojT3Ex4cx90ImxjITPFMVVd4eHJL>

Que provoque la question de l'orientation à l'adolescence, à un moment où les repères identitaires se brouillent et se redéfinissent ? À la fois pôle d'attente et source d'inquiétude, l'orientation suscite des sentiments ambivalents. Dans une société qui aspire à maîtriser les parcours et à garantir l'émancipation, son accompagnement génère pourtant un certain malaise, malgré la multiplication des mesures visant à l'améliorer. S'inspirant de la psychanalyse, l'auteure voit dans ce malaise un phénomène structurel : l'orientation confronte l'adolescent à son identité, à ses désirs et à leur réalisation dans le cadre contraignant du travail. Elle engage bien plus que l'employabilité, touchant à l'affirmation de soi et à l'intégration sociale, surtout pour les plus vulnérables

Strazzeri, M., Brox, E., Oggenfuss, C., & Wolter, S. C. (2025). **Early exposure to foreign language training and students' educational trajectories**. *Economics of Education Review*, 108, 102684. <https://doi.org/10.1016/j.econedurev.2025.102684>

We estimate the impact of a large curriculum reform in Switzerland that substantially increased the share of foreign language classes in compulsory school on students' subsequent educational choices in upper secondary school. Our analysis focuses on students from German-speaking cantons that introduced English as the first foreign language. Using detailed student register data and exploiting the staggered implementation of the curriculum reform, we find that exposure to more foreign language classes has only minor effects on educational trajectories of the overall student population. However, we find substantial effect heterogeneity: while the reform has no effect on the direct educational progression of low-track female or high-track students, it impedes low-track male students' transition to upper secondary education.

V. **Le parcours des élèves à besoins spécifiques**. (2025). *Administration & Éducation*, (HS2), 271-282. <https://doi.org/10.3917/admed.hs2.0271>

VI. **Parcoursup, une plateforme au cœur des interrogations collectives sur le continuum du lycée à l'enseignement supérieur**. (2025). *Administration & Éducation*, (HS2), 283-285. <https://doi.org/10.3917/admed.hs2.0283>

XVIII. **Bac – 3/bac + 3 : un continuum encore à construire ?** (2025). *Administration & Éducation*, (HS2), 183-188. <https://doi.org/10.3917/admed.hs2.0183>

Politique de l'éducation et système éducatif

Acton, R., Cook, E. E., & Ugalde Araya, P. (2025). **Political Views and College Choices in a Polarized America** (Working paper N° 18099). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18099>

We examine the role of students' political views in shaping college enrollment decisions in the United States. We hypothesize that students derive utility from attending institutions aligned with their political identities, which could reinforce demographic and regional disparities in educational attainment and reduce ideological diversity on campuses. Using four decades of survey data on college freshmen, we document increasing political polarization in colleges' student bodies, which is not fully explained by sorting along demographic, socioeconomic, or academic lines. To further explore these patterns, we conduct a series of survey-based choice experiments that quantify the value students place on political alignment relative to factors such as cost and proximity. We find that both liberal and conservative students prefer institutions with more like-minded peers and, especially, with fewer students from the opposite side of the political spectrum. The median student is willing to pay up to \$2,617 (12.5%) more to attend a college where the share of students with opposing political views is 10 percentage points lower, suggesting that political identity plays a meaningful role in the college choice process.

Ashwin, P. (2025). **Transformational accounts of students' undergraduate education are evoked by their engagement with knowledge**. *Higher Education*, 90(2), 479-495. <https://doi.org/10.1007/s10734-024-01332-9>

There are strong concerns about students perceiving their undergraduate education in instrumental, rather than transformational, ways. However, it is not clear whether seeing education instrumentally undermines students' capacity to see their education as transformational. Based on data from a 7-year longitudinal study of chemical engineering students from three countries, this article shows that all students focused on instrumental outcomes from education in their first year of study. However, by their final year, students tended to give instrumental accounts of what they had gained from their overall university experience and transformational accounts of what they had gained from studying their subject. This suggests that, depending on the context evoked, most students can describe instrumental or transformational relationships to their education. However, developing transformational accounts on their education appeared to be dependent on studying knowledge-rich degrees that supported them to engage with the world from the perspective of a particular body of knowledge. This raises serious questions about educational policies that imply that instrumental outcomes are the most important outcomes from students' educational experiences as such policies obscure the importance of transformational knowledge-focused relationships that change the way that students engage with the world.

Becchetti-Bizot, C. (2025). **Éviter les ruptures, faciliter les transitions** [Report]. Consulté à l'adresse Médiatrice de l'Éducation nationale website: <https://www.education.gouv.fr/media/228456/download>

Depuis plusieurs années, en France comme en Europe, les gouvernements développent des modes extrajudiciaires de règlement des litiges qui s'avèrent, dans bien des cas, plus rapides, souples et efficaces qu'une confrontation devant un tribunal, pour régler des situations conflictuelles par le dialogue, l'écoute et la reconnaissance mutuelle des parties. Dans un monde agité de profondes mutations géopolitiques et sociétales, créant chez les jeunes souffrance psychique et insécurité, l'École et l'Université font face à de nouveaux défis : restaurer le sens de nos enseignements, de nos valeurs, et la confiance des familles dans un environnement rassurant pour que l'éducation signifie bonheur d'apprendre et promesse d'avenir, plutôt que succession d'épreuves. Les médiateurs et médiatrices de l'éducation nationale et de l'enseignement supérieur œuvrent, tout au long de l'année, à maintenir des espaces de dialogue entre les usagers, l'administration et les acteurs de la communauté éducative. Ils s'efforcent de répondre avec bienveillance et professionnalisme à une demande croissante d'écoute, d'explications et de considération des familles, des étudiants et des personnels, qui souhaitent être associés aux décisions qui les concernent et mieux accompagnés dans les moments clés de leurs parcours, notamment lorsqu'ils font face à des événements imprévus : accidents de santé, problèmes familiaux, précarité, etc. Les professionnels de l'éducation déploient chaque jour des trésors d'ingéniosité pour s'adapter à de nouveaux besoins et inventer des stratégies pour faire progresser tous les élèves et étudiants, dans leur diversité, leur donner le goût d'apprendre et restaurer leur relation au savoir. Les initiatives ne manquent pas, mais les usagers comme les personnels se heurtent parfois à des complexités administratives ou des incompréhensions, accentuées par la dématérialisation des procédures qui freinent leur élan, créent du décrochage, génèrent des comportements agressifs ou violents et fragilisent la confiance dans le système éducatif. L'institution n'a pas toujours les moyens humains d'être présente auprès de chacun pour l'accompagner dans des difficultés qui risquent de s'enkyster et d'empêcher la poursuite de son parcours. L'année 2024 aura été particulièrement intense pour les médiateurs. Plus que jamais s'est fait sentir la nécessité de faire vivre, à tous les étages du système éducatif, l'esprit et les valeurs de la médiation, qui sont aussi ceux de l'École républicaine : le débat démocratique, la recherche de l'équité et le respect des différences, garants d'une société protectrice de la dignité des personnes et de leurs droits fondamentaux. Rapport 2024 de la médiatrice de l'Éducation nationale et de l'Enseignement supérieur Temps forts 2024 de la médiation L'activité 2024 des médiateurs en chiffres Mieux accompagner les parcours par une GRH adaptée aux besoins des personnels Mieux accompagner les parcours scolaires : simplifier les démarches, faciliter les transitions Permettre la liberté de choix et mieux accompagner les parcours étudiants Recommandations : la médiation, force de proposition Lire la synthèse du rapport.

Bennetot Pruvot, E., Estermann, T., & Popkhadze, N. (07/25). **Participation in institutional governance: evolving models of university governance II**. Consulté à l'adresse https://www.eua.eu/images/publications/Publication_PDFs/EUA_Governance_report.pdf

En Europe, les modèles de gouvernance universitaire sont variés et en constante évolution. Leur approche de l'inclusion, de la collaboration et des compétences influence les institutions. Le rapport présenté s'appuie sur le tableau de bord de l'autonomie de l'EUA et des études antérieures. Il analyse les structures, dispositions juridiques et pratiques d'inclusion des universités. Les systèmes d'enseignement supérieur diffèrent selon les traditions, cultures et contextes politiques. Malgré cette diversité,

certaines tendances communes émergent. Le modèle de gouvernance duale se répand dans de nombreux pays européens. Les conseils d'administration voient leur rôle renforcé au sein des universités. L'implication de parties prenantes externes devient une pratique généralisée. À l'avenir, la gouvernance devra intégrer les défis du numérique, de l'écologie, de l'IA et de l'instabilité géopolitique.

Béogo, J. (2025). **Crise sécuritaire et éducation au Sahel: Contribution des politiques éducatives pour une résilience scolaire**. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/crise-securitaire-et-education-au-sahel/79719?srltid=AfmBOoo6GtGNj_RYzTbMKObaRQFmQblh68JsB7YFlfpBWDnaY0by5kHm

Bernal Gonzalez, A., Dumay, X., & Dupriez, V. (2025). **L'école inclusive comme enjeu interstitiel: coordination et division du travail éducatif au sein d'une plateforme intersectorielle en Fédération Wallonie-Bruxelles**. *Les Cahiers de Recherche du Girsef*, (135), 1-24. Consulté à l'adresse <https://ojs.uclouvain.be/index.php/cahiersgirsef/issue/view/8653/3513>

Beuchon, T. (2025). **Les effectifs étudiants dans l'enseignement supérieur en 2024-2025**. *Note Flash du SIES*, (2025-17), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/les-effectifs-etudiants-dans-l-enseignement-superieur-en-2024-2025-99639>

En 2024-2025, l'effectif de l'enseignement supérieur franchit pour la première fois le seuil des 3 millions d'étudiants, en progression de 1,4 % par rapport à l'an passé.

Bonnal, L., & Favard, P. (2025, septembre 7). **Les performances des universités et des écoles de commerce se rapprochent-elles ?** <https://doi.org/10.64628/AAK.mjcd4f7c6>
La différence entre un master en université ou un diplôme en école de commerce tend à se réduire. Notamment sur le critère de la qualité de l'insertion professionnelle.

Brant, J., & Kilar, W. (2025). **From entrepreneurship to business & management education. A fundamental curriculum shift or tinkering at the edges?** *Journal of Curriculum Studies*, 57(4), 466-479. <https://doi.org/10.1080/00220272.2025.2460475>

This paper explores tensions between traditional and progressive conceptions of curriculum through Young and Muller's 'three scenarios for the future' model. 'Future 1' is characterized by conservative transmissive pedagogy models focusing on traditional subjects; 'Future 2' is 'forward-looking' and concerned with generic competences often described in the form of learning outcomes, 'Future 3' is a knowledge-led curriculum focused on promoting epistemic access to powerful knowledge for all students. 'Powerful' knowledge is knowledge that provides students with the capability to analyse, explain, predict, evaluate and think about the world in ways that are beyond their personal experience. From September 2023, 15-year-old pupils in Poland began studying the new compulsory business and management subject as part of the revised national curriculum. This replaced the established subject of entrepreneurship which was in existence for 20 years (since the school year 2002/2003). This paper examines a range of questions that arise: How might business and management education, taught by essentially the same group of teachers, differ from entrepreneurship education? How might entrepreneurship education—or business and management education—equip

students with powerful knowledge? Might the change prove to be a regression to 'Future 1' or an evolution to 'Future 3'?

Buisson-Fenet, H. (2025). **Un droit sans force**. In H. Durler, L. Bovey, A. Sotirov, & V. Angelucci (Éd.), *L'exclusion ordinaire du handicap: un cas d'école* (p. 209-218). Consulté à l'adresse <https://hal.science/hal-05234820>

Butaeva, K., Chen, L., Durlauf, S., & Park, A. (2025). **A Tale of Two Transitions: Mobility Dynamics in China and Russia after Central Planning** (Working paper N° 34124). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:34124>

This paper examines intergenerational mobility in China and Russia during their transitions from central planning to market systems. We consider mobility as movement captured by changes in status between parents and children. We provide estimates of overall mobility, which involves mobility during transition to a system's steady state, as well as steady state mobility, which captures long-run mobility independent of transitional dynamics or shifts in the marginal distribution of outcomes across generations. We further decompose overall mobility into structural and exchange components. We find that China exhibits more overall educational mobility than Russia mostly due to greater structural mobility, while Russia exhibits greater steady state educational mobility. In contrast, both the overall and steady state occupational mobility is similar in China and Russia. Comparing these results to the US, we find that steady state mobility in education is substantially higher in the US and Russia compared to China, but occupational steady state mobility is comparable in all three countries.

Butzbach, M. (2025a, septembre 2). **Dépenser mieux sans faire moins, le défi d'une réforme de l'éducation prioritaire**. Consulté 16 septembre 2025, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/depenser-mieux-faire-defi-dune-reforme-de-leducation-pr/00116088>

[L'argent et l'école] Plus efficace qu'on ne le pense souvent, l'éducation prioritaire a vu ses coûts s'envoler ces dernières années, faisant naître des appels à réformer les principes qui guident aujourd'hui la répartition de ses moyens.

Butzbach, M. (2025b, septembre 3). **Les universités font face à « leur pire budget depuis plus de vingt ans »**. Consulté 16 septembre 2025, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/universites-face-a-pire-budget-plus-de-vingt-ans/00116145>

[L'argent et l'école] Presque toutes les universités françaises perdent désormais de l'argent. Certaines pensent à réduire leur offre de formation, tandis que l'Etat les enjoint de trouver elles-mêmes des ressources.

Café pédagogique. (2025a, septembre 8). **Fabienne Fédérini: « L'Etat privilégie l'enseignement privé au détriment de l'enseignement public de trois manières »**. Consulté 16 septembre 2025, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2025/09/08/fabienne-federini-letat-privilegie-lenseignement-prive-au-detriment-de-lenseignement-public-de-trois-manieres/>

Pas de sectorisation, sélection des élèves et exclusion des élèves à profil éducatif spécifique, non mixité sociale, et répartition des moyens qui ne prend pas compte des points précédents :

Café pédagogique. (2025b, septembre 10). **Que dit le rapport de l'OCDE sur l'école française ?** Consulté 17 septembre 2025, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2025/09/10/que-dit-le-rapport-de-l'ocde-sur-lecole-francaise/>

La France est rattrapée par le déterminisme social et les faibles compétences de base L'édition 2025 du rapport « Regards sur l'éducation de l'OCDE », publiée le 9 septembre, accorde une attention

Cardon-Quint, C. (2025, septembre 6). **« Augmenter les dépenses d'éducation reste considéré comme une menace pour les finances publiques »**. Consulté 16 septembre 2025, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/clemence-cardon-quint-augmenter-depenses-de-education-reste-consid/00116152>

[L'argent et l'école] En retraçant les discussions du budget de l'Education nationale depuis 1945, l'historienne pointe la tension entre volonté politique et contraintes financières, et la difficulté de porter des projets de réforme ambitieux.

Centre for Educational Research and Innovation (CERI) (OCDE). (2025). **21st Century Children: The nature of modern childhood** (p. 2) [Report]. Consulté à l'adresse Centre for Educational Research and Innovation (CERI) (OCDE) website: <https://www.oecd.org//content/dam/oecd/en/about/projects/edu/21st-century-children/What%20does%20child%20empowerment%20means%20today%20combined.pdf>

Understanding the nature of 21st Century childhood is crucial for an education that is increasingly expected to support students to thrive in both a digital and non-digital world, delivering academic learning while also building physical and emotional well-being. This has implications for the skills, capacity and resources required.

Charles, N., & Delès, R. (2025). **Les trajectoires de massification de l'enseignement supérieur en Europe : assiste-t-on à une grande convergence ?** *Éducation et Sociétés*, (54), 49-67. <https://doi.org/10.3917/es.054.0049>

Commission européenne. (2025). **Rapport de la Commission européenne au Parlement européen, au Conseil, au Comité économique et social européen et au Comité des régions sur l'évaluation intermédiaire du cadre stratégique pour la coopération européenne dans le domaine de l'éducation et de la formation 2021-2030**. Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/3bd91ce8-55a3-11f0-a9d0-01aa75ed71a1>

Le cadre stratégique 2021-2030 pour la coopération européenne en éducation et formation vise à construire un espace européen de l'éducation (EEE) offrant à tous un apprentissage de qualité tout au long de la vie. Ce cadre couvre tous les niveaux d'enseignement, de la petite enfance à l'âge adulte, et repose sur des priorités stratégiques communes, des objectifs européens, une coopération entre pays, et des réformes nationales. Une évaluation a été menée par la Commission européenne, à la demande du Conseil, à partir de consultations et d'une étude externe. Ses résultats orienteront la révision du cadre pour la période 2026-2030, notamment sur les objectifs, la gouvernance et les priorités. Les conclusions figurent dans un document de travail de

la Commission, complété par une communication sur l'union des compétences qui apportera une orientation stratégique actualisée.

Commission européenne. Direction générale éducation, jeunesse, sport et culture. (2025). **Erasmus higher education student and staff mobility: Good practices in the implementation of the virtual component of blended intensive programmes (BIPs)**. Consulté à l'adresse <https://euagenda.eu/publications/erasmus-higher-education-and-staff-mobility-good-practices-in-the-implementation-of-the-virtual-component-of-blended-intensive-programmes-bips>

Le programme Erasmus+ soutient les programmes intensifs mixtes (BIP pour l'acronyme en anglais), qui permettent à des groupements d'établissements d'enseignement supérieur d'élaborer conjointement des programmes et des activités de mobilité mixtes pour les étudiants ainsi que pour les personnel académique et administratif. Les BIP combinent une mobilité physique de courte durée à l'étranger avec une composante virtuelle obligatoire qui facilite les échanges collaboratifs d'apprentissage en ligne et le travail d'équipe. Après une introduction succincte de ces programmes introduits en 2021, ce document synthétique présente les méthodes innovantes d'enseignement et d'apprentissage qu'ils suscitent, les bonnes pratiques ainsi que les questions de notation et d'évaluation.

Courtot, C., & Buisson-Fenet, H. (2025). **Un désengagement fidèle : l'attachement à l'institution scolaire de parents qui instruisent en famille leur enfant en situation de handicap**. In P. Bongrand (Éd.), *L'instruction en famille en France : profils, mobiles et pratiques au tournant des années 2000* (p. 573-598). Consulté à l'adresse <https://hal.science/hal-05234857>

Daverne-Bailly, C., & Geuring, E. (2025). **Présentation du dossier Démocratisation et régulation de l'accès à l'enseignement supérieur : éléments de comparaison**. *Éducation et Sociétés*, (54), 7-26. <https://doi.org/10.3917/es.054.0007>

Daverne-Bailly, C., Geuring, E., & Li, Y. (2025). **Information et accompagnement à l'orientation : quelles réalités dans un lycée rural ?** *Éducation et Sociétés*, (54), 115-134. <https://doi.org/10.3917/es.054.0115>

Considérant l'orientation comme le résultat de choix personnels, sur la base d'un projet préalablement construit, plusieurs programmes successifs ont été mis en place en France depuis le milieu des années 1990 pour informer et accompagner les élèves. Depuis 2018, les lycéennes et les lycéens sont censés bénéficier, chaque année, d'heures dédiées à leur orientation. Cet article souligne la mise en oeuvre différenciée de cette mesure non seulement entre établissements, mais aussi au sein d'un même établissement. Il montre l'importance d'une analyse multiscale pour expliquer ces différences, de l'échelon territorial jusqu'aux configurations plus locales, en interne des établissements (équipes pédagogiques, équipes disciplinaires, etc.). Sans se limiter à l'étude des politiques des établissements, c'est plus largement à une étude des dynamiques d'établissement qu'appelle cet article.

Deng, Z., Chapman, A., & Gericke, N. (2025). **Powerful knowledge, school subjects and the curriculum: an international and comparative perspective**. *Journal of Curriculum Studies*, 57(4), 365-381. <https://doi.org/10.1080/00220272.2025.2528744>

This introductory essay presents a special issue that foregrounds school subjects as purpose-built educational enterprises and reconsiders the role of powerful knowledge in national curricula. Framed against the marginalization of knowledge in both global policy reforms and contemporary curriculum theory, it argues for renewed attention to the educational purpose, content, and construction of school subjects by engaging with questions such as: What are the purposes of school subjects? How should powerful knowledge be conceived in the curriculum? How are school subjects conceptualized and constructed? The issue includes four articles examining the purposes and content of school subjects—geography, history, religious education, and biology—in national curricula across Sweden, Finland, and England. It also features two articles exploring changes in business and management education in Poland and the 'life and death' of Liberal Studies as a school subject in Hong Kong. This special issue advances two key propositions: first, that school subjects are structured to fulfil multiple academic, civic, social, and personal aims; and second, that powerful knowledge should be understood not only in terms of its epistemic structure but also in relation to the intellectual and ethical capabilities it enables.

Dobosz, S. (2025). **Séminaire international de restitution des résultats de recherche : Accompagner le développement du cycle fondamental : l'enjeu de la transition école-collège - du 14 au 16 février 2024, Yaoundé (Cameroun)**. Consulté à l'adresse <https://apprendre.auf.org/wp-content/uploads/2025/09/Actes.pdf>

La transition école primaire-collège est l'une des principales préoccupations des systèmes éducatifs confrontés aux difficultés engendrées par ce goulot d'étranglement. La publication s'appuie sur les résultats de recherches-actions menées dans douze pays, enrichis par les échanges avec des responsables institutionnels et pédagogiques. En quatre thématiques – politiques publiques, dimensions institutionnelles et socio-émotives, approches pédagogiques et didactiques, inclusion et obstacles –, incluant chacune des repères introductifs, des présentations de recherche, une synthèse des échanges et des recommandations concrètes, elle propose une analyse pluridimensionnelle de cette phase du parcours scolaire, offrant un éclairage sur les enjeux et défis de cette transition et formulant des pistes d'action pour des systèmes éducatifs plus cohérents, équitables et inclusifs.

Doray, P., & Prats, N. (2025). **L'université au-devant des étudiantes et étudiants : la délocalisation des sites de formation des universités québécoises**. *Éducation et Sociétés*, (54), 69-89. <https://doi.org/10.3917/es.054.0069>

El Fatmaoui, A., & Ransom, T. (2025). **Do Elite Universities Pick Sports to Pick Students? Athletic Admissions and SES Targeting** (Working paper N° 18071). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18071>

This study investigates the extent to which U.S. universities strategically use athletic admissions to shape the socioeconomic status (SES) of their student bodies. Using a novel dataset linking NCAA roster data to neighborhood characteristics, we document substantial SES segregation across sports and universities. More selective institutions, particularly elite private universities, allocate up to 30% of enrollment to athletes who typically come from higher-SES backgrounds than their non-athlete peers. However, contrary to popular belief, we find that elite institutions enroll similarly wealthy athletes across all sports. Estimates of our structural model of sports bundle choice reveal that this

SES homogeneity across sports limits universities' ability to systematically choose sports offerings to target higher-SES students. Counterfactual analyses demonstrate that athletic enrollment caps would create additional seats for non-athletes but require complementary policies to meaningfully impact socioeconomic mobility.

Elacqua, G., Figueroa, N., Fontaine, A., Margitic, J., & Méndez, C. (2025). **The pandemic exodus: What drives private-to-public school migration in Peru.** *Economics of Education Review*, 108, 102685. <https://doi.org/10.1016/j.econedurev.2025.102685>

In 2020, the Peruvian Ministry of Education responded to the COVID-19 pandemic and an unprecedented rise in demand for public schools by implementing a centralized assignment mechanism that allowed thousands of students at various levels of education to move from the private to the public sector. In this study, we explore empirically the determinants of both accepting a place and remaining in the assigned public school. Exploiting the randomness in assignment created by oversubscribed schools within the deferred acceptance algorithm, we causally estimate the role of distance in the decision to accept the assignment and explore its impact on the decision to remain. We also shed light on the determinants influencing parental preferences. Our results show that families care about distance to the assigned public school, as well as academic and peer quality with respect to their school of origin. Parents weigh distance to school, academic performance, and peer demographics differently based on their familiarity with these characteristics. Consequently, experiencing a given school environment can alter the significance of specific attributes when later deciding whether to stay in the assigned school. While school quality (measured by math scores) is more influential at the acceptance stage, distance and peer demographics become more important in the decision to remain. Our findings offer valuable insights into how governments can strengthen the supply of public schooling.

Ellison, G., & Pathak, P. A. (2025). **Optimal School System and Curriculum Design: Theory and Evidence** (Working paper N° 34091). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:34091>

This paper develops a model of education production and uses it to study optimal school system and curriculum design. Curriculum design is modeled as a time-allocation problem. A school teaches students many skills and allocates time to different skills based on student characteristics. Our framework provides a novel interpretation of studies that find zero achievement effects at selective school admission cutoffs. We show that such findings may be consistent with highly effective schools implementing optimal curricula, rather than necessarily indicating ineffective schools. The interpretation depends on the alignment between measured outcome skills and skills emphasized in the curriculum. We test several model predictions using data from a prominent exam school and find supporting evidence that would be difficult to rationalize if selective schools were ineffective.

Etomes, S. E., Endeley, M. N., Aluko, F. R., & Molua, E. L. (2025). **Transformational leadership for sustainable productivity in higher education institutions of Cameroon.** *Higher Education*, 90(2), 521-543. <https://doi.org/10.1007/s10734-024-01334-7>

This study investigates the need for transformational leadership in the sustainable development of the productivity in higher education institutions (HEIs) in Cameroon. While institutions always request additional funding, the need for effective allocation and

utilization of existing resources is relevant for sustainability. Participants for this study included teachers from state and private HEIs in Cameroon. Correlation and regression models were used to assess the impact of transformational leadership on sustainable productivity grounded in Michael Fullan's (2011) six secrets of educational change theory. A positive and significant relationship was observed between transformational leadership and the productivity of HEIs. While the practice of transformational leadership was observed more in state-owned HEIs, the impact was more in private than in state HEIs. The mean value for intellectual stimulation for sustainable productivity of higher institutes of learning is higher for the private as compared to that of state institutions showing that intellectual stimulation is more used in private HEIs to improve their productivity than in state-owned HEIs in Cameroon. While the correlational analysis showed that intellectual stimulation has the strongest correlate effect on sustainable productivity, the regression analysis showed that inspirational motivation has more added value to productivity. Based on these findings, we recommend a leadership model for sustaining organizational productivity, where the essence of the effective practice of transformational leadership is collaboration, especially in the change process.

European Commission. (2025). **Supporting the digital transformation of vocational education and training** (C. Herrero Ramila & M. Lopez-Cobo, Éd.). Consulté à l'adresse <https://op.europa.eu/en/publication-detail/-/publication/9f131ada-5881-11f0-a9d0-01aa75ed71a1>

La transformation numérique de l'enseignement et de la formation professionnels (EFP) est essentielle pour maintenir la compétitivité et permettre aux entreprises, en particulier les PME, de tirer parti des opportunités numériques. Les initiatives de la Commission européenne, telles que la stratégie européenne en matière de compétences et le plan d'action en matière d'éducation numérique, soutiennent l'adaptation de l'EFP à l'ère numérique. L'objectif principal de cette étude est d'identifier un ensemble de leviers (ainsi que les défis et les solutions potentielles) qui facilitent la transformation numérique du secteur de l'EFP. Ces leviers sont identifiés principalement à partir de la littérature académique et grise, puis comparés aux politiques ou initiatives existantes et mises en œuvre dans le secteur (théorie et pratique).

European Commission. Directorate general for education, youth, Lekaviciute, E., Mulvik, I., Barakova, B., Torras, N., & European Commission. Directorate general for education, youth, sport and culture, DG EAC. (2025). **School learning environments for sustainability in the EU: final report**. Consulté à l'adresse <https://op.europa.eu/en/publication-detail/-/publication/e8cdfd41-78b6-11f0-9af8-01aa75ed71a1>

Ce rapport vise à explorer comment les infrastructures éducatives et les environnements d'apprentissage peuvent être plus durables et favoriser la santé, le bien-être et l'apprentissage des élèves au sein de l'Union européenne (UE). Il se concentre sur les pratiques et programmes institutionnels et politiques qui contribuent à maximiser l'impact positif des environnements d'apprentissage. Le rapport met en lumière les enseignements tirés et à présente les bonnes pratiques dans ce domaine. Les écoles durables contribuent aux objectifs climatiques et de résilience de l'UE. Les rénovations et les infrastructures vertes améliorent l'environnement tout en réduisant les coûts. Espaces verts et solutions naturelles renforcent la santé, le bien-être et l'attention des élèves. Des environnements de qualité améliorent les apprentissages et les compétences durables.

Leur potentiel éducatif reste sous-utilisé. Des études de cas, un compendium de bonnes pratiques, ainsi qu'un guide, complètent le rapport.

European Commission. Directorate general for education, youth, Stukiene, G., Siarova, H., Davidovi, G., Potapova, E., Chessa, F., ... European Commission. Directorate general for education, youth, sport and culture, DG EAC. (2025). **Support study for the interim evaluation of the European Education Area (2021-2030): final report**. Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=16495

L'objectif de cette étude est d'aider la Commission européenne à réaliser l'évaluation intermédiaire du cadre stratégique 2021-2030 pour la coopération européenne dans le domaine de l'éducation et de la formation en vue de la construction de l'Espace européen de l'éducation (EEE), tel qu'il est défini dans les résolutions du Conseil de 2021. Le rapport évalue les progrès réalisés dans la construction de l'EEE au niveau de l'UE et des États membres. La perspective globale de la coopération est également prise en compte. L'évaluation globale de la coopération européenne en matière d'éducation et de formation en vue de l'EEE au cours de la période d'évaluation est positive, avec une certaine marge de progression pour améliorer encore les résultats et les impacts. Résumé en français

European Commission. European education and culture executive agency. (2025). **Recommended annual instruction time in full-time compulsory education in Europe**. Consulté à l'adresse <https://op.europa.eu/en/publication-detail/-/publication/a121bdc0-5aec-11f0-a9d0-01aa75ed71a1>

Ce rapport analyse le temps d'instruction minimum recommandé dans l'enseignement général obligatoire à temps plein dans 38 systèmes éducatifs européens. Les données se réfèrent aux exigences minimales fixées pour le programme obligatoire par les autorités compétentes pour l'année 2024/2025. L'analyse montre que la lecture, l'écriture et la littérature sont les matières qui représentent généralement la plus grande part du temps d'instruction à tous les niveaux d'enseignement, et sont particulièrement dominantes dans l'enseignement primaire. L'efficacité de l'apprentissage dépend de nombreux facteurs, mais il ne fait aucun doute que le temps d'instruction dont disposent les élèves joue un rôle clé dans leur processus d'apprentissage. Outre la qualité de l'enseignement et le temps disponible pour l'apprentissage après l'école, l'augmentation du temps d'instruction alloué à une discipline peut contribuer à accroître l'intérêt des élèves pour cette matière et avoir un effet positif sur leurs performances, d'autant plus lorsque cette augmentation s'accompagne d'autres mesures de soutien et qu'elle s'adresse aux élèves défavorisés.

European Education and Culture Executive Agency (European Commission). (2025). **Recommended annual instruction time in full-time compulsory education in Europe 2024/2025**. Consulté à l'adresse <https://data.europa.eu/doi/10.2797/1556974>

One of the key elements in the learning process is the instruction time available to students. In fact, not only the quality of instruction but also the time spent for learning can have a positive effect on students' learning process. This report analyses the recommended minimum instruction time in full-time compulsory general education in 38 European education systems for the year 2024/2025. Special attention is paid to reading, writing and literature; mathematics; natural sciences; and social sciences. The data has been collected jointly by the Eurydice and the OECD NESLI networks.

Federini, F. (2025). **Enseignement privé catholique: comment l'État brise l'école de la République?** Consulté à l'adresse <https://www.editionsbdl.com/produit/enseignement-prive-catholique-comment-letat-brise-lecole-de-la-republique/>

Gebru, S. G., Hondeghe, A., & De Wit, K. (2025). **Higher education system governance trend in Ethiopia: towards a hybrid model.** *Higher Education*, 90(2), 453-477. <https://doi.org/10.1007/s10734-024-01331-w>

Studies demonstrate that governance is crucial in achieving desirable performance in higher education (HE). Over the last three decades, Ethiopia's HE sector has experienced significant expansion. However, reports from the Ethiopian government, international organizations, and scholars highlight weak performance in this sector. Despite this, there is a limited systematic inquiry into the governance model applied in the HE system. This study addresses this gap by posing the following question: What characterizes the governance model of Ethiopia's contemporary HE system? Data are generated from seven pertinent system-level institutions through in-depth interviews with eight key informants. They are also gathered from relevant system-level documents, such as policies, strategies, laws, etc., and the literature through document analysis. Data are analyzed through a hybrid coding and thematic-based method. We use the historical ideal-type models of HE governance as an analytical tool. The results show that Ethiopia's HE system governance model is predominantly state-centered. Yet, the system depicts certain features of the academic self-rule and market-oriented models, which hints that the country may be moving towards a hybrid model.

Genet, L. (2025, septembre 8). **« Cités éducatives » : alliances locales ou uniformisation nationale ?** Consulté 9 septembre 2025, à l'adresse The Conversation website: <https://doi.org/10.64628/AAK.wc7x7r4ux>

Les « cités éducatives » veulent créer de « grandes alliances éducatives » au niveau des territoires pour lutter contre les inégalités. Mais sa logique change-t-elle à mesure que le dispositif se déploie ?

Gericke, N., Tani, S., Newall, E., & Deng, Z. (2025). **A framework for curricular analysis of powerful knowledge: comparing school biology in England, Finland and Sweden.** *Journal of Curriculum Studies*, 57(4), 441-465. <https://doi.org/10.1080/00220272.2025.2512323>

This study investigates and compares knowledge types in national curricula embedded in the curriculum tradition (England) and the didactic tradition (Finland and Sweden). In the study, we develop and operationalize a theoretical framework based on educational purposes (academic, citizenship and humanistic purposes) and knowledge categories (substantive, disciplinary, sociocultural applications, pedagogical considerations and student-psychological considerations). The framework is thus embedded in a didactical perspective on powerful knowledge and is used as an analytical lens in a quantitative content analysis, and a consecutive qualitative analysis providing 'thick' descriptions of the biology curricula for each country providing a contextual interpretation of the results. From the analysis, we can conclude that the curricula are different and identify different aspects of knowledge. The English curriculum mainly identifies the products and processes of biology to teach. The Finnish curriculum has a holistic approach connecting the products and processes of biology, with the teaching and learning process and how students should apply the knowledge in society. The Swedish curriculum could be described as a hybrid of the English and Finnish ones

focusing on the products and processes of biology and how this knowledge can be applied in society. Implications for teaching and learning are discussed.

Groux, D., & Fafard, M.-F. (2025). **Une éducation de qualité pour tous les enfants: Un projet commun aux chercheurs, aux acteurs de terrain et aux décideurs?** Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/une-education-de-qualite-pour-tous-les-enfants/79753?srsId=AfmBOoqFVXSq4XphTS74LYM7uBbMC1YYIQAKt8Xw3V2ldgakzEx9aB6M>

La France présente un haut niveau d'inégalités en éducation, qui la classe en première position parmi les pays de l'OCDE. La diminution de la mixité sociale et les trois formes de ségrégation (spatiale, sociale, scolaire) en sont en grande partie à l'origine. La réduction des inégalités scolaires aurait un fort impact sur la paix sociale mais également sur l'essor économique du pays. Pour ces raisons, il est urgent de réduire les inégalités en éducation. Ce projet devrait être un projet commun pour les décideurs, les chercheurs et les acteurs de terrain. Il devrait constituer une priorité politique. Ce recueil présente les travaux de chercheurs du monde entier (Cameroun, Canada, Guinée, Japon, Portugal, République Démocratique du Congo), de la France hexagonale et des outre-mer (Guadeloupe, Guyane, La Réunion, Martinique, Mayotte, Polynésie française), qui se sont penchés sur la question des inégalités dans le monde: de l'état des lieux en Guyane et ailleurs, jusqu'à de multiples propositions pour les réduire, en associant les différents acteurs éducatifs. Le désir du vivre ensemble de façon sereine dans la classe est apparu de façon récurrente dans les différentes communications. Une éducation inclusive de qualité devrait incontestablement constituer la norme de toute éducation parce qu'elle est tout simplement le gage d'une société du respect et du bien-être

Hammond, L., Healy, G., Bladh, G., & Tani, S. (2025). **Reflecting on the powers, possibilities and constraints of geography curricula in England, Finland and Sweden.** *Journal of Curriculum Studies*, 57(4), 382-401. <https://doi.org/10.1080/00220272.2024.2420366>

National curriculum statements found within the Official Recontextualising Field (ORF) provide an insight into how geography as a school subject is conceptualized in a country's education system. National curricula can shape teachers' agency in curriculum making and what, how and where children and young people study and learn geography. This paper engages with the lower secondary national geography curriculum for England, Finland and Sweden. We examine the structure and nature of the national geography curricula in each country, before drawing on the threefold arrangement of geographical knowledge as a tool for the analysis of the curricula. Our analysis found that deep and descriptive world knowledge forms the largest proportion of all three national curricula documents, and we argue that this can lead to a potentially limited conceptualization of geographical knowledge and representation of geography. We also suggest that the threefold arrangement could more actively engage with political dimensions when considering futures, and that there should be greater attention paid to the histories and geographies of the discipline (geography) in school geography.

Hanushek, E. A., Kang, L., Li, X., & Zhang, L. (2025). **From Rural Schools to City Factories: Assessing the Quality of Chinese Rural Schools** (Working paper N° 18030). Consulté à l'adresse <https://EconPapers.repec.org/RePEc:iza:izadps:dp18030>

The changing pattern of quality in China's rural schools across time and province is extracted from the differential labor market earnings of rural migrant workers. Variations in rates of return to years of schooling across migrant workers working in the same urban labor market but having different sites of basic education provide for direct estimation of provincial school quality. Corroborating this approach, these school quality estimates prove to be highly correlated with provincial cognitive skill test scores for the same demographic group. Returns to quality increase with economic development level of destination cities. Importantly, quality appears higher and provincial variation appears lower for younger cohorts, indicating at least partial effectiveness of more recent policies aimed at improving rural school quality across provinces. Surprisingly, however, provincial variations in quality are uncorrelated with teacher-student ratio or per student spending.

I. **De l'école au collège : permanences et perspectives.** (2025). *Administration & Éducation*, (HS2), 220-230. <https://doi.org/10.3917/admed.hs2.0220>

I. **État et collectivités territoriales : un partenariat à consolider ?** (2025). *Administration & Éducation*, (HS2), 60-69. <https://doi.org/10.3917/admed.hs2.0060>

I. **Les nouveaux modes de gestion RH du ministère de l'Éducation nationale : une entreprise d'amélioration continue de la GRH pour plus de qualité et plus de proximité.** (2025). *Administration & Éducation*, (HS2), 416-424. <https://doi.org/10.3917/admed.hs2.0416>

I. **L'évolution historique du système éducatif français.** (2025). *Administration & Éducation*, (HS2), 16-22. <https://doi.org/10.3917/admed.hs2.0016>

II. **La territorialisation des politiques éducatives de l'État : une nécessité pour plus d'équité ?** (2025). *Administration & Éducation*, (HS2), 70-75. <https://doi.org/10.3917/admed.hs2.0070>

II. **Les principes fondamentaux du système éducatif français.** (2025). *Administration & Éducation*, (HS2), 23-28. <https://doi.org/10.3917/admed.hs2.0023>

II. **L'organisation et l'administration du système éducatif français.** (2025). *Administration & Éducation*, (HS2), 312-335. <https://doi.org/10.3917/admed.hs2.0312>

II. **Un lycée général, technologique et professionnel tourné vers l'avenir.** (2025). *Administration & Éducation*, (HS2), 231-244. <https://doi.org/10.3917/admed.hs2.0231>

III. **Un exemple de partenariat éducatif local : le dispositif « Territoires éducatifs ruraux ».** (2025). *Administration & Éducation*, (HS2), 336-349. <https://doi.org/10.3917/admed.hs2.0336>

IV. **Le pilotage académique du premier degré, l'heure des choix ?** (2025). *Administration & Éducation*, (HS2), 350-357. <https://doi.org/10.3917/admed.hs2.0350>

IV. **Les performances du système éducatif français : peut mieux faire ?** (2025). *Administration & Éducation*, (HS2), 83-92. <https://doi.org/10.3917/admed.hs2.0083>

IX. **La professionnalisation des formations supérieures.** (2025). *Administration & Éducation*, (HS2), 293-296. <https://doi.org/10.3917/admed.hs2.0293>

IX. **L'enseignement français à l'étranger et les relations internationales en matière d'éducation.** (2025). *Administration & Éducation*, (HS2), 386-392. <https://doi.org/10.3917/admed.hs2.0386>

Janzen, M., Mayor, C., & Sanni-Anibire, H. (2025). **Outsourcing Mental Health Programs: Harms to Public Education and to Students.** *Canadian Journal of Education/Revue canadienne de l'éducation*, 48(2), 714-751. <https://doi.org/10.53967/cje-rce.6975>

Students are experiencing high levels of stress and mental health distress and are at greater risk of suicide, resulting in calls to provide appropriate mental health supports in schools. In response, provincial governments are outsourcing K–12 mental health supports to private organizations (both non- and for-profit). Through a review of Manitoba education documents, we traced over 50 private organizations recommended by the provincial government and over \$8.9 million of public money spent on these programs. Situated within the broader neo-liberal trend of the privatization of public education, we then used a critical policy analysis approach to analyze these programs' content, explicating the ways in which these outsourced programs endorse the deprofessionalization of the teacher and the self-responsibilization of students while enlisting problematic content. We argue that outsourcing ultimately undermines education as a public good and recommend holding governments accountable, developing research-informed mental health supports, and implementing a critical assessment process when considering outsourcing to private organizations.

Kamanzi, P. C. (2025). **La démocratisation de l'enseignement supérieur dans les sociétés contemporaines : portée et limites des effets des politiques publiques.** *Éducation et Sociétés*, (54), 27-48. <https://doi.org/10.3917/es.054.0027>

Karna, U., List, J., Simon, A., & Uchida, H. (2025). **Five Facts About the First-Generation Excellence Gap** [Working paper]. Consulté à l'adresse The Field Experiments Website website: <https://EconPapers.repec.org/RePEc:feb:artefa:00825>

Parents are crucial to children's educational success, but the role of parental education in fostering academic excellence remains underexplored. Using longitudinal administrative data covering all North Carolina public school students, we document five facts about first generation excellence gaps. We find large excellence gaps emerge by 3rd grade across all demographics and persist through high school. Yet, socioeconomic status and school quality explain only one-third of the gaps. The overarching facts reveal that excellence gaps reflect deeper challenges rooted in parental human capital that manifest early and compound over time, rather than merely consequences of socioeconomic disadvantage or school quality differences.

Kellum, J., & Tsolakis, M. (2025). **Examen rapide de l'intégration de la dimension de genre dans le modèle opérationnel du GPE 2025 – Résumé analytique.** Consulté à l'adresse <https://www.globalpartnership.org/fr/node/document/download?file=document/file/2025-04-examen-integration-genre-modele-operationnel-gpe-2025.pdf>

L'approche de l'intégration de la dimension de genre intègre l'égalité des genres dans tous les processus du GPE, depuis l'analyse et le dialogue sur les politiques jusqu'à l'élaboration et la mise en œuvre des financements. Pour évaluer les premières étapes de l'impact de cette approche, un examen rapide indépendant a été initié en octobre

2024 pour déterminer si l'approche a renforcé les engagements au niveau des pays en faveur de l'égalité des genres dans l'accès à l'éducation.

Kelly, C. (2025). **Revisiting values in evaluation: exploring the role of values in shaping evaluation practices and their influences on decision-making within English higher education providers.** *Higher Education*, 90(2), 545-562. <https://doi.org/10.1007/s10734-024-01335-6>

Theoretical and empirical contributions to research on evaluation have advanced our understanding of how values influence evaluation practice. Yet rather than understand how values shape evaluation and its use, research on the evaluation of widening participation (WP) programmes delivered by English higher education (HE) providers has focused on methodological deficits. Rather, this study explores the complexity of how national policy, organisational imperatives and the individual values of staff responsible for WP within HE providers influence how evaluation is practised and used to inform decision-making. The results of semi-structured interviews with 17 staff members spanning the organisational hierarchy of three diverse English HE providers highlight conflicts between staff values, job roles and responsibilities and espoused organisational values, and how they can influence symbolic and legitimising evaluation practices. Alternatively, at the individual level staff values support the process and instrumental use of evaluation to inform programme improvements. The findings identify implications for how HE providers can shape their evaluation systems, and how staff choose to enact evaluation within their programme areas.

Khawaja, A., Puustinen, M., Chapman, A., & Nordgren, K. (2025). **Complex outcomes of recontextualised history: comparing lower secondary national curricula in Sweden, England and Finland.** *Journal of Curriculum Studies*, 57(4), 402-421. <https://doi.org/10.1080/00220272.2025.2482201>

This paper compares the history curricula in Sweden, England and Finland from the perspective of curricular aims and content. Three approaches to the recontextualisation of knowledge in the curricula were employed. First, a comparative analysis of the aims of the three curricula was carried out using a simple binary contrast between history for its own sake and history for other purposes. Second, the curricula were re-examined by drawing on the articulation of history-education-specific aims, using a range of concepts organized into eight categories. Third, a three-term articulation of educational goals, namely qualification, socialisation, and subjectification, was applied to the curricula. Following the analyses of curricular aims, a comparative analysis of curriculum content is presented. The results show that while there were similarities regarding the curricular aims, there were also clear differences between the documents. The Swedish curriculum adopts a multifaceted approach with an emphasis on historical consciousness. The English document conveys a coherent national narrative, while simultaneously engaging in historical inquiry. The Finnish aims focus on interpreting history and apprenticing towards active citizenship. The findings also suggest that history may not have an entirely weak grammar. Finally, the results are discussed in terms of powerful knowledge and its 'power to' aspect.

Labraña, J., & Billi, M. (2025). **Educational Semantics, Anthropocene, and the Human Individual: A New Paradigm for The Education System?** *Educational Theory*, 75(5), 891-912. <https://doi.org/10.1111/edth.70043>

In this article, we examine the transformative influence of Anthropocene-driven semantics on the education system through Luhmann's social systems theory. We analyze how the historical and current concepts of "Human" and individuality have shaped educational semantics and influenced the system's self-description. Critical perspectives from pedagogy, poststructuralism, decolonial, intersectional theories, and "Anthropocene" discussions are reviewed, highlighting a semantic shift from individual development to systemic interdependencies among humans, social structures, and ecological contexts. While fostering intellectual reflection, this shift paradoxically reasserts the normative focus on individual improvement, as education systems aim to teach individual betterment while rejecting the concept itself. We suggest that Anthropocene discourse might catalyze a new normative identity integrating human improvement and non-human interactions, potentially reshaping education's guiding values — though no outcomes are guaranteed. This analysis offers sociologically grounded insights into education's evolving role in shaping human development amid systemic and ecological complexities.

Lavigne, E., & Carino, J. (2025). **Unequal inequity and precarity: The changing demographics and career trajectories of Canadian university provosts.** *Higher Education*, 90(2), 337-353. <https://doi.org/10.1007/s10734-024-01323-w>

In appointing senior administrators, universities must contend with competing functional and aspirational social expectations. In recent times, such aspirational demands have gravitated around fair representation of equity-seeking groups, but in Canada, as in many jurisdictions, appointment data are neither collected nor reported, and progress remains undetermined. The article reports on a study of 187 Canadian university provostial appointments published between 2012 and 2023. Data on gender, race and Indigeneity, appointment type, previous experience, and provenance were collected to draw a longitudinal analysis of the demographics and career trajectories of Canadian university provosts. Findings show that important transformations are taking place in Canadian universities. Female appointees have breached parity, while racialized and Indigenous appointees remain underrepresented, and universities increasingly rely on interim and external appointments. Potential effects related to the COVID-19 global pandemic are examined.

Le Nevé, S. (2025, août 31). **Enseignement supérieur : la régulation du secteur privé risque d'attendre.** *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/08/31/enseignement-superieur-la-regulation-du-secteur-prive-risque-d-attendre_6637900_4401467.html

La probable chute du gouvernement Bayrou, le 8 septembre, couperait court au projet de loi visant à garantir la qualité des formations privées. De quoi offrir un répit aux grands groupes à but lucratif.

Le Système éducatif français et son administration : principes, défis, gouvernance. (2025). *Administration & Éducation*, (HS2), 2-532. Consulté à l'adresse <https://shs.cairn.info/revue-administration-education-2025-hs1>

Le Système éducatif français et son administration

Lehoux, E. (2025). **Une analyse des dynamiques d'établissement. Le cas de l'accompagnement à l'orientation au lycée.** *Éducation et Sociétés*, (54), 91-114. <https://doi.org/10.3917/es.054.0091>

Considérant l'orientation comme le résultat de choix personnels, sur la base d'un projet préalablement construit, plusieurs programmes successifs ont été mis en place en France depuis le milieu des années 1990 pour informer et accompagner les élèves. Depuis 2018, les lycéennes et les lycéens sont censés bénéficier, chaque année, d'heures dédiées à leur orientation. Cet article souligne la mise en oeuvre différenciée de cette mesure non seulement entre établissements, mais aussi au sein d'un même établissement. Il montre l'importance d'une analyse multiscalaire pour expliquer ces différences, de l'échelon territorial jusqu'aux configurations plus locales, en interne des établissements (équipes pédagogiques, équipes disciplinaires, etc.). Sans se limiter à l'étude des politiques des établissements, c'est plus largement à une étude des dynamiques d'établissement qu'appelle cet article.

Lemieux, O., Bernatchez, J., & Leblanc-Pageau, R. (2024). **L'éducation sous le gouvernement de la Coalition avenir Québec : vers un musellement politique ?** *Formation et profession*, 32(3), 3. <https://doi.org/10.18162/fp.2024.887>

Machin, S., McNally, S., Terrier, C., & Ventura, G. (2025). **Closing the gap between vocational and general education? Evidence from University Technical Colleges in England** [Working paper]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: <https://EconPapers.repec.org/RePEc:ehl:lserod:128193>
Vocational education delivery is widely debated, with ongoing efforts to improve its effectiveness. In 2010, England introduced University Technical Colleges (UTCs), hybrid institutions combining general and vocational education. Using an instrumental variable approach, this paper examines the impact of UTC attendance on academic and vocational achievement, university enrolment, and labour market outcomes. For students entering UTCs at the unconventional age 14, enrolment significantly lowers academic achievement at age 16. However, for those entering at the conventional age 16, UTCs enhance vocational achievement, boost enrolment in STEM degrees, and improve labour market outcomes. The findings highlight the risks of early specialisation and the benefits of aligning education with students' interests at a more suitable stage.

Marlier, F. (2025, septembre 4). **A peine mieux régulé, l'enseignement supérieur privé reste perfusé à l'argent public**. Consulté 16 septembre 2025, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/a-peine-mieux-regule-lenseignement-superieur-prive-reste-perfuse-a/00116087>

[L'argent et l'école] Alors que les abus des établissements supérieurs privés lucratifs ne cessent d'être documentés, le ministre Philippe Baptiste a dévoilé un projet de loi visant à soutenir l'expansion de ce marché.

Moilanen, A., & Huttunen, R. (2025). **Indoctrination and the Aims of Democratic Political Education: Challenges and Answers**. *Educational Theory*, 75(5), 823-847. <https://doi.org/10.1111/edth.70032>

In this theoretical article, we analyze indoctrination in relation to the aims of democratic political education using a theory of indoctrination which is based on the work of Jürgen Habermas. In particular, we examine how the challenge of indoctrination is connected to the goals of democratic political education and how this issue can be avoided. We reconstruct a Habermasian concept of indoctrination and criteria for this type of teaching. Moreover, we describe central controversies in German didactic theories of political education and elucidate the theoretical premises of these theories. Lastly, we

construct an account of the challenges facing democratic political education and provide solutions to these hurdles by conceptualizing how the aims of political education can be pursued as indoctrination, as well as critically of indoctrination. We find that democratic political education involves the challenges of indoctrination, but these can be avoided by teaching in a self-reflective, controversial, and dialogic manner.

Niemelä, M. A., Niemi, K., Salmenkivi, E., & Stones, A. (2025). **Powers of knowledge in secondary religious education curricula of Sweden, England and Finland.** *Journal of Curriculum Studies*, 57(4), 422-440. <https://doi.org/10.1080/00220272.2025.2476941>

What might the powers of knowledge in religious education (RE) be; what knowledge and abilities does RE provide to pupils in lower secondary education? These questions are asked through this study of curriculum contexts in England, Sweden and Finland. The three iterations of the subject are similar enough to compare—yet different enough for the character of each to emerge when they are juxtaposed and 'mirrored' in each other. This comparative approach allows us to explore what kinds of powers RE, represented in written curricula, aims to foster in each context. This is simultaneously an exploration of the nature and *raison d'être* of RE as a school subject. The purpose of RE is examined via analysing lower secondary curriculum documents with the theoretical lens of powerful knowledge. Overall, the curricula focus mostly on providing information about religions and worldviews. However, this knowledge is used for developing powers that were identified as having different emphasis in each context. The Finnish curriculum emphasizes students' personal and ethical development, the English curriculum has the strongest weight on academic knowledge and the Swedish curriculum concentrates on developing students' intercultural competence and understanding of societies.

OCDE. (2025). **Comment l'année scolaire est-elle organisée dans les pays de l'OCDE?** (p. 6) [Les indicateurs de l'éducation à la loupe]. Consulté à l'adresse OCDE website: <https://doi.org/10.1787/df677527-fr>

OECD. (2025a). **Education at a Glance 2025: OECD Indicators.** <https://doi.org/10.1787/1c0d9c79-en>

OECD. (2025b). **How are countries balancing teaching staff compensation with broader education investment?** *Education Indicators in Focus*, (89), 1-8. Consulté à l'adresse https://www.oecd.org/content/dam/oecd/en/publications/reports/2025/07/how-are-countries-balancing-teaching-staff-compensation-with-broader-education-investment_cdcbe2ad/78f64f8b-en.pdf

La rémunération des enseignants représente la plus grande part des budgets éducatifs. Elle correspond en moyenne à 58 % des dépenses dans les établissements publics primaires et secondaires de l'OCDE. Cette proportion reste relativement stable dans le temps et entre niveaux d'enseignement. Toutefois, de fortes différences existent entre pays. Dans certains, la part dépasse 75 % des dépenses totales. Dans d'autres, elle tombe en dessous de 45 %. Dans plusieurs pays, le personnel non enseignant absorbe plus de 30 % du budget. Cela soulève des questions sur la répartition des ressources. Une hausse de 10 % des salaires enseignants coûterait en moyenne 0,19 % du PIB. Cet effort financier reste important, alors même que les enseignants, globalement satisfaits de leur métier, se disent insatisfaits de leur rémunération.

Ormandy, M., Ferdinands, A., & Mayan, M. (2025). **Exploring Youths' Experiences of Attending a Rural Outreach School in Alberta.** *Canadian Journal of Education/Revue canadienne de l'éducation*, 48(2), 752-778. <https://doi.org/10.53967/cje-rce.6941>

Outreach schools have existed for decades as an alternative for students who have struggled in mainstream education. Students at outreach schools have been cast as "failures" or "dropouts" due to their lack of success in mainstream schooling. Drawing on critical theoretical traditions in qualitative research, this article challenges these hegemonic discourses. This study uses semi-structured interviews with 25 young people (aged 14–19 years) who attended an outreach school in a rural community in Alberta. We identify three themes of participants' experiences attending the outreach school: (1) discovering the outreach school, (2) changing views about education, and (3) planning for the future. The article concludes with a critical discussion of the discourses of choice and success regarding attendance at outreach schools. We draw attention to social structural forces that impact students at outreach schools in rural communities and constrain their education opportunities.

Parker, L. (2025). **When Idle Talk Is Idealized: Thinking with Heidegger's Existential Analytic in a Time of Neo-Liberalism.** *Canadian Journal of Education/Revue canadienne de l'éducation*, 48(2), 779-806. <https://doi.org/10.53967/cje-rce.7187>

Neo-liberalism's greatest strength as an ideological force has been its ability to traverse boundaries, adapt and adopt customs and cultures, and inflect the central premise of individualism, competition, and capital creation into all manner of non-market spaces. In this article, I argue that Heidegger's rendering of "idle talk" furnishes a useful prism for understanding the current conditions of neo-liberal influences in education. I offer two analyses of what it means to be in a time and place that is enframed by discourses of neo-liberalism and the material conditions of capitalism. First, I describe how thrown conditions in education reflect a preoccupation with a limited, neo-liberal view of what it means to care or be concerned. Second, I suggest that alternatives to neo-liberalism are less available because of impoverished conceptions of what it means to understand. I conclude with the argument that, despite the dire ontic conditions, there is much opportunity to contemplate what comes next for exploring alternative educational futures.

pédagogique, C. (2025, septembre 10). **Fabienne Fédérini: «Aucune activité se déroulant au sein des établissements privés ne saurait se soustraire au droit et donc au contrôle de l'Etat».** Consulté 17 septembre 2025, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2025/09/10/fabienne-federini-aucune-activite-se-deroulant-au-sein-des-etablissements-prives-ne-saurait-se-soustraire-au-droit-et-donc-au-contrôle-de-letat/>

Dans la dernière partie de l'entretien accordé au Café pédagogique, Fabienne Fédérini docteure en sociologie, professionnelle des questions éducatives et des politiques publiques des territoires prioritaires et auteure de Enseignement

PME: Partenariat mondial pour l'éducation. (2025). **Note d'orientation: renforcer la coordination dans les situations de fragilité et de conflits.** Consulté à l'adresse <https://www.globalpartnership.org/fr/content/note-dorientation-renforcer-la-coordination-dans-les-situations-de-fragilite-et-de-conflits>

La note entend aider les partenaires du développement, notamment les agences concernées, à mettre en œuvre la coordination entre les acteurs humanitaires et du

développement en situations d'urgence afin de garantir la participation inclusive des parties prenantes, préserver l'impartialité dans des environnements politiques complexes, promouvoir la transparence et la responsabilité et favoriser la cohérence des interventions. Accompagnée d'une feuille de suivi, cette note propose des mesures adaptables aux contextes pour favoriser une collaboration systématique, promouvoir des processus de planification stratégique, de suivi et d'évaluation, renforcer la coordination, entreprendre des activités de plaidoyer et de mobilisation de ressources conjointes et participer aux processus de transition et de désactivation des clusters.

PME : Partenariat mondial pour l'éducation, UNICEF : Fonds des Nations unies pour l'enfance, & Hub, E. (2025). **Initiative pour la technologie au service de l'éducation : Rapport d'avancement 2024 (juin-décembre)**. Consulté à l'adresse <https://www.globalpartnership.org/fr/node/document/download?file=document/file/2025-05-initiative-technologie-service-education-rapport-avancement.pdf>

L'Initiative d'appui technique pour la technologie au service de l'éducation (Initiative Tech4Ed) vise à renforcer les capacités des pays partenaires à utiliser la technologie afin d'améliorer l'accès à l'éducation et les résultats d'apprentissage des enfants. Le rapport décrit les progrès réalisés ces six premiers mois et demi dans deux pays pilotes, le Ghana et le Tadjikistan. L'Initiative dispose d'un budget initial d'un million de dollars américains, avec l'UNICEF agent partenaire et l'EdTech Hub partenaire technique principal.

Pons, X. (2025). **Les chercheurs face au débat public sur les politiques d'éducation**. *Éducation Permanente*, 243(2), 37-46. <https://doi.org/10.3917/edpe.243.0037>

Cet article interroge les effets transformateurs de la recherche sur le débat public sur les politiques d'éducation en France. Il montre que ces effets dépendent en grande partie des stratégies d'ajustement des chercheurs aux configurations de dicibilité dans lesquelles ils évoluent. Sur la base d'une analyse de matériaux rassemblés lors d'une enquête sociologique publiée récemment, l'article met en évidence deux stratégies d'ajustement contrastées entre lesquelles semble se déployer une palette de réactions possibles, ainsi que leurs effets différenciés sur la diffusion des recherches et la professionnalité des acteurs.

Popovaite, I., Kaiser, F., Schirmer, H., Hauschildt, K., & European Commission. European education and culture executive agency. (2025). **The European Higher Education Sector Observatory: Individual and institutional characteristics related to temporary student mobility**. Consulté à l'adresse <https://op.europa.eu/en/publication-detail/-/publication/e6af25e9-5e09-11f0-a9d0-01aa75ed71a1/language-en>

À partir de données provenant de 23 pays européens, ce rapport examine les profils des étudiants d'Europe susceptibles d'étudier à l'étranger et les facteurs qui influencent leurs opportunités. Les étudiants plus âgés (30 ans et plus) ont moins de chance de partir que les plus jeunes ; les étudiants issus de familles aisées ou ceux dont les parents ont fait des études supérieures ont plus de possibilités d'étudier à l'étranger. Les universités axées sur la recherche, pouvant délivrer des doctorats, envoient plus d'étudiants en mobilité ; elles accueillent généralement moins d'étudiants tertiaires et plus d'étudiants issus de milieux privilégiés.

Poucet, B. (2025, septembre 16). **Les internats scolaires, déclin ou renouveau ?** <https://doi.org/10.64628/AAK.4dejd5up9>

S'ils ont longtemps été la norme de scolarisation des lycéens, les internats ne rassemblent plus que 3 % des élèves de l'enseignement secondaire aujourd'hui.

Revaz, S., LeVasseur, L., & Wentzel, B. (2024). **L'implication des professionnels de l'enseignement dans les réformes éducatives : perspectives internationales et leçons pour la Loi 23 au Québec.** *Formation et profession*, 32(3), 5. <https://doi.org/10.18162/fp.2024.904>

Santelmann, P. (2025). **Pas de réindustrialisation sans une refondation du système de formation.** *Éducation Permanente*, 243(2), 143-150. <https://doi.org/10.3917/edpe.243.0143>

Smets, W., & Savenije, G. (2025). **A structural and functional differentiation of knowledge for the history curriculum.** *Journal of Curriculum Studies*, 57(4), 495-506. <https://doi.org/10.1080/00220272.2025.2455687>

Which historical knowledge is worthwhile teaching? Over the last decades, this question has been answered differently by history scholars. In many Western countries, arguments to avoid Eurocentric and nationalistic curricula challenge the current selections of historical knowledge in the curriculum. Epistemology in history education also changed following the appreciation of historical thinking and reasoning. Yet most scholars agree that a certain basis of orientation knowledge is needed to achieve the key targets of the history curriculum. Consequently, it is difficult for curriculum developers to select knowledge for history teaching. The aim of this article is to scaffold curriculum developers' content selection by proposing guiding questions. It aggregates and elaborates theories of knowledge in the field of history education. Young and Muller's concept of powerful knowledge is applied to the subject of history teaching. Arguments for a structural differentiation of vertical and horizontal discourses are presented. Also, the functional aspect of history teaching is elaborated by relating three purposes of education to knowledge selection.

Symeonidis, V., & Blomqvist, C. (2025). **Policies and tools for comparing and recognising VET qualifications in Europe an overview.** Consulté à l'adresse https://www.cedefop.europa.eu/files/6225_en.pdf

Cette publication présente un aperçu des politiques et outils utilisés par les États membres de l'Union européenne (UE) pour assurer la comparabilité et la reconnaissance des qualifications de l'enseignement et de la formation professionnels (EFP). Il examine le rôle des outils de transparence de l'UE, les méthodes employées par les autorités nationales et les parties prenantes, et identifie des thèmes pouvant appuyer la création d'un cadre pratique pour différents objectifs de reconnaissance en Europe. Les résultats soulignent la nécessité d'une cohérence conceptuelle, l'importance de la confiance mutuelle entre les systèmes nationaux de qualification, l'usage des acquis d'apprentissage, ainsi que le potentiel de la numérisation et de l'intelligence artificielle pour améliorer l'efficacité des processus. Les auteurs proposent des pistes d'action, des implications, et des suggestions de recherches futures.

Towler, O. (2025). **Pedagogical Reforms in School Science Education for Mitigating Damaging Misinformation in a "Post-Truth" World.** *Educational Theory*, 75(5), 865-890. <https://doi.org/10.1111/edth.70040>

The modern day is known as the “post-truth” era, characterized by the widespread dissemination of false information, as well as personal opinions and emotions taking precedence over established facts in public decision-making. For students, as future democratically engaged citizens, to make well-informed science-based decisions on matters of personal health and public policy, they require the knowledge and skills to identify false from accurate scientific information online. In this article, I argue that current school science curriculum are outdated in the context of modern social media and internet-centric media environment, requiring changes in education to successfully prepare students for some of the more pernicious features of the post-truth era. An increased focus on forms of social and digital media literacy, as well as knowledge about how science produces reliable information, are essential content for addressing this issue. It is important to emphasize that focusing on content-based changes alone is not sufficient. Methodological shifts are needed to ensure that the socially embedded aspects of scientific knowledge production and the application of knowledge in socio-political contexts are taught and communicated in ways that allows students to effectively employ their content-based education.

Traoré, A. (2025). **Quel financement pour l'enseignement supérieur public au Mali?** Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/quel-financement-pour-l-enseignement-superieur-public-au-mali/79621>

Cet ouvrage porte sur les acquis, défis et perspectives du financement de l'enseignement supérieur public au Mali. Il cherche à analyser les sources et les mécanismes actuels de financement de l'enseignement supérieur malien. Il s'inscrit dans le cadre de la recherche de solutions durables aux questions de financement de l'enseignement supérieur en république du Mali. Il vient en appui aux efforts consentis par le Gouvernement malien, dans le cadre de sa stratégie d'autonomisation des institutions d'enseignement supérieur (IES), en vue d'une diversification des sources de financement, au-delà du financement traditionnel.

Tremblay, S., & Colin, M. (2025). **Liberté académique et droit à la dignité : l'épreuve du “mot en n” dans une université canadienne.** *Éducation et Sociétés*, (54), 201-218. <https://doi.org/10.3917/es.054.0201>

L'assassinat en France de Samuel Paty le 16 octobre 2020 a créé une onde de choc internationale, reflétant les conséquences tragiques de polarisations sociales et identitaires dans l'espace scolaire. Au même moment, au Québec, une affaire publique éclate dans les médias après la suspension d'une universitaire d'Ottawa (Canada), Verushka Lieutenant-Duval, qui a prononcé “le mot en n” dans un de ses cours d'histoire de l'art sur le concept de resignification subversive. À partir des notions d'épreuve (Boltanski & Thévenot 1991) et de registres de valeurs (Heinich 2017), l'article examine comment l'affaire Lieutenant-Duval a catalysé un désaccord social qui s'est mué en affaire publique opposant les champs de l'éthique et de l'épistémique, contribuant à redéfinir la réalité même du monde universitaire, ainsi qu'à éclairer le rapport contemporain à la construction de la vérité et aux faits.

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture. (2025). **Stratégie régionale du Bureau multisectoriel de l'UNESCO pour l'Afrique de l'Ouest (2025-2029) : atteindre les ODD plus rapidement et tracer notre voie pour l'avenir.** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000395124>

La Stratégie s'articule en 5 axes stratégiques alignés sur les ODD et les priorités de l'Agenda 2063 de l'Union Africaine, dont l'ODD 4 - développer le pouvoir transformateur des populations à travers l'éducation de qualité, équitable et inclusive par la construction de systèmes intégrés d'apprentissage tout au long de la vie. Cet axe vise à renforcer le contrat social et l'accès de tous à un apprentissage afin de contribuer à édifier les nations, la paix, les droits humains et le développement durable. Il vise aussi à renforcer l'épanouissement, l'autonomie, la créativité, l'estime de soi et le respect d'autrui des jeunes, tout en favorisant leur accès à des programmes de renforcement des compétences, d'éducation et d'information adaptés aux besoins du marché du travail et aux défis socioéconomiques, d'innovation sociale et numérique.

V. Le système éducatif français dans le cadre de l'organisation décentralisée de la République. (2025). *Administration & Éducation*, (HS2), 43-46.
<https://doi.org/10.3917/admed.hs2.0043>

V. L'établissement public local d'enseignement: du cadre statutaire au nécessaire pilotage. (2025). *Administration & Éducation*, (HS2), 358-369.
<https://doi.org/10.3917/admed.hs2.0358>

V. L'évaluation des établissements et des politiques publiques d'éducation : un outil pour agir ? (2025). *Administration & Éducation*, (HS2), 93-95.
<https://doi.org/10.3917/admed.hs2.0093>

VI. L'administration de l'enseignement supérieur et de la recherche. (2025). *Administration & Éducation*, (HS2), 370-374. <https://doi.org/10.3917/admed.hs2.0370>

VI. Le système éducatif français sous l'influence de l'Europe. (2025). *Administration & Éducation*, (HS2), 47-56. <https://doi.org/10.3917/admed.hs2.0047>

VII. La gouvernance des universités et la politique de site : La résolution progressive d'injonctions contradictoires. (2025). *Administration & Éducation*, (HS2), 375-381.
<https://doi.org/10.3917/admed.hs2.0375>

VII. Le premier cycle de l'enseignement supérieur. (2025). *Administration & Éducation*, (HS2), 286-290. <https://doi.org/10.3917/admed.hs2.0286>

VIII. Les deuxième et troisième cycles de l'enseignement supérieur. (2025). *Administration & Éducation*, (HS2), 291-293. <https://doi.org/10.3917/admed.hs2.0291>

VIII. Les grandes écoles et les écoles d'ingénieur, de commerce et d'architecture. (2025). *Administration & Éducation*, (HS2), 382-385. <https://doi.org/10.3917/admed.hs2.0382>

VIII. Vers une école plus inclusive pour les élèves en situation de handicap ? (2025). *Administration & Éducation*, (HS2), 110-124. <https://doi.org/10.3917/admed.hs2.0110>

Villeneuve, A., & Martineau, S. (2024). **L'efficacité en éducation : regard croisé sur une certaine idée de l'efficacité.** *Formation et profession*, 32(3), 2.
<https://doi.org/10.18162/fp.2024.886>

Cet article porte un regard croisé sur une certaine idée de l'efficacité en éducation véhiculée par les protagonistes tous azimuts des réformes éducatives. Notre réflexion s'inscrit dans le contexte de l'adoption du projet de loi 23, celui-ci posant les fondements à la création d'un Institut national d'excellence en éducation au Québec. Nous abordons le thème de l'efficacité en éducation en nous appuyant sur des textes fondateurs provenant des domaines de l'éducation, de la sociologie et de l'économie. Nous concluons qu'une certaine conception de l'efficacité en éducation sert de vecteur d'ancrage d'un économisme mondialisé au détriment d'une finalité émancipatrice de l'éducation.

Wingrove, P., Zuaro, B., Nao, M., Yuksel, D., Littvay, L., & Hultgren, A. K. (2025). **University autonomy is a predictor of English medium instruction in European higher education.** *Higher Education*, 90(2), 497-520. <https://doi.org/10.1007/s10734-024-01333-8>

Despite extensive research into English as a Medium of Instruction (EMI) in higher education, few if any studies have explored the role of higher education autonomy in driving EMI. This paper tests the novel hypothesis that university autonomy—spearheaded across European higher education through neoliberally predicated 'steering at a distance' reforms—predicts EMI. The data are multilevel with higher education institutions (HEIs) nested inside education systems. The University Autonomy Scorecards (Pruvot & Estermann, 2017) operationalise university autonomy at the education-system level ($n = 26$) and measure four dimensions of autonomy: academic, financial, staffing, and organisational. We include 'overall autonomy' as the average. The European Tertiary Education Register provides HEI-level data ($n = 1815$), which we combine with a count of English-taught degree programmes (ETPs) to measure EMI, provided by Study Portals, the largest online portal of degree programmes. We conduct multilevel regression to analyse the relationships between autonomy and EMI. The results showed that overall autonomy predicts EMI in public universities ($p = 0.002$). Increasing overall autonomy by one point above the mean increases the likelihood of offering EMI by 9.5%. Academic, staffing, and organisational autonomy predict EMI in public universities, whereas financial autonomy does not. The first to quantify a relationship between university autonomy and EMI, this study offers new insights into how EMI comes about. By revealing a previously obscured interconnectedness between language shift and higher education governance, the study demonstrates the value added of an interdisciplinary approach and proposes a new line of inquiry for future research.

X. **Les établissements d'enseignement privés.** (2025). *Administration & Éducation*, (HS2), 393-399. <https://doi.org/10.3917/admed.hs2.0393>

XI. **Quelle action éducative pour les publics en risque de marginalisation ?** (2025). *Administration & Éducation*, (HS2), 136-140. <https://doi.org/10.3917/admed.hs2.0136>

XII. **L'école de la République contestée ?** (2025). *Administration & Éducation*, (HS2), 141-145. <https://doi.org/10.3917/admed.hs2.0141>

XIV. **La petite enfance et l'école maternelle : une collaboration à renforcer ?** (2025). *Administration & Éducation*, (HS2), 153-159. <https://doi.org/10.3917/admed.hs2.0153>

XV. **La réforme de l'encadrement supérieur.** (2025). *Administration & Éducation*, (HS2), 516-521. <https://doi.org/10.3917/admed.hs2.0516>

XV. **Le décrochage scolaire, un marqueur des politiques publiques ?** (2025). *Administration & Éducation*, (HS2), 160-166. <https://doi.org/10.3917/admed.hs2.0160>

XVI. **Le collège et le choc des savoirs : quel avenir ?** (2025). *Administration & Éducation*, (HS2), 167-173. <https://doi.org/10.3917/admed.hs2.0167>

XVI. **L'IGÉSR : une évolution au service des évaluations de politiques publiques éducatives.** (2025). *Administration & Éducation*, (HS2), 522-525. <https://doi.org/10.3917/admed.hs2.0522>

XVII. **La voie professionnelle initiale : à revaloriser.** (2025). *Administration & Éducation*, (HS2), 174-182. <https://doi.org/10.3917/admed.hs2.0174>

XVIII. **Bac – 3/bac + 3 : un continuum encore à construire ?** (2025). *Administration & Éducation*, (HS2), 183-188. <https://doi.org/10.3917/admed.hs2.0183>

XXI. **Quel suivi pour les établissements privés hors contrat ?** (2025). *Administration & Éducation*, (HS2), 201-207. <https://doi.org/10.3917/admed.hs2.0201>

XXII. **La marchandisation de l'éducation : un phénomène invasif qui doit interpeller.** (2025). *Administration & Éducation*, (HS2), 208-211. <https://doi.org/10.3917/admed.hs2.0208>

XXIII. **Les grandes problématiques de l'enseignement supérieur et de la recherche.** (2025). *Administration & Éducation*, (HS2), 212-216. <https://doi.org/10.3917/admed.hs2.0212>

Yan, K. C. A., & Morris, P. (2025). **The life and death of Liberal Studies: explaining curriculum change in post-handover Hong Kong.** *Journal of Curriculum Studies*, 57(4), 480-494. <https://doi.org/10.1080/00220272.2024.2425638>

This article analyses the history of a secondary school subject in Hong Kong called 'Liberal Studies' which was introduced as a compulsory school subject in 2009 and replaced by 'Citizenship and Social Development' in 2021. Through an analysis of curriculum guidelines, government publications, media articles, and the extant literature we explain both why it was created and replaced. What emerges is that the subject was both a product and victim of the shifting political climate in post-handover Hong Kong. Its emergence was linked to the post-handover restructuring of the education system, the quest for educational reform and facilitated by a process of referencing global trends and overseas models. Its demise was the result of direct state intervention following the introduction of the National Security Law in 2020. The subject was seen to encourage anti-government protests, have failed to educate patriotic citizens and its replacement justified by reference to the need for national security and nation building. We discuss the relevance of LS with regards to models of curriculum change.

Yang, B. (2025). **A study of interdisciplinarity in Chinese higher education research: a citation analysis.** *Higher Education*, 90(2), 429-452. <https://doi.org/10.1007/s10734-024-01330-x>

Higher education research (HER) is often defined as an inherently interdisciplinary field of study. However, there has been limited examination of this topic, especially regarding

the interdisciplinarity of Chinese HER. Using the two most widely accepted databases, this study launched two holistic investigations into the interdisciplinarity of Chinese HER using citation analysis. Study 1 examined the citation patterns between Chinese HER and education, economics, management, political science, psychology, and sociology. Study 2 analyzed and compared the interdisciplinary characteristics of Chinese and international HER. The analysis reveals that the interdisciplinarity of Chinese HER ranks in the upper center of the seven sociology disciplines. HER and other disciplines interact in an asymmetrical way, with HER acting as a “knowledge importer”. Citation analysis also reveals that HER is indeed an interdisciplinary field, although the degree of interdisciplinarity in Chinese HER is lower than that in international HER. The largest share of the cited references from both Chinese and international HER relates to educational research, yet there are differences in the disciplinary distribution of out-education citations. For Chinese HER, the most neighbouring disciplines are economics, management, and political science, whereas for those closest to international HER, psychology is the dominant discipline. Additionally, the interdisciplinarity of HER both in China and international was path-dependent. Finally, possible reasons for the patterns observed are advanced and discussed.

Pratiques enseignantes

Alvar, D., & Baguio, J. B. (2025). **Pedagogical Commitment of Teachers and Cognitive Mastery of Students in Public Elementary Schools.** *Archives of Current Research International*, 25(7), 326-336. <https://doi.org/10.9734/acri/2025/v25i71338>

This study aimed to determine the significant relationship between the pedagogical commitment of teachers and the cognitive mastery of students in public elementary schools in Baganga District, Division of Davao Oriental. Specifically, it sought to assess how various dimensions of pedagogical commitment, namely instructional effectiveness, student-centered approach, continuous professional development, and professional dedication—predict student cognitive mastery. A descriptive-correlational research design was employed, involving 138 public elementary school teachers selected through stratified random sampling. Data were collected using standardized questionnaires administered via face-to-face surveys. The analysis utilized mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression techniques to determine the relationship and predictive value of the variables. The findings revealed that both the pedagogical commitment of teachers and the cognitive mastery of students were rated as very high. A significant positive relationship was established between the two constructs. Among the dimensions of pedagogical commitment, instructional effectiveness, student-centered approach, and continuous professional development significantly influenced students' cognitive mastery, while professional dedication showed no significant impact. These results suggest the need for school administrators to prioritize instructional practices and professional growth opportunities that directly enhance students' learning outcomes. The study underscores the importance of fostering teacher development initiatives aligned with student learning goals, thus contributing to evidence-based educational planning and professional development in public elementary schools.

Amarila, A. B., & Baguio, J. B. (2025). **Operational Support and Innovative Work Behavior as Predictors of Teacher Engagement among Public Elementary School Teachers.** *Asian*

Research Journal of Arts & Social Sciences, 23(7), 78-89.
<https://doi.org/10.9734/ariass/2025/v23i7729>

Teacher engagement has become an increasingly critical issue in education, as many schools face challenges in sustaining motivation and performance among teaching personnel amidst evolving demands and expectations. This study aimed to determine if operational support and innovative work behavior significantly predict teacher engagement among public elementary school teachers in Sto. Tomas District, Division of Davao del Norte. A correlational type of survey design was employed, involving a sample of 178 teachers from public elementary schools in Sto. Tomas District, Division of Davao del Norte. Standardized questionnaires were administered through face-to-face surveys. The mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses were utilized to analyze the collected data. The findings revealed that operational support (Mean=3.58; SD=1.06), innovative work behavior (Mean=3.90; SD=1.10), and teacher engagement (Mean=3.98; SD=1.09), were described as extensive. Correlation analysis indicated significant relationships between operational support (r -value=0.67; p -value=0.000) and innovative work behavior (r -value=0.72; p -value=0.000) on teacher engagement. Furthermore, both operational support and innovative work behavior significantly predicted teacher engagement (r = 0.75; p -value = 0.000). It is recommended that school administrators continue to strengthen operational support by fostering a collaborative and inclusive work environment that promotes creativity and personal commitment. Encouraging innovative work behavior through platforms for idea generation and experimentation may further enhance teaching effectiveness. Sustained teacher engagement can also be achieved through targeted professional development and collaborative opportunities.

Archambault, H. L., & Piquemal, N. (2025). **La pratique réflexive et la justice sociale : que disent les futurs administrateurs et les directions d'établissement scolaire francophone minoritaire au Manitoba ?** *Canadian Journal of Education/Revue canadienne de l'éducation*, 48(2), 617-648. <https://doi.org/10.53967/cje-rce.6381>

In this article, we explore reflective practice from the perspective of future administrators and principals in Manitoba's minority francophone school context. Using a qualitative methodology centred on individual interviews semi-directed by narratives of practice, we examine the following angles: questioning, intervention, the link between theory and practice, and the tension between diversity and equity. Findings indicate that future school administrators and principals develop approaches that range from general reflection on certain pedagogical approaches to critical, even self-critical, reflection on practices committed to equity.

Awa-Ao, J. S., & Baguio, J. B. (2025). **Receptive and Productive Skills of Senior High School Students in a Secondary School.** *Archives of Current Research International*, 25(7), 275-284. <https://doi.org/10.9734/acri/2025/v25i71331>

This study aimed to determine the significant relationship between receptive skills and productive skills among senior high school students. Employing a correlational research design, the study surveyed 148 students from a secondary education institution in Mati District, Division of Mati City, using standardized questionnaires administered face-to-face. Data were analyzed using the mean, Pearson product-moment correlation, and multiple linear regression. Results revealed that students exhibited a moderate level of both receptive and productive skills, suggesting functional language ability with room for improvement in fluency and consistency. A significant positive relationship was found

between receptive and productive skills. Further analysis showed that both reading and listening—domains of receptive skills, significantly influenced students' productive abilities. It is recommended that educators implement targeted strategies to enhance these interconnected language competencies.

Bernardo, A. C. P., & Baguio, J. B. (2025). **Attractive Classroom Organization and Creating Community Teaching of Teachers in Public Elementary Schools.** *Asian Journal of Advanced Research and Reports*, 19(6), 279-289. <https://doi.org/10.9734/ajarr/2025/v19i61059>

This study aimed to determine the significant relationship between attractive classroom organization and creating community teaching among public elementary school teachers in the Talomo West District, Division of Davao City. A descriptive-correlational research design was employed, involving 138 public elementary school teachers selected through universal sampling. Data were collected using standardized questionnaires administered within school settings and analyzed through mean, Pearson product-moment correlation, and multiple linear regression. Findings revealed that attractive classroom organization, measured across the domains of concepts, sensitivity, needs, and risk-taking, was oftentimes practiced by teachers. In contrast, creating community teaching, assessed in terms of supportive, instructional, preventive, and responsive strategies, was only sometimes demonstrated. Correlation analysis indicated a moderately positive and significant relationship between attractive classroom organization and creating community teaching. Further analysis confirmed that the domains of classroom organization significantly influenced the implementation of community-oriented teaching. Moreover, two null hypotheses were rejected. Based on these findings, it is recommended that schools implement capacity-building initiatives, such as training and professional development programs, to enhance classroom organization and promote stronger community teaching practices. These efforts can directly contribute to more inclusive, engaging, and supportive learning environments.

Brant, J., & Kilar, W. (2025). **From entrepreneurship to business & management education. A fundamental curriculum shift or tinkering at the edges?** *Journal of Curriculum Studies*, 57(4), 466-479. <https://doi.org/10.1080/00220272.2025.2460475>

This paper explores tensions between traditional and progressive conceptions of curriculum through Young and Muller's 'three scenarios for the future' model. 'Future 1' is characterized by conservative transmissive pedagogy models focusing on traditional subjects; 'Future 2' is 'forward-looking' and concerned with generic competences often described in the form of learning outcomes; 'Future 3' is a knowledge-led curriculum focused on promoting epistemic access to powerful knowledge for all students. 'Powerful' knowledge is knowledge that provides students with the capability to analyse, explain, predict, evaluate and think about the world in ways that are beyond their personal experience. From September 2023, 15-year-old pupils in Poland began studying the new compulsory business and management subject as part of the revised national curriculum. This replaced the established subject of entrepreneurship which was in existence for 20 years (since the school year 2002/2003). This paper examines a range of questions that arise: How might business and management education, taught by essentially the same group of teachers, differ from entrepreneurship education? How might entrepreneurship education—or business and management education—equip students with powerful knowledge? Might the change prove to be a regression to 'Future 1' or an evolution to 'Future 3'?

Broadbent, J., Bearman, M., Boud, D., & Dawson, P. (2025). **Academics' intention to sustain new teaching practices after the COVID-19 pandemic: Examined through the theory of planned behaviour.** *Higher Education*, 90(2), 371-386. <https://doi.org/10.1007/s10734-024-01326-7>

Following the COVID-19 pandemic, higher education teachers, having transitioned to new teaching methodologies, including online learning and modified assessment strategies, face the question: Do they intend to revert to pre-pandemic ways of operating or retain their new practices? A university-wide invitation with an incentive resulted in 63 academics from all four faculties of the university participating in this study. Using the Theory of Planned Behaviour, this exploratory research assessed the roles of attitudes, subjective norms, and perceived control in determining academics' intentions to maintain instructional shifts. Collectively, these elements robustly predicted intention, explaining 38% of the variance. Notably, our findings revealed that fostering a positive attitude towards these changes was the sole unique driver for wanting to maintain them. Without a conducive attitude to teaching, the efforts of others and perceived control become inconsequential in effecting educational change. Within the limitations of a small sample size, our study offers an understanding of the variables influencing academics' intentions to sustain shifts in teaching practices. Such knowledge can guide future decision-making in higher education environments, especially when substantial transformation is required.

Cabales, E. G., & Baguio, J. B. (2025). **Integrity-driven Leadership and Work-life Balance Initiatives of Teachers in Public Elementary School.** *Journal of Global Economics, Management and Business Research*, 17(2), 138-148. <https://doi.org/10.56557/jgembr/2025/v17i29532>

This study aimed to examine the significant relationship between integrity-driven leadership and work-life balance initiatives among public elementary school teachers in the Talomo West District, Division of Davao City. A descriptive-correlational research design was employed, with 138 teachers participating as respondents. Data were gathered using validated survey questionnaires and analyzed using mean, Pearson product-moment correlation, and multiple linear regression analysis. The findings revealed that both integrity-driven leadership and work-life balance initiatives were rated as highly evident among the respondents. Correlation analysis indicated a significant positive relationship between the two variables. Further, regression results showed that specific domains of integrity-driven leadership, particularly ethical behavior and consistency in decision-making, significantly influenced the implementation of work-life balance initiatives. These results highlight the role of principled leadership in promoting supportive work environments. It is recommended that school administrators strengthen leadership practices rooted in integrity to foster more sustainable and balanced working conditions for teachers.

Cadaa, M. K. B., & Baguio, J. B. (2025). **Growth Mindset Cultivation and Sustainable Education Practices as Predictors of Innovative Teaching Strategies of Home Economics Teachers.** *Current Journal of Applied Science and Technology*, 44(6), 155-169. <https://doi.org/10.9734/cjast/2025/v44i64566>

This study aimed to determine if growth mindset cultivation and sustainable education practices significantly predict innovative teaching strategies among teachers in public secondary institutions in the rural Caraga North District, Division of Davao Oriental. A

descriptive-correlational research design was employed, involving a sample of 135 teachers from public secondary schools in the district. Standardized questionnaires were administered through face-to-face surveys. The mean, standard deviation, Pearson product-moment correlation, and simple and multiple linear regression analyses were utilized to analyze the collected data. The findings revealed that growth mindset cultivation, sustainable education practices, and innovative teaching strategies were all at very extensive levels. Correlation analysis showed a significant relationship between the variables ($r = 0.60$, $p = 0.000$), while regression analysis confirmed that growth mindset cultivation and sustainable education practices significantly predicted innovative teaching strategies ($r = 0.679$, $p = 0.000$). It is recommended that school administrators continue to enhance growth mindset cultivation and sustainable education practices by offering professional development programs that focus on fostering resilience, adaptability, and sustainability in teaching. Encouraging teachers to engage in reflective practices, collaborative learning, and innovative pedagogical approaches can further promote dynamic teaching strategies.

Calapan, J. G., & Baguio, J. B. (2025). **Organizational Citizenship Behavior and Managerial Fairness as Predictors of Conflict Resolution Skills**. *South Asian Journal of Social Studies and Economics*, 22(7), 101-113.
<https://doi.org/10.9734/sajsse/2025/v22i71065>

Poor conflict resolution skills among teachers can lead to escalated tensions, stress, and a decline in productivity, not only for them but also for students. With the foregoing issues in the learning environment, there is a need to study the factors affecting conflict resolution skills among the teachers. Among the variables, organizational citizenship behavior and Managerial Fairness play significant roles in enhancing conflict resolution skills among teachers. This study aimed to investigate whether organizational citizenship behavior and managerial fairness significantly predict conflict resolution skills of elementary teachers in public secondary institutions in Lupon District, Division of Davao Oriental. Employing a descriptive-correlational research design, standardized questionnaires were administered through face-to-face surveys to 132 teachers. The mean, standard deviation (SD), Pearson product-moment correlation, as well as simple and multiple linear regression analyses were utilized for data analysis. The findings revealed that the extent of organizational citizenship behavior and organizational justice was described as very extensive. However, conflict resolution skills were described as extensive. Correlation analysis indicated significant relationships between organizational citizenship behavior, managerial fairness, and conflict resolution skills. Furthermore, organizational citizenship behavior and managerial fairness significantly influenced the conflict resolution skills of teachers. It is recommended that school administrators enhance organizational citizenship behavior by recognizing and incentivizing teachers' voluntary contributions, such as mentoring peers and assisting in school activities. To strengthen organizational justice, transparent decision-making and equitable resource distribution may be prioritized. Additionally, professional development programs on conflict resolution strategies may be provided to improve teachers' ability to manage and resolve conflicts effectively. Investing in programs that enhance both organizational citizenship behavior and organizational justice will ultimately contribute to more effective conflict resolution skills among teachers, leading to a more harmonious and productive educational environment.

Cano, C., & Heilporn, G. (2025). **La présence physique dans l'hybridation de l'enseignement supérieur.** *Revue internationale des technologies en pédagogie universitaire*, 22(2). <https://doi.org/10.18162/ritpu-2025-v22n2-02>

Carminatti, N. (2025). **Les ingénieries hybrides didactiques cliniques coopératives : Un dispositif de transformation de soi et de l'autre.** *Éducation Permanente*, 243(2), 66-79. <https://doi.org/10.3917/edpe.243.0066>

Dispositif innovant pour la formation continue des enseignants, les ingénieries hybrides didactiques cliniques coopératives combinent la didactique clinique, l'ingénierie didactique et la coopération entre chercheurs et professionnels de l'éducation. Le dispositif vise à transformer les pratiques pédagogiques en intégrant les dimensions institutionnelles, organisationnelles et opérationnelles. La méthodologie repose sur trois temps : le déjà-là, l'épreuve et l'après-coup, permettant de recueillir et d'analyser les données. Les résultats montrent que la coopération favorise la transformation des enseignants. L'IHD2C est un outil prometteur pour optimiser la formation des enseignants et améliorer les apprentissages.

Carraud, F., Jouan, S., & Chartier, A.-M. (2025). **Les classes du rez-de-chaussée: Quatre classes multiâges en milieu urbain.** Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/les-classes-du-rez-de-chaussee/79749?srsId=AfmBOopljN_kAHMMABcFtauanTx9Uwa34wq11b7AwwUxYAnHG3UVgvP

Dans leur école de plus de quinze classes, située dans un quartier très pauvre de Lyon, cinq enseignants ont créé les classes du rez-de-chaussée. Pour mieux accompagner leurs élèves, en difficulté avec l'école et les apprentissages, ils ont choisi de les rassembler dans des classes multiâges les accueillant ensemble depuis le CP jusqu'au CM2 (soit de six à onze ans environ). Ils ont décidé de faire de l'hétérogénéité de ces groupes une force pour mieux enseigner et mieux apprendre. Ainsi les différences de compétences ou de rythmes d'apprentissage, importantes au sein d'un même niveau de classe, ont été volontairement amplifiées pour instaurer une nouvelle pédagogie, pour impulser et renforcer les coopérations entre élèves. Les textes écrits par Rosario Élia, Céline Jacquet, Camille Fréchet, Audrey Chérubini et Rémi Charoy racontent ainsi comment vivent ces classes, comment les adultes et les enfants travaillent, seuls et ensemble, au jour le jour. Pas de bureaux individuels bien alignés face au tableau, pas de leçons ni d'exercices identiques pour tous ou par niveaux de classe, mais des progressions et des plans d'apprentissages individuels, des travaux à deux ou plus, une autonomie et des coopérations savamment organisées, dont les plus petits détails sont importants. Les six chapitres décrivent concrètement l'organisation spatiale, temporelle et pédagogique de ces classes différentes : les situations d'apprentissage dans les différentes disciplines scolaires, comme l'évaluation de ces apprentissages, les temps collectifs ou les moments individualisés. Ils sont entrelacés de portraits d'élèves retraçant leurs parcours souvent sinueux, sombres ou lumineux. L'ensemble de ces récits témoigne d'une pédagogie en acte soutenue par les échanges et les réflexions professionnelles du collectif. Ils sont accompagnés par des textes de Sylvie Jouan et d'Anne-Marie Chartier attestant du caractère tant historique que philosophique de cette chronique pédagogique. Un livre

Cody, N., Coulombe, S., Nadeau-Tremblay, S., & Kafka, A. (2025). **Partage et développement de savoirs professionnels en milieu collégial : l'apport du groupe de**

codéveloppement professionnel accompagné. *Canadian Journal of Education/Revue canadienne de l'éducation*, 48(2), 536-566. <https://doi.org/10.53967/cje-rce.6211>

Professional knowledge in teaching develops through constant interaction between theory and practice (Morales Perleza, 2016). This development is imbued with challenges inherent in the education sectors. For college teachers, who are generally poorly prepared to teach, these challenges relate to teacher training, the complexity of the task, and the reality of their students. To support the professional development of eight college teachers, an action-research-training project was coordinated by two researchers, an educational advisor, and a research assistant. The main objective was to identify professional knowledge that was shared and developed within a professionally supported co-development group. The analysis of the data, collected from the summaries of each of the meetings and a focus group, made it possible to highlight the types of professional knowledge most frequently shared by teachers, including those on students, pedagogical, contextual, curricular, collaborative, and human.

Comania, C. B., & Baguio, J. B. (2025). **Informative Expedient Learning Practices and Professional Ontogeny of Teachers in Public Elementary Schools.** *Journal of Education, Society and Behavioural Science*, 38(4), 274-285. <https://doi.org/10.9734/jesbs/2025/v38i41418>

This study aimed to determine the significant relationship between informative expedient learning practices and professional ontogeny among public elementary school teachers in Manay District, Division of Davao Oriental. A descriptive-correlational research design was employed, involving 136 public elementary school teachers in Manay District. Data were collected using standardized questionnaires and analyzed through mean, standard deviation, Pearson product-moment correlation, and multiple linear regression analyses. The results indicated that both informative expedient learning practices and professional ontogeny were rated at a very high level. Correlation analysis revealed a significant positive relationship between the two variables ($r=0.60$; $p\text{-value}=0.000$). Moreover, multiple regression analysis showed that all domains of informative expedient learning practices significantly influenced professional ontogeny, with image having the strongest impact ($r=0.62$; $r^2=0.384$; $f=52.19$; $p\text{-value}=0.000$). Based on these findings, it is recommended that school administrators continue reinforcing professional development programs, mentorship initiatives, and institutional support to sustain and enhance teachers' professional growth. Strengthening these areas may further ensure that teachers remain adaptable, innovative, and committed to continuous learning, fostering a more dynamic and progressive educational environment. It is also noted that the study is localized within a single district, and this limitation may affect the generalizability of the findings, warranting further studies across broader contexts.

Cuare, H. M. D., & Baguio, J. B. (2025). **Brooding Pedagogy and Interpersonal Certainty of Language Teachers in Public Secondary Schools.** *Asian Journal of Advanced Research and Reports*, 19(6), 380-391. <https://doi.org/10.9734/ajarr/2025/v19i61066>

Public secondary school language teachers face similar challenges regarding interpersonal certainty. Large class sizes, heavy workloads, and limited professional development opportunities often leave teachers feeling undervalued and underprepared to handle interpersonal demands in the classroom. This study investigated the relationship between brooding pedagogy and interpersonal certainty among public secondary school language teachers, driven by concerns that reflective teaching practices may influence teachers' confidence in their professional

relationships. A descriptive-correlational research design was employed, using a validated survey administered to a sample of 146 public secondary school language teachers. Data were analyzed using mean, standard deviation, Pearson r , and multiple linear regression. Findings revealed that both brooding pedagogy and interpersonal certainty were rated high across all domains. In brooding pedagogy, the « class » domain received a very high mean, while in interpersonal certainty, « integrity » ranked highest. A moderate but statistically significant relationship ($r = 0.629$, $p < 0.001$) was found between the two variables, indicating that teachers who engage more deeply in reflective teaching tend to exhibit greater interpersonal certainty. Regression analysis showed that the "ability" domain of brooding pedagogy had the strongest positive influence ($\beta = 0.578$), followed by "academic" ($\beta = 0.395$), while the "class" domain had a significant negative effect ($\beta = -0.252$) on interpersonal certainty. The regression model explained 55.8% of the variance in interpersonal certainty ($R^2 = 0.558$). The results suggest that instructional competence and academic engagement help build professional confidence. The findings support existing theories that link reflective practice with better interpersonal skills in education. The study recommends focused training to improve teaching skills and classroom management, which can boost both teaching effectiveness and teachers' confidence.

Daclan, M. D., & Baguio, J. B. (2025). **Socio-emotional Learning in Relation to Preceptive Teaching Improvement of Teachers in Baganga South District, Philippines.** *Journal of Scientific Research and Reports*, 31(7), 275-285. <https://doi.org/10.9734/jsrr/2025/v31i73246>

This study described the socio-emotional domain in relation to preceptive teaching Improvement of teachers in public elementary schools in Baganga District, Division of Davao Oriental. This study used quantitative research design utilizing correlational method. The respondents of this study were composed of 132 teachers in public elementary school using the universal sampling. The data analysis utilized the mean, pearson r and regression analysis. The findings disclosed that the degree of socio-emotional domain of teachers were manifested sometimes. Moreover, the level of preceptive teaching Improvement of teachers were sometimes manifested by the teachers. It was found out that there was significant relationship between the socio-emotional domain in relation to preceptive teaching Improvement of public elementary school teachers. It was revealed further that the domains of socio-emotional domain significantly influence to preceptive teaching of public elementary school teachers. Based on the findings, it is recommended that public school teachers strengthen their socio-emotional competencies to better connect with students, understand their individual needs, and tailor instruction accordingly. School administrators and educational leaders should implement targeted professional development programs focusing on socio-emotional learning (SEL) and its application in instructional practices. Integrating SEL into the teacher training curriculum may also enhance preceptive teaching and contribute to a more inclusive, responsive, and supportive learning environment.

Delaney, J. M., & Devereux, P. J. (2025). **Teacher Bias and Evaluation Differences in Test Scores: Different Methods for Different Questions.** *Oxford Bulletin of Economics and Statistics*, 87(5), 924-941. <https://doi.org/10.1111/obes.12657>

We study differences in teacher evaluations of student performance relative to those measured by test scores. While much literature is concerned with estimating various types

of teacher biases, we show conceptually that there is no single 'teacher bias' effect. Even if teachers have no group bias, teacher evaluation differences by group may systematically deviate from test score differences if the distribution of test scores differs across groups. Commonly used approaches are not equivalent and can lead to different conclusions as they target different estimands. We demonstrate our findings using Monte Carlo simulations and, using two recent UK cohort surveys, we show that these conceptual issues matter in practice when we evaluate whether teachers are likely to over-estimate female performance in English. Finally, we use the methods to examine an issue of substantive importance, gender differences in teacher perceptions in comparative advantage in English relative to mathematics. Our findings suggest that it is unlikely that teacher misperceptions of comparative advantage by gender are an important cause of the gender gap in STEM.

Diop, A. (2025). **Espaces d'apprentissage innovants : pratiques pédagogiques, usages et perceptions des usagers** (Phdthesis, Aix-Marseille Université (AMU)). Consulté à l'adresse <https://amu.hal.science/tel-05250774>

Afin de favoriser l'adoption d'approches pédagogiques coopératives, de nombreuses universités expérimentent de nouveaux types d'espaces, désignés sous le terme d'«espaces d'apprentissage innovants» (EAI). Ces espaces offrent une alternative novatrice aux salles traditionnelles, souvent rigides et disposées de manière frontale. Bien que leur adoption soit en progression, des interrogations subsistent quant à leur usage réel. On observe fréquemment un écart entre les intentions des concepteurs et les usages effectifs. De surcroît, les perceptions des enseignants et l'impact de ces espaces sur les pratiques pédagogiques et l'apprentissage des étudiants demeurent des sujets de questionnement. Cette recherche s'est attachée à explorer ces problématiques. Pour cela, un vaste corpus de données a été constitué : 26 séances de cours filmées, totalisant 2942 minutes de vidéos, un questionnaire recueillant 397 réponses et des entretiens réalisés avec des enseignants. Quatre analyses complémentaires, du même corpus, sont réalisées. La première examine les pratiques pédagogiques et l'exploitation du potentiel offert par l'environnement physique. La deuxième propose une typologie des pratiques observées. La troisième évalue l'influence de ces pratiques sur l'expérience d'apprentissage des étudiants. Enfin, la quatrième examine les significations que les enseignants attribuent à leurs pratiques dans les EAI. Les analyses réalisées aboutissent aux résultats suivants : La première analyse met en évidence une prépondérance des situations de mise en activité pratique, ainsi que le centrage principal des activités sur les apprentissages. De plus, elle souligne la nature coopérative des activités, ainsi que leur variété au cours des mêmes séances. Un usage varié du potentiel de flexibilité et de modularité des EAI est observé mais les outils technologiques sont peu utilisés de façon interactive. La deuxième analyse nous permet d'identifier quatre clusters, allant des approches fortement coopératives et centrées sur les étudiants (cluster 1) aux pratiques plus classiques et centrées sur les enseignants (cluster 4). Ces clusters diffèrent également par leur usage de la flexibilité spatiale, des équipements disponibles et des surfaces d'écriture. La troisième analyse montre des perceptions globalement positives des étudiants de leur expérience d'apprentissage dans les EAI malgré certains défis. Ceux des clusters coopératifs obtiennent des scores plus élevés. La quatrième analyse révèle que les enseignants perçoivent les EAI comme un moyen d'améliorer leurs pratiques plutôt que comme une incitation à des pédagogies actives. Ils valorisent particulièrement la flexibilité de l'espace et les conditions propices aux interactions, notamment pour les travaux de groupe. En revanche, les EAI sont jugés moins pertinents

pour les présentations magistrales, qui ne bénéficient pas autant de leurs caractéristiques spécifiques. <div><p>Je soussigné, Amadou DIOP, déclare par la présente que le travail présenté dans ce manuscrit est mon propre travail, réalisé sous la direction scientifique de Stéphanie Mailles Viard Metz et de Hélène Cheneval Armand, dans le respect des principes d'honnêteté, d</p></div>

Diop, A., Cheneval-Armand, H., & Mailles-Viard Metz, S. (2025a). **Espaces d'apprentissage innovants: pratiques pédagogiques efficaces et usages de l'environnement physique-matériel.** *Revue internationale des technologies en pédagogie universitaire*, 22(2). <https://doi.org/10.18162/ritpu-2025-v22n2-01>

L'émergence croissante des espaces d'apprentissage innovants (EAI) dans les universités amène à s'interroger sur leur utilisation réelle. Cette étude présente les résultats des analyses des pratiques pédagogiques et d'utilisation du potentiel de l'environnement physique-matériel. Vingt-six séances de cours observées, faisant au total 2 942 minutes d'enregistrement vidéo, ainsi que des entretiens avec les enseignants et enseignantes sont réalisés. Les résultats des analyses fréquentielles, temporelles et séquentielles montrent une prédominance, en matière de fréquence d'occurrence et de temps consacré, des situations de mise en activité pratique des étudiants et étudiantes. Le caractère collaboratif, centré sur les étudiants et étudiantes et varié des activités est mis en évidence. On observe une utilisation stratégique et adaptée du potentiel de flexibilité modularité en lien avec les activités d'apprentissage. Cependant, le potentiel technologique reste sous-exploité et moins positivement perçu comme pertinent par les enseignants et enseignantes. Les principaux avantages et contraintes des EAI perçus par les enseignants et enseignantes sont aussi présentés.</p></div>

Diop, A., Cheneval-Armand, H., & Mailles-Viard Metz, S. (2025b). **Espaces d'apprentissage innovants: pratiques pédagogiques efficaces et usages de l'environnement physique-matériel.** *Revue internationale des technologies en pédagogie universitaire*, 22(2). <https://doi.org/10.18162/ritpu-2025-v22n2-01>

Duclos, L. (2025). **Les politiques d'inclusion active requièrent une diversification des stratégies d'accompagnement.** *Éducation Permanente*, 243(2), 151-162. <https://doi.org/10.3917/edpe.243.0151>

Galigao, C. S., & Baguio, J. B. (2025). **The Scheme for Improving Educational Materials of Teachers in Public Elementary Schools: A Post Hoc Study.** *Asian Journal of Education and Social Studies*, 51(7), 154-166. <https://doi.org/10.9734/ajess/2025/v51i72110>

This study aimed to examine the significant difference in the scheme for improving educational materials among public elementary school teachers when grouped according to their demographic profile. A descriptive-comparative research design was employed, with 200 public elementary school teachers in Manay District, Division of Davao Oriental, participating as respondents. Data were collected using a structured survey questionnaire and analyzed through frequency, percentage, mean, standard deviation (SD), independent t-test, and one-way analysis of variance (ANOVA). The findings revealed that most teachers hold a college degree, while others have obtained a master's degree. In terms of marital status, nearly half of the respondents are single, while the rest are either married or separated. Regarding years in service, many have less than five years of teaching experience, while others have been in service for a longer period. Additionally, teachers demonstrated a very high level of skill in improving

educational materials. Further analysis showed a significant difference in teachers' schemes for improving educational materials when grouped according to educational attainment, marital status, and years in service. Based on these findings, it is recommended that school administrators provide continuous professional development programs focused on instructional material development. Encouraging teachers to pursue advanced education and fostering collaboration in creating high-quality educational materials may further enhance their ability to improve instructional resources. Strengthening institutional support and resource allocation can also contribute to sustaining and advancing the scheme for improving educational materials in public elementary schools.

Gourde, N. (2025). **Un examen de la portée sur la (cis)hétéronormativité et l'(hétéro)sexisme en contexte de formation à l'enseignement en éducation physique : quels sont les enjeux, et qui est « en jeu » ?** *Canadian Journal of Education/Revue canadienne de l'éducation*, 48(2), 567-616. <https://doi.org/10.53967/cje-rce.6329>

Internationally, more and more educational research is focusing on issues related to (hetero)sexism and 2SLGBTQIA+-phobia. However, since the 1980s, a number of publications have addressed issues related to these issues in the context of physical education teacher education programs. Building on and from this research, the present study proposes a critical review and update of the current state of the literature. The adopted approach not only aims to paint a picture of the evolution, scope, and nature of studies carried out in the field over the past 40 years, but also offers future perspectives on how to sensitively integrate these issues into physical education teaching and training programs. Through a scoping review of the literature, this historical re-view traces the different trajectories taken by the research. Notably, the analysis reveals many grey areas, including an intersectional analysis that can be described as selective or partial, the striking absence of 2SLGBTQIA+ individuals, and numerous worrying academic "silences." However, despite these worrying elements, the analysis also reveals the ability of researchers and educators to highlight the issues in a way that demonstrates the need for action and change in the future.

Graveleau, S. (2025, septembre 4). **« Il nous interdit d'utiliser ChatGPT, puis il s'en sert lui-même... » : lorsque les étudiants n'acceptent pas que leur prof prépare ses cours avec des IA.** *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/09/04/il-nous-interdit-d-utiliser-chatgpt-puis-il-s-en-sert-lui-meme-lorsque-les-etudiants-n-acceptent-pas-que-leur-prof-prepare-ses-cours-avec-des-ia_6638854_4401467.html

Depuis 2023, les enseignants du supérieur se questionnent sur l'utilisation massive des outils d'intelligence artificielle générative par les étudiants. La crispation est parfois aussi de mise lorsque l'inverse se produit.

Guerta, H. T., & Baguio, J. B. (2025). **Technological Pedagogical Content Knowledge and Reflective Teaching Practices as Predictors of Workplace Retention among Public Secondary School Teachers.** *Asian Research Journal of Arts & Social Sciences*, 23(8), 48-59. <https://doi.org/10.9734/arjass/2025/v23i8749>

This study aimed to determine if technological pedagogical content knowledge and reflective teaching practices significantly predict workplace retention among teachers in public secondary institutions. A descriptive-correlational research design was employed, involving a sample of 145 teachers from public secondary schools in

Paquibato District, Division of Davao City, Philippines. Standardized questionnaires were administered through face-to-face surveys. The mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses were utilized to analyze the collected data. The findings revealed that technological pedagogical content knowledge, reflective teaching practices, and workplace retention were rated as high. Correlation analysis indicated significant relationships between technological pedagogical content knowledge (r -value=0.69; p -value=0.000) and reflective teaching practices (r -value=0.70; p -value=0.000) on workplace retention. Furthermore, both technological pedagogical content knowledge and reflective teaching practices significantly predicted workplace retention (r -value=0.69; p -value=0.000). School administrators may continue to enhance technological pedagogical content knowledge and reflective teaching practices among teachers by offering professional development programs that focus on strengthening technological skills and reflective practices. Encouraging teachers to engage in regular self-assessment, peer collaboration, and continuous learning opportunities may improve job satisfaction and contribute to a supportive teaching environment.

Ibañez, R. A. L., & Baguio, J. B. (2025). **Informative Management Schemes and Instructional Perspectives of Teachers in Public Elementary Schools**. *Asian Journal of Current Research*, 10(3), 25-35. <https://doi.org/10.56557/ajocr/2025/v10i39446>

This study determined and described the informative management and instructional perspectives of teachers' in public elementary schools in Caraga North District, Division of Davao Oriental. This study used the non-experimental quantitative research design utilizing correlational method. The respondents of this study were composed of 131 teachers in public elementary school using the universal sampling. The data analysis utilized the mean, pearson r and regression analysis. The findings disclosed that informative management of teachers in public elementary school in terms of planning, organizing, implementing and evaluating was moderate sometimes manifested. Moreover, instructional perspectives of teachers in public elementary schools in terms of classroom conditions, communication, procedure and expectations was moderate and sometimes manifested. It was found out that there was a significant relationship between informative management and instructional perspectives of teachers' in public elementary schools. It revealed further that the domains of informative management significantly influence instructional perspectives of teachers. Based on the findings, the public school teachers should attend symposiums and trainings from the DepEd for professional growth and enrichment program. This may provide skillful teachers to upgrade their goals in building their capacity comprehensively, supportive educational opportunities for learners and concurrently acquire the content of healthier academic practices.

Iselin, M., Lekavičiūtė, E., Torras, N., & Baroková, B. (2025). **A compendium of good practices for learning environments for sustainability** [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://op.europa.eu/fr/publication-detail/-/publication/fd4bdef4-7d7c-11f0-9af8-01aa75ed71a1>

This Compendium of Good Practices has been developed as part of the Study on school learning environments for sustainability in EU Member States, which supports the European Commission's commitment to helping Member States integrate sustainability into education. The Compendium presents 23 snapshot examples of good practice, as well as material on the design of effective learning spaces for sustainability. These

examples relate to both institutional and policy levels. Examples come from primary and secondary education, from within the EU and around the world. They relate to education infrastructure and learning environments that are themselves sustainable, and which support learning for sustainability and the development of sustainability competences, as well as students' health and well-being. For this study, we define learning spaces for sustainability as spaces, places or buildings that support teaching and learning for sustainability.

Jeune, N. (2024). **Teachers' use of research on teaching critical thinking. A collaborative way to link teachers' use and production of research and knowledge** (Phdthesis, Université Paris Cité). Consulté à l'adresse <https://hal.science/tel-05238660>

Through five interconnected studies, this dissertation explores the multifaceted concept of teachers' use of research, and how to facilitate such use on teaching critical thinking. The first study investigates educational stakeholders' views about factors influencing teachers' use of research, focusing on factors that researchers and decision-makers can act upon. This factorial survey experiment with 440 participants reveals some differing opinions among teachers, trainers, decision makers, and researchers, with a consensus that institutional support and elements facilitating the instrumental use of research are most important. This study suggests that better conceptual clarity is needed about teachers' use of research. The second study further examines the conceptual ambiguities of research, evidence, data, and knowledge and their use in education. This systematic review of 32 reviews identifies a lack of clear definitions, especially regarding the educational goals associated with teachers' use of research, evidence, data, and knowledge. It also suggests redefining teachers' and researchers' usually asymmetrical roles, and proposes cultural, infrastructural, and systemic changes for sustained research use by teachers, advocating for two-way horizontal approaches linking teachers' use and production of research. The third study reviews collaborative frameworks to support teachers' use of research and describes a design-based research project aiming at facilitating teachers' use of research on teaching critical thinking. This study analyzes the creation of a research-brokered resource that involved over 30 researchers and teachers. The steps involved a review of a previous research-based resource unsuited to teachers and in-person meetings to sort and prioritize suggested changes. It also documents a teacher-research network dedicated to teaching critical thinking and details its successful interconnection with the resource. The study suggests that future research should examine their effect on teachers' use of research on teaching critical thinking as part of a teacher training program. The fourth study discusses the gap between teaching and research, and the associated 'two-communities framework'. It questions teachers' and researchers' motivations for engaging in collaborative research through an exploratory survey. It reveals that rewards or professional constraints and the time needed to take part in collaborative research are lower sources of motivation compared to others such as the perceived usefulness of the result or process, or clear and explicit goals. The findings challenge the 'two-communities' framework, showing that there are many shared motivations between teachers and researchers. The study recommends detailed descriptions of collaborative project steps to better understand what drives participation. The fifth study addresses the reconceptualization of teaching critical thinking into teaching critical approaches, based on limitations found regarding the former concept. The literature reviewed shows a predominant focus on critical thinking skills over dispositions and an overemphasis on the epistemic rather than the ethical and political dimensions. This study also critiques the dominant evaluation

practices in the field, which are mostly through standardized testing. Teaching critical approaches is suggested to address these pitfalls and focuses on four axes described in the resource produced as part of a design-based research. The resource operationalizes teaching critical approaches through focus on the relationship to knowledge, metacognition and reflexivity, argumentation, and information evaluation. Overall, this dissertation provides a comprehensive examination of facilitating teachers' use of research, emphasizing collaborative research frameworks, conceptual clarification and institutional support to sustain teachers' use of research, particularly in relation to teaching critical approaches.

Kelly, C. (2025). **Revisiting values in evaluation: exploring the role of values in shaping evaluation practices and their influences on decision-making within English higher education providers.** *Higher Education*, 90(2), 545-562. <https://doi.org/10.1007/s10734-024-01335-6>

Theoretical and empirical contributions to research on evaluation have advanced our understanding of how values influence evaluation practice. Yet rather than understand how values shape evaluation and its use, research on the evaluation of widening participation (WP) programmes delivered by English higher education (HE) providers has focused on methodological deficits. Rather, this study explores the complexity of how national policy, organisational imperatives and the individual values of staff responsible for WP within HE providers influence how evaluation is practised and used to inform decision-making. The results of semi-structured interviews with 17 staff members spanning the organisational hierarchy of three diverse English HE providers highlight conflicts between staff values, job roles and responsibilities and espoused organisational values, and how they can influence symbolic and legitimising evaluation practices. Alternatively, at the individual level staff values support the process and instrumental use of evaluation to inform programme improvements. The findings identify implications for how HE providers can shape their evaluation systems, and how staff choose to enact evaluation within their programme areas.

Lachner, A., Russ, H., Hübner, N., Sibley, L., & Scheiter, K. (2025). **When Does Learning by Non-interactive Teaching Work? A Large-Scale Analysis of Learner Characteristics in a Classroom Setting.** *Educational Psychology Review*, 37(3), 88. <https://doi.org/10.1007/s10648-025-10060-0>

Non-interactive teaching, in which students explain previously learned content to a non-present peer, is a generative learning activity that has gained increasing attention in recent years. While meta-analyses indicate small-to-moderate benefits, findings have been inconsistent, suggesting that its effectiveness depends on contextual factors. Drawing on the aptitude-treatment interaction framework, this study examines how learner characteristics—specifically (meta-)cognitive, motivational, personality, and demographic prerequisites—moderate the effects of non-interactive teaching on immediate and lasting learning outcomes. By adopting a one-stage individual participant meta-analytic approach, we synthesized data from three analogous classroom experiments (N = 1074) in secondary physics education. Results showed that non-interactive teaching resulted in higher immediate scientific knowledge and stronger under-confidence compared to restudy but did not enhance long-term retention. However, the effectiveness of non-interactive teaching varied by learner characteristics: Immediate monitoring accuracy depended on language proficiency. Long-term retention was moderated by students' interest in physics, as low- and medium-interest

students, but not high-interest students, demonstrated superior performance 8 weeks after the intervention. This effect was explained by increased mental effort allocation. These findings highlight the importance of demographic and motivational prerequisites in shaping the effectiveness of non-interactive teaching and contribute to refining aptitude-treatment interaction models in instructional research.

Larouche, M.-C., Point, M., DeRoy-Ringuette, R., Soucy, E., & Ricard, C. (2024). **Des écrivaines et des formatrices.** *Formation et profession*, 32(3), 2. <https://doi.org/10.18162/fp.2024.a330>

Lepage, A., & Roy, N. (2024). **Le développement d'une échelle de mesure de la littératie de l'intelligence artificielle chez les enseignants et les enseignantes du postsecondaire.** *Mesure et évaluation en éducation*, 42(2), 39-69. Consulté à l'adresse <https://doi.org/10.7202/1117467ar>

Le personnel enseignant des cégeps et des universités est de plus en plus confronté à des outils d'intelligence artificielle (IA), notamment des outils proposés par leurs établissements ou utilisés par les étudiants et les étudiantes. Or, l'utilisation pédagogique de ces outils exige une certaine compréhension de leur fonctionnement, surtout lorsqu'il est question d'en identifier les limites ou les risques éthiques. À l'heure actuelle, il n'existe aucune mesure précise du niveau de littératie de l'IA du personnel enseignant du postsecondaire. Cette étude propose un questionnaire de 25 items pour mesurer ce niveau de littératie, à partir d'une version initiale de 29 items. Un échantillon de 395 enseignants et enseignantes a été recruté via des listes institutionnelles dans des cégeps et des universités. Des analyses factorielles ont permis de détecter trois facteurs, soit les connaissances techniques liées à l'IA, la capacité à utiliser des outils d'IA en contexte pédagogique et le niveau de sensibilité aux enjeux éthiques.

Ma, X., & Chen, L. (2025). **The Influence of Feedback Guidance and Reward Expectation on the Choice of Retrieval Practice Strategy.** *Educational Psychology Review*, 37(3), 89. <https://doi.org/10.1007/s10648-025-10069-5>

Feedback guidance is a common approach to influencing strategy choice, primarily aimed at correcting students' false metacognitive beliefs and promoting behavioral change. However, interventions that focus solely on cognitive perspectives may result in a gap between "knowing" and "doing," where students understand the guidance but struggle to implement it. Reward expectation can effectively address this issue. In this study, feedback guidance was provided to all participants, and in Experiment 1, reward expectations were added for half of the participants. This aimed to explore whether the combination of these two interventions would have a superimposed effect on students' strategy choices under immediate conditions. Experiment 2 investigated whether this combination would yield a delayed effect on strategy choice. The results suggest that under immediate intervention conditions, both feedback guidance and reward expectation independently influence students' strategy selection. However, under delayed intervention conditions, the combination of these two approaches improves students' use of retrieval practice strategies, producing a superimposed benefit and demonstrating long-term effects. Feedback guidance can correct students' metacognitive beliefs, while reward expectation can stimulate students' motivation to increase the selection of retrieval practices. The combination of these two approaches serves as an effective strategy intervention.

Mandanao, H. B., & Baguio, J. B. (2025). **Discipline Maneuver of Teachers and Social Flaws of Students in Public Elementary Schools.** *Advances in Research on Teaching*, 26(4), 145-155. <https://doi.org/10.9734/air/2025/v26i41394>

Effective classroom discipline plays a critical role in shaping student behavior and overall learning outcomes, particularly in elementary education where foundational social skills are formed. This study aimed to examine the relationship between the discipline maneuver strategies employed by teachers and the social flaws exhibited by students in public elementary schools. Grounded in the importance of classroom management for promoting positive student development, the research employed a descriptive-correlational design conducted among 139 public elementary school teachers. Standardized survey questionnaires were utilized to gather data, which were then analyzed using mean, standard deviation, Pearson product-moment correlation, and multiple linear regression. The results revealed that teachers demonstrated a very extensive application of discipline maneuvers, while students were reported to exhibit moderately extensive social flaws. A moderate positive correlation was found between teachers' discipline strategies and students' social flaws, indicating a meaningful association. Among the discipline maneuver domains, reward emerged as the strongest predictor of students' social flaws, followed by workout break, responsibility, and dignity. These findings underscore the importance of targeted classroom management practices that reinforce positive behavior while addressing students' social-emotional needs. The study recommends that school administrators implement supportive policies and programs, including professional development on effective discipline techniques, values education, and student leadership opportunities. Additionally, counseling services, peer mentoring, and financial assistance programs are suggested to mitigate the underlying factors contributing to student social issues.

Marinova, K., & Dumais, C. (2025). **Effets d'un modèle de situations d'apprentissage issues du jeu sur l'émergence de l'écrit chez les enfants à l'éducation préscolaire 5 ans.** *Canadian Journal of Education/Revue canadienne de l'éducation*, 48(2), 352-382. <https://doi.org/10.53967/cje-rce.6355>

This study aimed to establish the effects of a model of learning situations drawn from play (LSDP) on the progression of certain skills and knowledge related to the emergence of writing in 5-year-old children enrolled in preschool education. Quasi-experimental research design adopting a pre-test-intervention-post-test design was conducted with 363 children divided into two groups. The teachers of the experimental group applied the LSDP model during the experimental phase, while the teachers of the control group opted for direct and school-type teaching of the prerequisites of reading and writing. This study has shown that an LSDP model produces better results regarding the development of knowledge and skills related to the emergence of writing than school-based teaching. The results indicate that this model is particularly efficient for the development of the functional aspect of written language and that it is at least as efficient for conventional and sound aspects as direct teaching. Further, age and play skills are positively associated with the progression of the emergence of writing, while participants' sex is not, regardless of the pedagogical model.

Masinadiong, F., & Baguio, J. B. (2025). **Community Extension Engagement of Home Economics Teachers in Public Secondary Schools: A Qualitative Study.** *Archives of Current Research International*, 25(6), 638-653. <https://doi.org/10.9734/acri/2025/v25i61337>

This study explores the personal and professional experiences of public secondary school teachers engaged in community extension programs within the context of Philippine public education. Rooted in the growing emphasis on teacher involvement beyond the classroom, this research aimed to examine the lived experiences, perceived meanings, and perceived impacts of community engagement among Home Economics teachers. A qualitative phenomenological design was employed, involving twelve participants from the Tarragona District, Division of Davao Oriental. Data were gathered through in-depth interviews and analyzed thematically. Three major themes emerged from their experiences: enhanced professional skills, personal fulfillment, and time management challenges. The meanings teachers assigned to their involvement included professional identity enhancement, practical application of knowledge, and expanded teaching perspectives. As for the perceived impact, teachers identified enhanced educator empathy, strengthened community connection, and heightened social accountability. These findings offer practical implications for educational leaders and policymakers in supporting teacher-led community initiatives and integrating community engagement into professional development strategies.

Maynagcot, J. M., & Baguio, J. B. (2025). **Instructional Techniques and Management of Teachers in Manay, Davao Oriental, Philippines: An Econometric Case Study**. *South Asian Journal of Social Studies and Economics*, 22(8), 71-81. <https://doi.org/10.9734/sajsse/2025/v22i81103>

This study aimed to examine the significant relationship between customary instructional techniques and formalized collective management among public secondary school teachers. A descriptive-correlational research design was utilized, involving all 135 teachers in Manay District, Division of Davao Oriental, through universal sampling. Data were collected using standardized survey questionnaires and were analyzed through mean, Pearson product-moment correlation, and multiple linear regression analysis. The findings revealed that customary instructional techniques, specifically in the domains of teacher-centered approach, use of standardized textbooks, lecture-based instruction, drill-and-practice exercises, and rote memorization, were generally rated high, while formalized collective management was also rated high. Correlation analysis showed a significant positive relationship between customary instructional techniques and formalized collective management ($r=0.734$; $p\text{-value}=p<0.05$). Furthermore, multiple regression analysis indicated that the teacher-centered approach, use of standardized textbooks, and lecture-based instruction significantly and positively influenced formalized collective management. However, drill-and-practice exercises had a significant negative influence, while rote memorization did not yield a significant effect ($r=0.907$; $p\text{-value}=p<0.05$). Based on these findings, it is recommended that school leaders and educators strengthen teacher-centered strategies and promote the effective use of standardized instructional materials to improve collective management practices. Further studies are encouraged to investigate the underlying reasons for the negative impact of drill-and-practice methods and the non-significant role of rote memorization.

Menor, F. A. D., & Baguio, J. B. (2025). **Ingenious Solidarity and Classroom Social Control of Language Teachers in Public Secondary Schools**. *Journal of Scientific Research and Reports*, 31(6), 1254-1264. <https://doi.org/10.9734/jsrr/2025/v31i63214>

This study examined the relationship between ingenious solidarity, defined as teachers' adaptive collaboration grounded in empathy, inclusivity, and shared purpose and classroom social control among public secondary language teachers in Banay-Banay

District, Davao Oriental. Using a descriptive-correlational research design, a total of 139 teachers were surveyed using standardized questionnaires. The findings revealed that teachers exhibit a high level of ingenious solidarity and classroom social control. Correlation analysis indicated a moderate and significant positive relationship between ingenious solidarity and classroom social control. Further analysis revealed that the domains of ingenious solidarity in terms of collaborative learning, empathy, and inclusivity significantly influenced classroom social control, with inclusivity having the strongest effect, while cultural connection was not a significant predictor. Based on these findings, it is recommended that school administrators foster environments that encourage collaboration, empathy, and inclusivity in order to strengthen classroom control. Professional development programs focusing on these areas can help teachers build stronger relationships with students and colleagues, ultimately improving classroom dynamics. Additionally, creating a culture of inclusivity and shared responsibility can further enhance the overall classroom environment, contributing to effective social control.

Miras, G., & Hamza-Jamann, A. (2025). **IA et langues : de nouvelles pratiques à l'école, à quel prix ?** <https://doi.org/10.64628/AAK.9sdc44n4v>

Mohib, N., Zinger-Lehmann, M., & Urrego, V. (2025). **La facilitation et l'accompagnement de l'apprentissage collaboratif dans la formation à distance : un levier de l'expérience autotélèque?** *Revue internationale des technologies en pédagogie universitaire*, 22(2). <https://doi.org/10.18162/ritpu-2025-v22n2-03>

Monredondo, R. C., & Baguio, J. B. (2025). **Workplace Communication Strategies and Feedback Mechanism of Teachers in Public Elementary Schools.** *Asian Journal of Education and Social Studies*, 51(7), 117-126. <https://doi.org/10.9734/ajess/2025/v51i72107>

This study was described and conducted to determine the workplace communication and feedback mechanism of teachers in public elementary schools in Boston District, Division of Davao Oriental. This employed the non-experimental quantitative research design utilizing correlational method. The respondents of the study were the 163 teachers in public elementary schools in Boston District, Division of Davao Oriental, using the universal sampling. The statistical tools were the Mean, Pearson Product Moment Coefficient of Correlation (Pearson r) and Regression Analysis. The result of the workplace communication strategies of teachers in public elementary schools was high and manifested oftentimes by the teachers. The feedback mechanism in public elementary schools were high and manifested sometimes by the teachers. There is a significant relationship between workplace communication strategies and feedback mechanism of teachers of public schools. The domains of workplace communication strategies were significantly influence on feedback mechanism. It is recommended in this study that there is a need to continue evaluating the workplace communication strategies and feedback mechanism of teachers particularly in their experiences to increase morale, productivity and commitment so that they may be able to navigate challenges in the communication chain in an organization.

Morales, S. S., & Baguio, J. B. (2025). **Cognitive Flexibility and Grit as Predictors of Adaptive Thinking Teaching Practices among Public Elementary School Teachers.** *Journal of*

Scientific Research and Reports, 31(6), 1149-1161.
<https://doi.org/10.9734/jsrr/2025/v31i63204>

This study aimed to determine if cognitive flexibility and grit significantly predict adaptive thinking teaching practices among teachers in public secondary institutions in Baganga District, Division of Davao Oriental, Philippines. A descriptive-correlational research design was employed, involving a sample of 145 teachers from public secondary schools in Baganga District, Division of Davao Oriental. Standardized questionnaires were administered through face-to-face surveys. The mean, standard deviation (SD), Pearson product-moment correlation, and simple and multiple linear regression analyses were utilized to analyze the collected data. The findings revealed that cognitive flexibility, grit and adaptive thinking teaching practices were very high. Correlation analysis indicated significant relationships between cognitive flexibility and adaptive thinking teaching practices, as well as between grit and adaptive thinking teaching practices. Furthermore, both psychological flexibility and grit significantly predicted adaptive thinking teaching practices. It is recommended that school administrators may continue to foster cognitive flexibility and grit among teachers by promoting resilience-building programs, stress management workshops, and opportunities for professional growth. Strengthening these factors may contribute to enhancing teachers' ability to apply adaptive thinking teaching practices, thereby improving educational outcomes in public secondary institutions.

Palmera, J. B., & Baguio, J. B. (2025). **Participatory Equity Leadership and Online Access of Teachers in Public Elementary Schools: A Post-pandemic Education.** *Asian Journal of Education and Social Studies*, 51(6), 1528-1539.
<https://doi.org/10.9734/qjess/2025/v51i72118>

This study aimed to examine the significant relationship between participatory equity leadership and online access among public elementary school teachers in post-pandemic education in the Tarragona District, Division of Davao Oriental. The research addresses a critical issue emerging from the COVID-19 pandemic: the persistent inequality in access to digital tools and inclusive leadership practices that affect teaching quality in the new normal. Using a descriptive-correlational research design, a total of 165 teachers were surveyed using standardized questionnaires. Data were analyzed using mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses. The findings revealed that teachers demonstrate a high level of participatory equity leadership and online access. Correlation analysis indicated a moderate significant positive relationship between participatory equity leadership and online access. Further analysis revealed that the domains of school leadership, community context, and policy context significantly influenced online access, with policy context having the strongest effect, while school context was not a significant predictor. Based on these findings, it is recommended that school administrators promote leadership practices that foster inclusive and equitable learning environments, ensure access to ICT resources, and strengthen policy implementation to enhance teachers' use of technology in instruction. Capacity-building programs and equitable resource distribution may also help ensure all teachers can effectively integrate digital tools in post-pandemic education.

Pembroke, E. M. de, Maufrais, O., Denecheau, B., Carminatti, N., & Mouchet, A. (2025). **Accompagner la réflexivité dans les pratiques enseignantes.** *Éducation Permanente*, 243(2), 99-107. <https://doi.org/10.3917/edpe.243.0099>

En 2023, le laboratoire LIRTES remporta l'appel à manifestation d'intérêt « Innovation dans la forme scolaire » du Programme d'investissements d'avenir. Ce projet implique 7 collèges et 39 écoles sur le thème de l'enseignement des mathématiques. La mise en place d'une recherche collaborative s'appuie sur la clarification des objectifs, des attentes et des démarches ainsi que le partage des représentations et connaissances. L'article montre comment un tel projet a été mis en place pour favoriser un espace de mutualisation qui favorise la réflexivité et les transformations des pratiques pédagogiques.

Peng, P., Wang, W., Lin, L., Liu, Y., Yan, X., Tan, Y., ... Huang, Y. (2025). **A Network Meta-analysis of Multi-component Reading Interventions for Students with Reading Difficulties: Active-Ingredient vs. Ingredient-Interaction?** *Educational Psychology Review*, 37(3), 85. <https://doi.org/10.1007/s10648-025-10063-x>

The current study used the network meta-analysis to investigate the effects of early reading interventions with different combinations of phonological processing, decoding, fluency, vocabulary, and reading comprehension among students with reading difficulties (RD) in or before Grade 3. We aimed to test two reading intervention hypotheses: The ingredient-interaction model (various skill combinations produce various effects) and the active-ingredient model (there is the most effective skill or skill combination). Based on 100 studies and over 24,000 participants, results showed across word reading, fluency, and reading comprehension outcomes, 1) multi-skill interventions were more effective than single-skill interventions, 2) the word-focused combination (phonics, fluency, and vocabulary) and the comprehensive combination (addressing all skills) were consistently effective, and 3) intervention effects generally held across different situations (moderators). These findings have two key implications for the intervention and theory of RD in young students. First, interventions should move beyond single-skill instruction to a multi-skill approach that simultaneously teaches foundational skills like phonics, fluency, and vocabulary, alongside reading comprehension. Second, unlike strategy-oriented interventions, where a large number of components can lead to cognitive overload, multiple-component knowledge-based reading interventions create synergistic effects.

Perez, A. C., & Baguio, J. B. (2025). **Automation Adoption as Predictors of Remote Education of Teachers in Public Elementary Schools.** *Asian Research Journal of Arts & Social Sciences*, 23(7), 271-281. <https://doi.org/10.9734/arjass/2025/v23i7744>

This study aimed to examine the significant relationship between automation adoption and the predictors of remote education among public elementary school teachers. A descriptive-correlational research design was utilized, involving 165 teachers from public schools in Baganga District, Division of Davao Oriental. Data were collected through standardized questionnaires administered via face-to-face surveys. The data were analyzed using mean, standard deviation (SD), multiple regression analysis, and correlation statistics. The findings revealed that teachers rated automation adoption and remote education certainty at a very high level. Correlation analysis revealed that automation adoption significantly relates the predictors of remote education. Moreover, multiple regression analysis indicated that institutional support and technological readiness significantly influenced predictors of remote education, while pedagogical integration did not show a statistically significant impact. Based on these results, it is recommended that school administrators focus on strengthening institutional support and technological readiness to improve teachers' effectiveness in remote education. It

is recommended also to investigate and enhance pedagogical integration further, as its lack of statistical significance may stem from limited teacher training, insufficient practical application in remote settings, or inadequate access to supportive instructional resources.

Point, C., & Legault, A. (2025). **Identifier les besoins en éthique professionnelle enseignante: une recension des écrits**. *Canadian Journal of Education/Revue canadienne de l'éducation*, 48(2), 649-685. <https://doi.org/10.53967/cje-rce.6067>

This study presents a review of the scientific literature concerning the professional ethics needs of teachers, specifically elementary school teachers in Quebec. Based on the "Quebec" conceptual framework of professional ethics for teachers and an appropriate and presented review methodology, we identify 61 academic writings, published between 2003 and 2021, that discuss these needs (i.e., the resources that teachers lack to respect a desirable professional ethics). The first part of this article presents the results of this review. The second part discusses the difficulty of developing an adequate conceptual framework to analyze the diversity and specific details of the identified needs.

Pudpud, R. M., & Baguio, J. B. (2025). **Teaching Beliefs in Postmodernism and Culturally Responsive Pedagogy of Public Elementary School Teachers**. *Journal of Global Research in Education and Social Science*, 19(3), 153-165. <https://doi.org/10.56557/jogress/2025/v19i39467>

This study examined the relationship between teaching beliefs grounded in postmodernism and culturally responsive pedagogy among public elementary school teachers. A descriptive-correlational research design was employed, involving 200 teachers from public elementary schools in Baganga District, Division of Davao Oriental. Standardized questionnaires were administered through face-to-face surveys. Data were analyzed using mean, standard deviation, Pearson product-moment correlation, and multiple linear regression analysis. The findings revealed that both postmodern teaching beliefs and culturally responsive pedagogy were rated at very high levels. A significant positive correlation was found between the two variables ($r = 0.78$, $p = 0.000$). Furthermore, the domains of postmodern beliefs—innovation, reflection, pluralism, and criticism, significantly influenced culturally responsive pedagogy, with a combined predictive value of $R = 0.780$ ($p = 0.000$). These results underscore the importance of promoting postmodernist teaching orientations as a means to foster inclusive, reflective, and culturally responsive teaching practices in public elementary schools.

Quitoriano, J. T., & Baguio, J. B. (2025). **Public School Teachers' Standpoint on Validating Academic Uprightness in Elementary Education: A Concealed Veracity**. *South Asian Journal of Social Studies and Economics*, 22(7), 294-308. <https://doi.org/10.9734/sajsse/2025/v22i71080>

This study aimed to explore the standpoints, coping mechanisms, and educational insights of elementary teachers in promoting and sustaining academic uprightiness in the classroom. A qualitative research design using in-depth interviews was employed. Participants were elementary school teachers who shared their experiences and reflections on academic integrity, utilizing purposive sampling. Thematic analysis was applied to categorize responses into meaningful themes that reflect their perspectives and strategies. Findings revealed three major thematic areas: (1) Teachers' standpoints toward promoting academic uprightiness, which included personal commitment to

integrity, fostering student accountability, and the role of the school environment; (2) Coping strategies against student dishonesty, encompassing proactive prevention, disciplinary measures, and open communication; and (3) Educational insights gained, such as the emphasis on character education, modeling ethical behavior, and strengthening school-home collaboration. Teachers perceived themselves as central agents in cultivating a culture of integrity, emphasizing the need to lead by example and uphold school-wide standards. Coping with dishonesty requires both preventive and responsive strategies, including empathetic communication. The study also highlighted the importance of holistic character education and strong partnerships between school and home to reinforce upright values consistently. These insights align with Albert Bandura's Social Learning Theory, which posits that individuals learn ethical behavior through observation, imitation, and reinforcement. Teachers, as role models, influence students' moral development through their actions and the ethical climate they help create in schools. Furthermore, the findings support Sustainable Development Goal 4 (Quality Education), which emphasizes not only academic excellence but also the cultivation of moral and ethical values, fostering responsible citizenship and lifelong learning in inclusive and equitable learning environments.

Razon, W. G., & Baguio, J. B. (2025). **Progressive Partnership in Relation to Academic Accountability Routines of Community Alternative Learning System Influences.** *South Asian Journal of Social Studies and Economics*, 22(7), 163-174. <https://doi.org/10.9734/sajsse/2025/v22i71070>

This study aimed to examine the significant relationship between progressive partnership and academic accountability routines in Community Alternative Learning System (ALS) settings. A descriptive-correlational research design was employed, involving 139 individuals engaged in community ALS programs in the Panabo Manay District, Panabo City Division. Data were gathered through a validated and pilot-tested questionnaire administered via face-to-face surveys. Statistical tools such as mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses were used to analyze the data. The results revealed that the level of progressive partnership and academic accountability routines among respondents was rated very high. Correlation analysis indicated a significant positive relationship between progressive partnership and academic accountability routines. Moreover, multiple regression analysis showed that several domains, such as collaborative teaching and professional learning communities, as well as shared leadership and decision-making, significantly influenced academic accountability routines in the community ALS context. In contrast, parental and community involvement and student-centered learning approaches did not show a significant influence in this study. These findings highlight the pivotal role of internal professional collaboration and leadership in strengthening accountability practices within community ALS settings, suggesting the need for focused investment in these areas to enhance educational outcomes.

Revilleza, R. B. H., & Baguio, J. B. (2025). **Shared Judicature Leadership and Online Connectivity Strategies of Teachers in Relation to Hybrid Teaching Strategy.** *Journal of Global Economics, Management and Business Research*, 17(2), 169-181. <https://doi.org/10.56557/jgembr/2025/v17i29615>

This study determined the influence of shared judicature leadership and online connectivity strategies on the hybrid teaching strategy of teachers. A quantitative research design using the descriptive-correlational method was employed. The

respondents comprised 146 public elementary school teachers in Governor Generoso District, Division of Davao Oriental. Validated and pilot-tested questionnaires were utilized to gather data, which were analyzed using mean, standard deviation, Pearson product-moment correlation, and multiple linear regression analysis. The findings revealed that the levels of shared judicature leadership ($M = 4.35$), online connectivity strategies ($M = 4.14$), and hybrid teaching strategy ($M = 4.30$) were all interpreted as very high based on the scale used. Correlation analysis indicated a significant relationship between shared judicature leadership ($r = 0.373$, $p = 0.000$), online connectivity strategies ($r = 0.422$, $p = 0.000$), and hybrid teaching strategy. Furthermore, regression analysis showed that both shared judicature leadership and online connectivity strategies significantly influenced the hybrid teaching strategy of public elementary school teachers ($R^2 = 0.219$, $p = 0.000$). Based on these findings, it is recommended that school leaders promote shared leadership practices and enhance digital infrastructure to support effective hybrid teaching. Teachers are also encouraged to engage in professional development that strengthens collaborative planning and digital integration.

Salde, M. M., & Baguio, J. B. (2025). **Logically Exalting Environment and Reverent Leadership Attribute of Teachers in Public Elementary Schools**. *Journal of Economics, Management and Trade*, 31(8), 136-146. <https://doi.org/10.9734/jemt/2025/v31i81338>

This study was conducted to determine the relationship between a logically exalting environment and the reverent leadership attributes of teachers in public elementary schools in Baganga District, Division of Davao Oriental. A quantitative research design was employed, utilizing a correlational method leading to regression analysis. The respondents of the study were 131 teachers from public elementary schools. The statistical tools used included Weighted Mean, Pearson Product-Moment Correlation Coefficient (Pearson r), and Regression Analysis. Based on the data, the logically exalting environment was consistently manifested, while the reverent leadership attributes of teachers were perceived similarly. A significant relationship was found between the logically exalting environment and the reverent leadership attributes of teachers in public elementary schools. Furthermore, the findings revealed a significant influence of the logically exalting environment on reverent leadership attributes. In light of these findings, the study may serve as a valuable guide for school administrators in designing plans and programs that effectively address teachers' needs and aspirations. The insights gained may serve as a foundation for developing strategies and formulating policies aimed at fostering logically exalting environments and nurturing reverent leadership attributes among teachers in public elementary schools. Ultimately, this study may contribute to enhancing teaching effectiveness, building a trusting and creative atmosphere, and creating a supportive environment aligned with the organization's goals.

Smith, J., Vincent, F., & Fontaine, S. (2024). **Liens entre didactique et évaluation de l'écriture : quatre profils d'enseignant.e.s de français du secondaire**. *Formation et profession*, 32(3), 5. <https://doi.org/10.18162/fp.2024.a333>

Vachon, J.-P., Dorion, A.-S., Houle, J., Richard-Pouliot, M., & Lagueux, F. (2024). **Jardins pédagogiques dans les écoles primaires : point de vue d'intervenantes scolaires**. *Éducation relative à l'environnement. Regards - Recherches - Réflexions*, (Volume 19.2). <https://doi.org/10.4000/14cri>

Depuis une trentaine d'années, des interventions « vertes », telles que les jardins pédagogiques, sont en émergence en milieu scolaire. Malgré l'intérêt de chercheur.se.s

pour les retombées de telles initiatives chez les jeunes, peu de choses sont connues à ce jour concernant les effets des programmes de jardins pédagogiques chez les adultes qui les mettent en œuvre. S'inscrivant dans une démarche évaluative en association avec Croquarium, cette étude vise à mieux comprendre l'expérience globale des intervenant.e.s scolaires qui adoptent le programme de formations offert par cet organisme en milieux scolaires et à mettre au jour les retombées de celui-ci. Une analyse thématique inductive de cinq entretiens individuels semi-structurés effectués auprès d'intervenantes scolaires du primaire a d'abord permis de mettre en lumière les effets de l'adoption de ce programme axé sur des approches d'enseignement non traditionnelles sur le développement personnel des jeunes et des adultes qui les accompagnent. Les résultats montrent entre autres l'émergence de collaborations avec les milieux externes à l'école. L'influence du contexte de la COVID-19 sur les projets de jardins pédagogiques a aussi été mise en évidence.

Venegas, M., Luque, M., Velasco, E., & Sánchez, K. (2025). **'Diversicracy'? Endogenous and Exogenous Cultural Diversity and Interculturality in Education on Both Sides of the Strait of Gibraltar.** *International Social Science Journal*, 75(257), 495-505. <https://doi.org/10.1111/issj.12564>

This article aims to analyse the discourses of educational agents on cultural diversity in primary school on both sides of the Strait of Gibraltar (Andalusia, Ceuta and Melilla, southern Spain), as well as the opportunity identified in these discourses for the promotion of interculturality in this Spanish area, from a rights-based approach (RBA). To this end, the article analyses the discourses of the technical and political staff of educational administrations on cultural diversity in primary schools, through in-depth personal interviews, together with the discourses of teachers, representatives of family associations and educational unions through focus groups. On the basis of the data, the article analyses the two models of cultural diversity, endogenous and exogenous, identified in the three regions studied. Within the national scope of this research, this phenomenon has been found in southern Spain on both sides of the Strait only, due to its geopolitical and historical characteristics. The way in which these two models contribute to promoting interculturality in primary schools depends on the recognition of human and citizenship rights. The discourses identified in these two models of cultural diversity, as well as the opportunity they set to address interculturality from an RBA, are discussed in detail in the article.

Wall-Lacelle, S., Poellhuber, B., Fortin, M.-N., & Marquis, C. (2025). **Le développement professionnel d'enseignantes et enseignants engagés dans un projet de scénarisation pédagogique visant l'intégration de la réalité virtuelle en sciences.** *Revue internationale des technologies en pédagogie universitaire*, 22(2). <https://doi.org/10.18162/ritpu-2025-v22n2-04>

Wating, S. M. O., & Baguio, J. B. (2025). **Workplace Spirituality in Relation to Moral Responsibilities of Teachers in Public Elementary Schools.** *Current Journal of Applied Science and Technology*, 44(6), 112-124. <https://doi.org/10.9734/cjast/2025/v44i64563>

This study aimed to examine the significant relationship between workplace spirituality and the moral responsibilities of public elementary school teachers. Guided by Ashmos and Duchon's (2000) workplace spirituality model, a descriptive-correlational research design was employed, involving 149 teachers from public elementary schools in the Baganga South District, Division of Davao Oriental, selected through simple random

sampling. Data were collected using a validated and pilot-tested questionnaire through face-to-face surveys. The data were analyzed using mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses. The findings revealed that teachers rated their workplace spirituality at a very high level, while their moral responsibilities were rated high. Correlation analysis indicated a significant positive relationship between workplace spirituality and moral responsibilities. Multiple regression analysis showed that the domains of workplace spirituality—sense of community and belonging, alignment of personal and organizational values, and compassion and service-oriented teaching—significantly influenced moral responsibilities. Among these, compassion and service-oriented teaching had the strongest positive effect, while alignment of personal and organizational values showed a significant negative influence. This unexpected result may reflect possible value misalignment or dissonance between institutional policies and individual teacher beliefs. Meanwhile, meaningful work did not have a statistically significant impact on moral responsibilities. Based on these findings, it is recommended that school leaders foster a strong sense of community and compassion-oriented teaching to enhance teachers' moral responsibilities. Further research may explore the underlying causes of the negative influence of value alignment and identify strategies to strengthen meaningful work's contribution to moral development.

Relation formation-emploi

Adamecz, A., Dickson, M., & Shure, N. (2025). **The labour market returns to graduation: reconciling administrative and survey data estimates.** *Economics of Education Review*, 108, 102701. <https://doi.org/10.1016/j.econedurev.2025.102701>

This paper contributes to the literature on the earnings returns to university graduation. Recent evidence using administrative earnings data from England suggests a zero return to graduation for men and positive returns to graduation for women in annual earnings at age 26. We show that once hours worked are taken into account – typically not available in administrative tax data – returns to graduation in hourly wages are considerably smaller for women than returns in annual wages at this age. Graduate women work more hours than comparable non-graduate women; thus, not taking hours worked into account leads to overestimating returns to graduation for women by more than two-fold. This highlights the importance of using both survey and administrative data sources when estimating the returns to university graduation.

Bruestle, B. S., Lehnert, P., Buunk, E., Backes-Gellner, U., & Harhoff, D. (2025). **Educational Backgrounds in Inventor Teams: The Role of Complementarities between Academic and Vocational Education in Team Performance** (Working paper N° 0248). Consulté à l'adresse University of Zurich, Department of Business Administration (IBW) website: <https://EconPapers.repec.org/RePEc:iso:educat:0248>

This paper analyzes whether inventor teams composed of members with diverse educational backgrounds, both academic and vocational, exhibit higher performance than teams with the same educational backgrounds. To exploit the different educational backgrounds among patent inventors in Switzerland, we construct a unique dataset of 35,486 inventors. This dataset links individual patenting activities from European Patent Office data from 1980-2021, with detailed biographical information obtained from LinkedIn. Using a supermodularity framework to assess complementarity, we find that inventor teams composed of members with academic and vocational backgrounds (as

opposed to members with the same background) achieve higher team performance, measured by the quality of their jointly filed patents. This complementarity is even stronger in teams with at least one team member from a University of Applied Sciences. Further analysis reveals heterogeneous effects across technological fields. Overall, our findings show the importance of strategically combining different educational backgrounds in inventor teams, thereby highlighting the value of maintaining a balanced educational landscape.

Cullen, J. B., Dahl, G. B., & De Thorpe, R. (2025). **Job Mismatch and Early Career Success** (Working paper N° 18098). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18098>

We estimate the effects of being over- or underqualified for a job using quasi-random assignment of new enlistees to over 130 different jobs in the US Air Force. Being overqualified causes higher attrition, both during technical training and afterward when individuals are working in their assigned jobs. It also results in more behavioral problems, worse performance evaluations, and lower scores on general knowledge tests about the military taken by all workers. On the other hand, overqualification results in better performance relative to others in the same job: job-specific test scores rise both during technical training and while on the job, and these individuals are more likely to be promoted. Combined, these patterns suggest that overqualified individuals are less motivated, but still outperform others in their same job. Underqualification results in a polar opposite set of findings, suggesting these individuals are motivated to put forth more effort, but still struggle to compete when judged relative to others. Consistent with differential incentives, individuals who are overqualified are in jobs which are less valuable in terms of outside earnings potential, while the reverse is true for those who are underqualified.

Didier, D. (2025). **Encyclopédie de la Professionnalisation: Organisation des Professions, Production des Professionnalités et Montée des Professionnalismes** (1st ed). Consulté à l'adresse <https://www.istegroup.com/fr/produit/fabrication-des-professions-production-des-professionnalites-et-montee-des-professionnalismes/>

La professionnalisation est devenue une évidence dans le monde du travail et de l'éducation. Elle constitue une réalité incontournable pour une grande variété de professions, d'organisations publiques et privées, ainsi que pour les filières de formation et de perfectionnement. Cependant, il s'agit d'une notion polysémique, aux significations parfois contradictoires. Elle représente tout autant un impératif managérial imposé par les hiérarchies dans les organisations productives qu'un idéal de service ou de qualité du travail, défini et défendu par les professionnels. Encyclopédie de la professionnalisation explore et explicite les débats suscités par la professionnalisation, à partir de traditions de recherche ancrées dans des disciplines plurielles, d'enquêtes empiriques rigoureuses et de conceptualisations renouvelées. Trois grandes acceptions de la professionnalisation sont dégagées et examinées : la structuration de métiers en quête de reconnaissance et d'autonomie ; la montée de professionnalismes porteurs de nouvelles exigences au travail ; et la production de professionnalités renouvelées, à travers des dispositifs de formation comme au cœur des situations de travail

Edmark, K. (2025). **The impact of local supply of upper secondary field of study.** *Economics of Education Review*, 108, 102687. <https://doi.org/10.1016/j.econedurev.2025.102687>

This study evaluates the effects on students' educational and labour market trajectories of centrally determined local supply variations in upper secondary educational fields in Sweden. The main conclusion is that although increased supply improved access to upper secondary tracks, there is no clear evidence that students' long-term labour market outcomes were affected. An analysis of intermediate outcomes suggests that supply changes affected aspects such as class size, school peer composition, and students' upper secondary application behaviour. There are also signs of spill-over effects across fields – that an increase in one field leads to a reduction in admissions to another. Some of these intermediate impacts plausibly have negative effects on students' long-term labour market outcomes and others positive. Such counteracting forces may explain the lack of any clear impact on long-term labour market outcomes.

Galvez-Soriano, O. (2025). **Foreign language skills and labor market outcomes: The case of English in Mexico.** *Economics of Education Review*, 108, 102702. <https://doi.org/10.1016/j.econedurev.2025.102702>

This paper examines the labor market effects of English instruction in the context of a developing, non-English-speaking country. I leverage a natural experiment in Mexico, where six states introduced English as a subject in public elementary schools during the 1990s. Using individual-level data from the 2014 Subjective Well-being Survey, which uniquely includes a self-reported measure of English-speaking ability, I estimate the causal effects of these policy changes using a staggered Difference-in-Differences design with robust estimators that account for treatment effect heterogeneity. The results indicate that state English programs increased English proficiency, especially among individuals from higher-income households and those with more educated parents. However, despite this improvement in language skills, the programs had no significant effect on wages. I show that this null effect is consistent with general equilibrium dynamics: the interventions expanded labor supply, particularly among women and low-educated individuals, but did not raise labor demand sufficiently to generate wage gains. Complementary analyses show no impact on higher education enrollment, domestic or international migration, or shifts between formal and informal employment. These findings suggest that while early exposure to English instruction can increase language proficiency and labor force participation, the broader economic benefits may be limited in the absence of complementary labor demand shocks. This contributes new evidence to the literature on language skills and labor markets, highlighting the importance of considering equilibrium effects and workforce composition when evaluating education policies.

III. **Renforcer les liens entre l'éducation et l'économie pour replacer les établissements au cœur des enjeux de formation professionnelle.** (2025). *Administration & Éducation*, (HS2), 245-254. <https://doi.org/10.3917/admed.hs2.0245>

IX. La professionnalisation des formations supérieures. (2025). *Administration & Éducation*, (HS2), 293-296. <https://doi.org/10.3917/admed.hs2.0293>

Réussite scolaire

Cevizci, M. (2025). **La médicalisation de l'échec scolaire à l'école primaire en Turquie.** Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/la-medicalisation-de-l-echec-scolaire-a-l-ecole-primaire-en->

[turquie/79728?srsId=AfmBOopcZmE_xRP815plq-V0ONattmFQXfPp1jCYAJ8yEX5h0Gv5syx](https://doi.org/10.1016/j.econedurev.2025.102682)

Se situant à l'intersection de la sociologie de l'éducation et de la sociologie de la santé, ce livre aborde une question peu travaillée en Turquie par la sociologie : l'échec scolaire. En l'absence d'une approche sociale sur les inégalités devant la réussite scolaire, celle-ci évoque sur la scène sociale plutôt un problème médico-psychologique. Dans l'objectif de comprendre la médicalisation de l'échec scolaire au niveau de l'école primaire, ce livre mobilise les apports d'une analyse pluridimensionnelle...

Dai, C., & Zhou, Y. (2025). **Rank, peer achievement, and shadow education: Evidence from secondary school students in China.** *Economics of Education Review*, 108, 102682. <https://doi.org/10.1016/j.econedurev.2025.102682>

This paper studies the effects of academic rank and peer achievement on shadow education, such as private tutoring, among secondary students in China. Exploiting the random assignment of students to classrooms, we find that ranking higher relative to peers and better average peer achievement reduce shadow education participation, time use, and monetary expenditure. The effects of rank are more pronounced than peer achievement. Such rank and peer effects are mitigated when parents have imperfect information about a child's performance, suggesting that educational policies reducing the visibility of precise rank information to parents may reduce the demand for shadow education.

Deneault, J., & Lavoie, N. (2025). **L'engagement comportemental lors de l'écriture d'un texte narratif au primaire : l'effet du numérique et du niveau scolaire de l'élève.** *Canadian Journal of Education/Revue canadienne de l'éducation*, 48(2), 415-446. <https://doi.org/10.53967/cje-rce.6265>

Students say that they are more motivated to write with digital tools than with a pencil (Alves-Wold et al., 2023; Camacho et al., 2021). But are they more engaged? Few studies have looked at students' engagement in writing, much less digital writing (Martins et al., 2022). The objective of this study was to compare the level of behavioural engagement of students in Grades 2, 4, and 6 (N = 255) when producing a narrative text, depending on whether they were writing with a pencil or a keyboard. After each writing session, the students answered a questionnaire (with a Likert scale) in order to report their engagement during the activity. A 3 (grades) X 2 (conditions: handwriting, keyboarding) analysis of variance on the mean engagement score showed that the Grade 2 students were just as engaged in both conditions, but that the students in Grades 4 and 6 were more engaged in the keyboarding activity. The discussion examines the potential of digital tools for countering disengagement at a sensitive time in students' elementary education path and defines the limits of this study.

Fakih, A., Fayyad, D., Debian, A., Neaimeh, A., & Zeaiter, H. (2025). **What Are the Drivers of Education Attainment in the MENA Region?** *African Development Review*, 37(3), e70023. <https://doi.org/10.1111/1467-8268.70023>

This study investigates the determinants of educational attainment in the MENA region, aiming to address persistent shortcomings in access and outcomes. Using data from the SAHWA Youth Survey (2016), we analyze a sample of youth from five Arab countries and apply an ordered probit model to examine educational attainment across four levels. The results indicate that boys and urban residents are less likely to attain higher levels of education compared to girls and rural residents. Additionally, private tutoring and

enrollment in private institutions significantly increase the likelihood of reaching tertiary education. Household characteristics and parental profiles play a critical role in shaping educational outcomes. Country-specific analyses reveal diverse socio-economic and policy environments, underscoring the need for tailored interventions. Robustness checks using ordered logit models confirm the consistency of our findings. This study contributes valuable insights for addressing educational disparities and offers a solid foundation for policy formulation and future studies in the MENA region.

Fisné-Koch, A. (2025, septembre 5). **L'argent des parents fait encore la réussite scolaire des enfants**. Consulté 8 septembre 2025, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/largent-reussite-scolaire/00115910>
[L'argent et l'école] De récents travaux montrent l'importance des revenus des parents dans l'accès à l'enseignement supérieur des enfants. Selon le milieu social, les parcours éducatifs restent très inégalitaires en France.

Hossain, M. (2025). **The Link Between Contextual Poverty and Academic Achievement: Evidence Using Panel Data From a Lower-Middle-Income Country**. *The British Journal of Sociology*, 76(4), 725-743. <https://doi.org/10.1111/1468-4446.13208>
The association between contextual poverty and educational achievement is not well-researched in lower-income countries. This paper investigates this link and examines how it varies between urban and rural school locations in Bangladesh, acknowledging the dual urban-rural dynamics of the country. Analyses based on original school-level longitudinal data, encompassing over 90 per cent of secondary schools in Bangladesh, demonstrate that subdistrict-level educational poverty (measured as the proportion of adults with education below the primary level) has a stronger and significantly negative association with achievement at the secondary level compared to economic poverty (measured as the percentage of people under the national poverty line). This negative association is starker for the 'science' academic stream, which necessitates supplementary private tutoring. I argue that in poorer local areas, pupils are less likely to encounter successful role models in science fields, experience a shortage of qualified instructors, and face difficulties in securing additional resources for science subjects due to poverty. Furthermore, urban areas generally exhibit higher achievement levels, reflecting a greater proportion of educated individuals and role models. However, urban achievement experiences a sharper decline with increasing educational poverty, likely due to structural inequalities such as informal settlements and unequal access to quality schools. In contrast, rural areas show less sensitivity to educational poverty, possibly due to the 'scarcity effect' of role models, where the limited presence of role models exerts a disproportionately positive influence on aspirations, even in high-poverty contexts.

Mawanzo, A. (2025). **Décrochage et réinsertion scolaires des filles en République démocratique du Congo**. Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/dcrochage-et-reinsertion-scolaires-des-filles-en-republique-democratique-du-congo/79820?srltid=AfmBOoqgXpiF7YDV44D5fkuWkJV-dD3S7-WGEBwRfO1LO98uXp7L7IOF>

McLean, A., & McVicar, D. (2025). **Does Being Excluded from School Harm Student Achievement? Evidence from Siblings in English Population Data** (Working paper N° 2025/06). Consulté à l'adresse Queen's University Belfast, Queen's Business School website: <https://EconPapers.repec.org/RePEc:zbw:qmsrps:202506>

This paper presents sibling fixed effects estimates of the relationship between school exclusion and subsequent academic achievement from population-wide administrative data on English secondary school students. It complements a growing base of quasi-experimental and individual fixed effects evidence on exclusion effects in predominantly US settings. We find that being excluded is negatively associated with subsequent achievement at school. We assess the extent to which this might reflect a negative causal impact of exclusion.

Raffy, G., & Rémeau, M. (2025). **Compétences psychosociales et bien-être au collège : l'estime de soi plus sensible aux écarts de performances que la motivation.** *Note d'Information*, (25-51), 1-4. <https://doi.org/10.48464/ni-25-51>

Les compétences psychosociales et le bien-être des élèves sont analysés à partir d'un échantillon de 15 200 élèves suivis par la DEPP depuis leur entrée au CP en 2011.

Romo, J., Pérez, J. C., Cumsille, P., Hollenstein, T., Olaya-Torres, A., Rodríguez-Rivas, M. E., & Melero, J. (2025). **Emotion Regulation Strategies and Academic Achievement among Secondary and University Students: A Systematic Review and Meta-Analysis.** *Educational Psychology Review*, 37(3), 80. <https://doi.org/10.1007/s10648-025-10054-y>

Emotion regulation is a crucial aspect of individual development across the lifespan, influencing personal and social well-being. The academic environment is a key context for emotion regulation, yet its relationship with academic achievement remains unclear. This study aimed to clarify the association between specific emotion regulation strategies—cognitive-reappraisal, expressive-suppression, social-support, problem-solving, avoidance, and self-blame—and academic achievement through a systematic review, quality assessment, and meta-correlation analysis of students in secondary and higher education. Sixteen articles comprising twenty studies were included from 1,390 records published between 2010 and 2023, with 85% rated as moderate to high quality. Most studies were conducted in university populations (70%), used GPA to assess academic achievement, and primarily employed the Emotion Regulation Questionnaire (ERQ). Meta-correlation analyses revealed significant positive associations between academic achievement and problem-solving ($r = .20$, $p < .001$), and significant negative associations with avoidance ($r = -.22$, $p < .001$) and self-blame ($r = -.15$, $p < .01$). No significant associations were found for cognitive-reappraisal, expressive-suppression, or social support. The associations between academic achievement and the strategies of expressive suppression and problem-solving varied by educational level (i.e., secondary school vs. university). These findings highlight the importance of addressing specific regulation strategies in education, as their impact on academic achievement varies by strategy and student population. The study provides a foundation to inform future research, guide educational practice, and support the integration of emotion regulation into educational policy.

Rowland, N., Jahanshahi, B., McVicar, D., & Miller, C. (2025a). **The Educational Achievement Penalty from School Exclusion** (Working paper N° 2025/07). Consulté à l'adresse Queen's University Belfast, Queen's Business School website: <https://EconPapers.repec.org/RePEc:zbw:qmsrps:202507>

Exclusion is a disciplinary practice used by headteachers which removes misbehaving pupils from the classroom or from the school, either temporarily or permanently. Its growing use has led to increased concern about potential negative effects on excluded pupils, including on their educational achievement. This paper estimates the effect of

being excluded on subject test scores and teacher assessment outcomes using detailed administrative data on an entire cohort of pupils in the English state school system. To mitigate selection bias, we use a novel empirical approach for this literature which compares excluded pupils with pupils who experienced exclusion after outcomes were measured but not before. We find that excluded pupils perform worse in subsequent tests and teacher assessments, with 0.03-0.07 standard deviation lower standardised test scores and 2.5-3.6 percentage point higher probability of not reaching the expected level in teacher assessments. We assess the extent to which these estimated associations might reflect a negative causal impact of exclusion.

Rowland, N., Jahanshahi, B., McVicar, D., & Miller, C. (2025b). **The Educational Achievement Penalty from School Exclusion** (Working paper N° 18080). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18080>

Exclusion is a disciplinary practice used by headteachers which removes misbehaving pupils from the classroom or from the school, either temporarily or permanently. Its growing use has led to increased concern about potential negative effects on excluded pupils, including on their educational achievement. This paper estimates the effect of being excluded on subject test scores and teacher assessment outcomes using detailed administrative data on an entire cohort of pupils in the English state school system. To mitigate selection bias, we use a novel empirical approach for this literature which compares excluded pupils with pupils who experienced exclusion after outcomes were measured but not before. We find that excluded pupils perform worse in subsequent tests and teacher assessments, with 0.03-0.07 standard deviation lower standardised test scores and 2.5-3.6 percentage point higher probability of not reaching the expected level in teacher assessments. We assess the extent to which these estimated associations might reflect a negative causal impact of exclusion.

Staiger, D., Kane, T. J., & Johnson, B. D. (2025). **Why Does Value-Added Work? Implications of a Dynamic Model of Student Achievement** (Working paper N° 34119). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:34119>

Non-experimental value-added models have been shown to yield forecast-unbiased estimates of teacher and school effects. To investigate, we propose a dynamic state-space model of knowledge accumulation, in which test scores are imperfect measures of knowledge, and students receive temporary and persistent shocks to their stock of knowledge each period. The model identifies two primary sources of bias: transient factors in baseline scores (measurement error or transitory effects of prior teachers) and heterogeneous student growth rates. We propose diagnostic tests and corrections for each. Using eleven years of data from North Carolina, we find little evidence of heterogeneous student growth. Rather, the primary source of bias is attenuation of the baseline coefficient, which opens the door to selection on correlates of true baseline knowledge. Although conventional value-added estimates are biased for individual teachers due to attenuation, we find they are forecast unbiased when applied across a sample of teachers, due to the offsetting relationship between bias and teachers' true effectiveness. When achievement follows the state-space model and there is no heterogeneity in growth rates, the attenuation-corrected value-added model (ACVAM) should yield unbiased estimates of a wide range educational interventions, not just teachers and schools.

XV. Le décrochage scolaire, un marqueur des politiques publiques? (2025). *Administration & Éducation*, (HS2), 160-166. <https://doi.org/10.3917/admed.hs2.0160>

Valeurs

Archambault, H. L., & Piquemal, N. (2025). **La pratique réflexive et la justice sociale : que disent les futurs administrateurs et les directions d'établissement scolaire francophone minoritaire au Manitoba?** *Canadian Journal of Education/Revue canadienne de l'éducation*, 48(2), 617-648. <https://doi.org/10.53967/cje-rce.6381>

In this article, we explore reflective practice from the perspective of future administrators and principals in Manitoba's minority francophone school context. Using a qualitative methodology centred on individual interviews semi-directed by narratives of practice, we examine the following angles: questioning, intervention, the link between theory and practice, and the tension between diversity and equity. Findings indicate that future school administrators and principals develop approaches that range from general reflection on certain pedagogical approaches to critical, even self-critical, reflection on practices committed to equity.

Cyrille, C. (2024). **Le travail de l'apparence des garçons sur les réseaux sociaux d'images. Un analyseur des rapports de genre et de sexualité** (Thesis). Consulté à l'adresse <https://theses.fr/api/v1/document/2024CYUN1327>

Descamps, S., Degand, S., Temperman, G., Boumazguida, K., & Lièvre, B. D. (2024). **Développer l'esprit critique en éducation relative à l'environnement en décryptant le greenwashing.** *Éducation relative à l'environnement. Regards - Recherches - Réflexions*, (19.2). <https://doi.org/10.4000/14fmu>

Cette recherche s'aligne sur les recommandations du GreenComp et explore le développement de l'esprit critique chez les élèves de 6e primaire en Belgique francophone, dans un contexte où le greenwashing (l'écoblanchiment) est omniprésent dans le quotidien des citoyens. Notre étude évalue un dispositif technopédagogique visant à former les élèves au décryptage du greenwashing par l'analyse de publicités de manière à les habiliter à repérer les différentes stratégies d'écoblanchiment. Plus spécifiquement, cette recherche évalue l'acquisition de notions écologiques et la capacité à repérer le greenwashing en ligne et à transférer ces connaissances dans la conception de publicités greenwashées. Les résultats montrent une amélioration significative de la compréhension du phénomène d'écoblanchiment et une attitude plus critique envers la publicité et les pratiques commerciales. Cette contribution souligne l'importance pédagogique d'intégrer des tâches d'analyse et de transfert pour sensibiliser les jeunes aux enjeux sociétaux et à développer des compétences nécessaires pour évoluer dans un univers numérique en évolution.

Hebbink, N., de Ruyter, D., & Schinkel, A. (2025). **The Educational Value of Gratitude.** *Educational Theory*, 75(5), 802-822. <https://doi.org/10.1111/edth.70035>

This article offers a theoretical investigation of the educational value of gratitude. We make the case that it is possible to learn from and through gratitude experiences. More specifically, gratitude experiences include understandings regarding and a reflective awareness of the value, contingency and vulnerability of certain goods as well as one's dependency in relation to these goods. We argue that such experiences can transform

one's outlook on life in a sense that is educationally relevant and valuable in relation to one's flourishing. Building on this, we claim that gratitude can contribute to the development of wisdom. However, since the interpretations of the world inherent in gratitude can be epistemically inaccurate and/or morally inappropriate, gratitude experiences must also be guided by wisdom. Instead of blindly accepting the perceptions implicit in gratitude experiences, people must reflect on these with genuine care for the truth and for justice. We suggest that educators can bring their wisdom and concern for justice to bear in stimulating and guiding others' gratitude experiences in a desirable manner, especially in the case of young people, whose reflective capacities are still developing. We conclude that gratitude experiences should be recognized as a potential source of educationally valuable forms of awareness and insights.

III. **La laïcité, pour faire vivre la diversité.** (2025). *Administration & Éducation*, (HS2), 29-36. <https://doi.org/10.3917/admed.hs2.0029>

Kelly, C. (2025). **Revisiting values in evaluation: exploring the role of values in shaping evaluation practices and their influences on decision-making within English higher education providers.** *Higher Education*, 90(2), 545-562. <https://doi.org/10.1007/s10734-024-01335-6>

Theoretical and empirical contributions to research on evaluation have advanced our understanding of how values influence evaluation practice. Yet rather than understand how values shape evaluation and its use, research on the evaluation of widening participation (WP) programmes delivered by English higher education (HE) providers has focused on methodological deficits. Rather, this study explores the complexity of how national policy, organisational imperatives and the individual values of staff responsible for WP within HE providers influence how evaluation is practised and used to inform decision-making. The results of semi-structured interviews with 17 staff members spanning the organisational hierarchy of three diverse English HE providers highlight conflicts between staff values, job roles and responsibilities and espoused organisational values, and how they can influence symbolic and legitimising evaluation practices. Alternatively, at the individual level staff values support the process and instrumental use of evaluation to inform programme improvements. The findings identify implications for how HE providers can shape their evaluation systems, and how staff choose to enact evaluation within their programme areas.

Labraña, J., & Billi, M. (2025). **Educational Semantics, Anthropocene, and the Human Individual: A New Paradigm for The Education System?** *Educational Theory*, 75(5), 891-912. <https://doi.org/10.1111/edth.70043>

In this article, we examine the transformative influence of Anthropocene-driven semantics on the education system through Luhmann's social systems theory. We analyze how the historical and current concepts of "Human" and individuality have shaped educational semantics and influenced the system's self-description. Critical perspectives from pedagogy, poststructuralism, decolonial, intersectional theories, and "Anthropocene" discussions are reviewed, highlighting a semantic shift from individual development to systemic interdependencies among humans, social structures, and ecological contexts. While fostering intellectual reflection, this shift paradoxically reasserts the normative focus on individual improvement, as education systems aim to teach individual betterment while rejecting the concept itself. We suggest that Anthropocene discourse might catalyze a new normative identity integrating human improvement and

non-human interactions, potentially reshaping education's guiding values — though no outcomes are guaranteed. This analysis offers sociologically grounded insights into education's evolving role in shaping human development amid systemic and ecological complexities.

Legault, A., Edward, K., & Agundez-Rodriguez, A. (2024). **Les cadres de la littérature de jeunesse et de l'éducation relative à l'environnement pour la justice écosociale.** *Éducation relative à l'environnement. Regards - Recherches - Réflections*, (Volume 19.2). <https://doi.org/10.4000/14crk>

Dans le cadre d'un projet de recherche intitulé Le développement du pouvoir d'agir pour lutter contre les changements climatiques et prévenir l'écoanxiété, notre équipe a eu recours à deux cadres de référence pour concevoir un matériel pédagogique destiné aux personnes enseignantes du primaire et du secondaire en contexte québécois. Le premier est le cadre de la littérature de jeunesse, proposé par Maria José Botelho et Masha Kabakow Rudman, qui comprend les œuvres miroirs, les œuvres fenêtres et les œuvres portes. Le second est le cadre de l'éducation relative à l'environnement, tel que conçu par Lucie Sauvé, axé sur l'intégration des trois sphères d'interaction à la base du développement personnel et social : la sphère du rapport à soi-même, celle du rapport aux autres et celle du rapport à l'environnement. Cet article explore ainsi les similarités entre ces deux cadres de référence issus de domaines de recherches pourtant distincts. Le croisement proposé entre ces cadres permet la lecture de situations pédagogiques transdisciplinaires dans lesquelles se rencontrent la littérature de jeunesse et l'éducation relative à l'environnement.

Liu, H., Yang, X., Shao, W., & Yu, X. (2025). **Differential Effects of Objective and Subjective Nature Contact on Social, Cognitive, and Academic Outcomes across the Lifespan: A Three-Level Meta-Analysis.** *Educational Psychology Review*, 37(3), 86. <https://doi.org/10.1007/s10648-025-10062-y>

While nature contact is increasingly recognized for its health benefits, its role in human development and learning remains insufficiently examined. The present meta-analysis aimed to investigate (a) the extent to which nature contact predicts social functioning, cognitive functioning, and academic performance, (b) whether these associations vary across developmental stages, and (c) whether objective and subjective nature contact show differential associations with these outcomes. Drawing on 74 reports (669 effect sizes, $N = 3,032,512$), the three-level meta-analytic model revealed significant positive associations between nature contact and social functioning ($r = 0.208$, 95% CI [0.117, 0.299]), cognitive functioning ($r = 0.034$, 95% CI [0.019, 0.049], $p < 0.001$), and academic performance ($r = 0.065$, 95% CI [0.007, 0.123], $p = 0.028$). Developmental stage moderated the associations between nature contact and social and cognitive functioning but not academic performance. For social functioning, effect size was stronger during the preschool years ($r = 0.329$, $p = 0.002$) and adulthood ($r = 0.224$, $p < 0.001$). Cognitive functioning exhibited developmental stage-specific sensitivity, with significant effects observed during the preschool ($r = 0.059$, $p < 0.001$), early elementary ($r = 0.043$, $p = 0.002$), later elementary ($r = 0.031$, $p = 0.012$), and middle school years ($r = 0.059$, $p = 0.010$). Notably, the type of nature contact exhibited domain-specific patterns: subjective contact was more strongly associated with social functioning ($r = 0.237$, $p < 0.001$), whereas objective contact showed greater benefits for cognitive functioning ($r = 0.034$, $p < 0.001$). These findings advance theoretical understanding of the relationship between nature contact and human development, suggesting that

developmentally tailored and type-specific interventions may optimize outcomes. From an educational and urban planning perspective, we recommend leveraging both objective and subjective nature contact to design targeted interventions that enhance social, cognitive, and academic outcomes across the lifespan.

Mahé, P. (2024). **Problématisation des apprentissages dans une perspective émancipatrice de l'éducation au développement durable : étude des liens entre accès à la complexité des situations, construction des données et solutions proposées.** (Phdthesis, Nantes Université). Consulté à l'adresse <https://theses.hal.science/tel-05024994>

Une large partie de la communauté scientifique alerte pour dire que les activités humaines sont responsables de changements importants touchant quasiment l'ensemble des équilibres terrestres. Pour répondre à une telle crise, les dirigeants occidentaux ont élaboré, à partir de 1972, un projet politique : le développement durable. Si ce projet est critiquable en bien des points, notamment parce qu'il s'impose au monde et qu'il s'appuie sur l'idée d'une croissance continue, il est, pour le moment, le chemin qui semble émerger, au niveau mondial, pour répondre aux futurs enjeux environnementaux, sociaux et économiques. Depuis 2004, l'éducation au développement durable a donc été intégrée dans les programmes du système éducatif français. S'il s'agit bien souvent, dans les pratiques ordinaires, d'inculquer des comportements plus durables aux jeunes générations, alors, il semble exister des contradictions entre ce projet politique de nature dogmatique et les missions émancipatrices de l'école. Nous cherchons donc à identifier s'il existe des conditions pour qu'une éducation au développement durable s'inscrive dans une perspective non conformiste, c'est-à-dire émancipatrice pour les élèves. Cela pose plusieurs questions. Si l'éducation au développement durable doit s'accorder avec les missions émancipatrices de l'école, il paraît nécessaire de penser collectivement les défis futurs à l'école. Quelle est alors la place du collectif et comment s'articule-t-il avec les processus de singularisation de l'individu ? Si les problèmes de développement durable sont des problèmes complexes, comment l'accès à la complexité des situations peut-il s'apprendre à l'école ? Comment l'usage de sa propre raison, qui pourrait permettre un travail critique sur les systèmes de valeurs, se construit-il dans un monde où la connaissance scientifique est remise en cause et noyée dans des quantités importantes d'opinions ? Comment faire émerger, chez les élèves, des propositions de solutions plus durables en évitant une éducation conformiste ? À partir des travaux déjà menés, nous avons conçu une séquence d'enseignement forcée pour tenter de répondre à ces questions. Séquence qui a pour objectif d'apprendre aux élèves à se construire, collectivement, leur propre pensée, afin qu'ils proposent des solutions plus durables et amorcent des changements de comportement pour l'avenir. Nous avons fait le choix de travailler sur le problème de la production mondiale des vêtements parce que l'industrie textile est le troisième secteur le plus consommateur d'eau dans le monde et parce que le secteur émet 1,2 milliard de tonnes de gaz à effet de serre chaque année, soit 10 % des émissions mondiales. Dans cette recherche, nous analysons donc l'activité intellectuelle des élèves de cycle 3 pour observer les effets des choix didactiques de la séquence sur la construction de la complexité de la situation et sur les solutions proposées par les élèves.

Martínez Silva, M. del C., & Cruz Sánchez, G. E. (2024). **Complémentarité entre la philosophie pour enfants et l'éducation en plein air - Réflexions théoriques et**

méthodologiques. *Éducation relative à l'environnement. Regards - Recherches - Réflexions*, (Volume 19.2). <https://doi.org/10.4000/14crh>

Bien que de façon générale, l'humanité ait réalisé des progrès dans la compréhension de la crise environnementale grâce à l'éducation relative à l'environnement, il y a encore des tâches à accomplir pour transformer la société de consommation en une éco-société. En particulier, l'éducation environnementale après des enfants au Mexique se caractérise par des pratiques éducatives réductionnistes, décontextualisées et dépourvues d'une compréhension de la complexité des réalités et d'une perspective critique sur l'environnement et notre relation d'interdépendance avec celui-ci. Cela s'explique par le fait qu'une telle éducation trouve racine dans le champ des sciences naturelles et par les limites des approches éducatives naturalistes, de développement durable et de conservation prescrites dans le programme formel de l'enseignement obligatoire. Il importe donc de déployer des pratiques éducatives permettant de dépasser de telles approches. Une alternative possible est la complémentarité des apports théorico-méthodologiques de la philosophie pour enfants et de l'éducation en plein air pour contribuer à la formation d'une écocitoyenneté dès la petite enfance.

Moilanen, A., & Huttunen, R. (2025). **Indoctrination and the Aims of Democratic Political Education: Challenges and Answers.** *Educational Theory*, 75(5), 823-847. <https://doi.org/10.1111/edth.70032>

In this theoretical article, we analyze indoctrination in relation to the aims of democratic political education using a theory of indoctrination which is based on the work of Jürgen Habermas. In particular, we examine how the challenge of indoctrination is connected to the goals of democratic political education and how this issue can be avoided. We reconstruct a Habermasian concept of indoctrination and criteria for this type of teaching. Moreover, we describe central controversies in German didactic theories of political education and elucidate the theoretical premises of these theories. Lastly, we construct an account of the challenges facing democratic political education and provide solutions to these hurdles by conceptualizing how the aims of political education can be pursued as indoctrination, as well as critically of indoctrination. We find that democratic political education involves the challenges of indoctrination, but these can be avoided by teaching in a self-reflective, controversial, and dialogic manner.

Niemelä, M. A., Niemi, K., Salmenkivi, E., & Stones, A. (2025). **Powers of knowledge in secondary religious education curricula of Sweden, England and Finland.** *Journal of Curriculum Studies*, 57(4), 422-440. <https://doi.org/10.1080/00220272.2025.2476941>

What might the powers of knowledge in religious education (RE) be; what knowledge and abilities does RE provide to pupils in lower secondary education? These questions are asked through this study of curriculum contexts in England, Sweden and Finland. The three iterations of the subject are similar enough to compare—yet different enough for the character of each to emerge when they are juxtaposed and 'mirrored' in each other. This comparative approach allows us to explore what kinds of powers RE, represented in written curricula, aims to foster in each context. This is simultaneously an exploration of the nature and *raison d'être* of RE as a school subject. The purpose of RE is examined via analysing lower secondary curriculum documents with the theoretical lens of powerful knowledge. Overall, the curricula focus mostly on providing information about religions and worldviews. However, this knowledge is used for developing powers that were identified as having different emphasis in each context. The Finnish curriculum emphasizes students' personal and ethical development, the English curriculum has the

strongest weight on academic knowledge and the Swedish curriculum concentrates on developing students' intercultural competence and understanding of societies.

Point, C., & Legault, A. (2025). **Identifier les besoins en éthique professionnelle enseignante: une recension des écrits.** *Canadian Journal of Education/Revue canadienne de l'éducation*, 48(2), 649-685. <https://doi.org/10.53967/cje-rce.6067>

This study presents a review of the scientific literature concerning the professional ethics needs of teachers, specifically elementary school teachers in Quebec. Based on the "Quebec" conceptual framework of professional ethics for teachers and an appropriate and presented review methodology, we identify 61 academic writings, published between 2003 and 2021, that discuss these needs (i.e., the resources that teachers lack to respect a desirable professional ethics). The first part of this article presents the results of this review. The second part discusses the difficulty of developing an adequate conceptual framework to analyze the diversity and specific details of the identified needs.

Towler, O. (2025). **Pedagogical Reforms in School Science Education for Mitigating Damaging Misinformation in a "Post-Truth" World.** *Educational Theory*, 75(5), 865-890. <https://doi.org/10.1111/edth.70040>

The modern day is known as the "post-truth" era, characterized by the widespread dissemination of false information, as well as personal opinions and emotions taking precedence over established facts in public decision-making. For students, as future democratically engaged citizens, to make well-informed science-based decisions on matters of personal health and public policy, they require the knowledge and skills to identify false from accurate scientific information online. In this article, I argue that current school science curriculum are outdated in the context of modern social media and internet-centric media environment, requiring changes in education to successfully prepare students for some of the more pernicious features of the post-truth era. An increased focus on forms of social and digital media literacy, as well as knowledge about how science produces reliable information, are essential content for addressing this issue. It is important to emphasize that focusing on content-based changes alone is not sufficient. Methodological shifts are needed to ensure that the socially embedded aspects of scientific knowledge production and the application of knowledge in socio-political contexts are taught and communicated in ways that allows students to effectively employ their content-based education.

Tremblay, M.-L. (2024). **Les conséquences des inégalités scolaires sur l'engagement citoyen des élèves.** *Formation et profession*, 32(3), 1. <https://doi.org/10.18162/fp.2024.a329>

Vachon, J.-P., Dorion, A.-S., Houle, J., Richard-Pouliot, M., & Lagueux, F. (2024). **Jardins pédagogiques dans les écoles primaires: point de vue d'intervenantes scolaires.** *Éducation relative à l'environnement. Regards - Recherches - Réflexions*, (Volume 19.2). <https://doi.org/10.4000/14cri>

Depuis une trentaine d'années, des interventions « vertes », telles que les jardins pédagogiques, sont en émergence en milieu scolaire. Malgré l'intérêt de chercheur.se.s pour les retombées de telles initiatives chez les jeunes, peu de choses sont connues à ce jour concernant les effets des programmes de jardins pédagogiques chez les adultes qui les mettent en œuvre. S'inscrivant dans une démarche évaluative en association avec

Croquarium, cette étude vise à mieux comprendre l'expérience globale des intervenant.e.s scolaires qui adoptent le programme de formations offert par cet organisme en milieux scolaires et à mettre au jour les retombées de celui-ci. Une analyse thématique inductive de cinq entretiens individuels semi-structurés effectués auprès d'intervenantes scolaires du primaire a d'abord permis de mettre en lumière les effets de l'adoption de ce programme axé sur des approches d'enseignement non traditionnelles sur le développement personnel des jeunes et des adultes qui les accompagnent. Les résultats montrent entre autres l'émergence de collaborations avec les milieux externes à l'école. L'influence du contexte de la COVID-19 sur les projets de jardins pédagogiques a aussi été mise en évidence.

Wating, S. M. O., & Baguio, J. B. (2025). **Workplace Spirituality in Relation to Moral Responsibilities of Teachers in Public Elementary Schools.** *Current Journal of Applied Science and Technology*, 44(6), 112-124. <https://doi.org/10.9734/cjast/2025/v44i64563>

This study aimed to examine the significant relationship between workplace spirituality and the moral responsibilities of public elementary school teachers. Guided by Ashmos and Duchon's (2000) workplace spirituality model, a descriptive-correlational research design was employed, involving 149 teachers from public elementary schools in the Baganga South District, Division of Davao Oriental, selected through simple random sampling. Data were collected using a validated and pilot-tested questionnaire through face-to-face surveys. The data were analyzed using mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses. The findings revealed that teachers rated their workplace spirituality at a very high level, while their moral responsibilities were rated high. Correlation analysis indicated a significant positive relationship between workplace spirituality and moral responsibilities. Multiple regression analysis showed that the domains of workplace spirituality—sense of community and belonging, alignment of personal and organizational values, and compassion and service-oriented teaching—significantly influenced moral responsibilities. Among these, compassion and service-oriented teaching had the strongest positive effect, while alignment of personal and organizational values showed a significant negative influence. This unexpected result may reflect possible value misalignment or dissonance between institutional policies and individual teacher beliefs. Meanwhile, meaningful work did not have a statistically significant impact on moral responsibilities. Based on these findings, it is recommended that school leaders foster a strong sense of community and compassion-oriented teaching to enhance teachers' moral responsibilities. Further research may explore the underlying causes of the negative influence of value alignment and identify strategies to strengthen meaningful work's contribution to moral development.

XIII. **La citoyenneté numérique : un défi ?** (2025). *Administration & Éducation*, (HS2), 146-152. <https://doi.org/10.3917/admed.hs2.0146>