



EDUCATIONAL POLICIES RESEARCH GROUP

The research group is interested in the mechanisms of **formation and reproduction of inequalities** in the school system, as well as in the effectiveness of **educational policies** aimed at reducing these inequalities. This research adopts an interdisciplinary perspective at the crossroad between sociology, economics and psychology and combines quantitative, experimental and qualitative methods around the same research object.

The research group is structured around three main topics:

- 1. Learning and socio-behavioural skills:** analyses of social inequalities in skill development through the prism of socio-emotional skills (e.g. growth mindset, student motivation, metacognitive skills). The aim is to study the impact of educational interventions aimed at developing these skills in order to promote learning and reduce educational inequalities.
- 2. Educational choices in secondary and tertiary education:** the relationships between aspirations, perceptions of opportunities and investment in schooling as well as the rules and mechanisms of allocation of students to higher education.
- 3. Social diversity and peer effects:** residential and school segregation, peer effects and educational inequalities, as well as the causal impact of desegregation and urban renewal policies.

Director:

Carlo BARONE



Researcher at the CRIS and professor of sociology at Sciences Po. His research focuses on social inequalities in education: the role of family background, gender and ethnicity.

An interdisciplinary seminar

Within the theme of 'educational policies', a wide range of topics are addressed in this seminar bringing together researchers, policy-makers and practitioners. Some examples of the subjects discussed:

- The development of social skills: the role of school
- Co-education policies: a response to school segregation?
- Video games and learning
- School segregation and inequalities: new approaches
- Metacognitive skills and educational inequalities



Research seminars (2023-2024)

23/01/2024: New remediation strategies through video game (*Irène ALTARELLI*)

12/01/2024: How do transparent admission standards increase the application to the college-bound upper-secondary school track experiments (*Tamás KELLER*)

22-23/05/2023: 6th edition of the workshop 'Experimental research on social inequalities' (*IDEE*)

16/05/2023: Enhancing social diversity in junior schools: evidence on some interventions conducted in France (*Elise HUILLERY*)

Latest publications

- Olivier MONSO, Audrey FARGES, Fréquenter l'internat à l'entrée du lycée a-t-il un impact sur la réussite scolaire ? Une évaluation sur les lycées publics de l'Éducation nationale, *Sciences Po LIEPP Working Paper* n°141, February 2023
- Laudine CARBUCCIA, Carlo BARONE, Coralie CHEVALLIER, Valentin THOUZEAU Unequal access to early childcare : What role do demand-side factors play ? A PRISMA systematic review, *Sciences Po LIEPP Working Paper* n°138, January 2023
- Pauline GIVORD, Francesco AVVISATI The learning gain over one school year among 15-year-olds: An international comparison based on PISA *Sciences Po LIEPP Working paper*, July 2022
- Per ENGZELL, Bastian BETTHÄUSER, Anders BACH-MORTENSEN A systematic review and meta-analysis of the impact of the COVID-19 pandemic on learning, *Sciences Po LIEPP Working Paper* n°134, May 2022
- Pauline GIVORD, Qu'est-ce qu'un bon lycée ? Questions de mesure, *Sciences Po LIEPP Policy Brief* n°54, octobre 2021
- Marco OBERTI, Mathieu ROSSIGNOL-BRUNET, Elise TENRET, Pauline BARRAUD DE LAGERIE, Yannick SAVINA, Reconfiguration du champ des formations en sciences humaines en Ile-de-France : le poids de la sélection. *LIEPP Working Paper* n°121, Juin 2021
- Pauline GIVORD. How age at school entry affects future educational and socioemotional outcome: Evidence from PISA. *LIEPP Working Paper* n°120, Mai 2021
- Clément PIN, Evaluation d'un plan national de simplification administrative. Le cas de l'enseignement supérieur et de la recherche. *LIEPP Policy Brief* n°50, Mars 2021

Ongoing research projects

- **Urban segregation and school segregation of children** Marco Oberti
- **Parenting and Inequalities in early child development: Experimental evidence (PIECE)**
Carlo Barone, Alex de Carvalho and Laudine Carbuccia
- **Promoting metacognition as a lever to reduce educational inequalities among young preschool and school-age children (METACHILD)**
Grégoire Borst, Mélanie Maximino-Pinheiro, Carlo Barone, Nina Guyon and Elise Huillery
- **Fostering Access to Childcare in France : Projet Premiers Pas (PPP)**
Carlo Barone, Laudine Carbuccia, Coralie Chevalier and Arthur Heim
- **Study of the pathways of candidates for health studies in the contexte of the 2020 reform of their access procedures (PARCOURSANTE)**
Mitchell Stevens and Agnès van Zanten
- **A systematic review and meta-analysis of the evidence on learning progress and inequality during summer vacations**
Anders Bach-Mortensen and Bastian Betthaeuser
- **Innovations, Data and Experiments in Education (IDEE)**
Carlo Barone and Cécile Crimon
- **Social segregation at school and academic achievement: study of the effects of school closures in deprived neighbourhoods**
Nina Guyon
- **Evaluation of the reform of admissions at Sciences Po**
Marco Oberti