"Educational Policies" Research Group

The research project on "Educational Policies" includes a body of research that aims to enrich the understanding of crucial and current education issues, and to inform policy choices and key actors. Educational policies will also be evaluated focusing on the courses and educational experience of pupils, as well as on teachers’ careers and their family situation. This research combines theoretical approaches and investigative tools of economists and sociologists, and is conducted at various levels (national, regional, individual schools) based on a wide range of statistical and qualitative data. The research group also includes a series of scientific seminars (held every two months) aimed at promoting dialogue between economists and sociologists as well as between researchers, policy makers and practitioners.

Associated research projects:

- "Active orientation" towards higher education: policies and mechanisms [1]
- Primary and secondary school teachers' retirement in France [2]
- School aspirations and results: the chicken or the egg [3]
- Social mediation against violence in school [4]
- Stereotypes, Self-censorship and academic success [5]
- Teachers' educational strategies as parents, and school career of teachers' children [6]
- Transitions between public and private school [7]
- Will Sooner be Better? The Impact of Preschool Enrollment on Cognitive and Noncognitive Achievement of Children [8]

Publications of the research group:

- Agnes VAN ZNATEN and Amelia LEGAVRE, "Engineering access to higher education through higher education fairs" [14], LIEPP Working Paper n°22, April 2014.

Marie DURU-BELLAT, "Usages et mésusages des enquêtes PISA" [16], LIEPP Policy Brief n°3, april 2012.

See all member publications [17] related to the theme "Education".