



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.

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?
- Violence and harassment at school
- School segregation and inequalities: new approaches
- Metacognitive skills and educational inequalities



Research seminars

13/12/2022: Who can still buy a house near a good college? Access to property and school sectorisation in the Paris metropolis

01/12/2022 : The knowledge economy

28/06/2022: What is a good high school? Measuring school effects, beyond the average

15/04/2022: Firms and the Intergenerational Transmission of Labor Market Advantage

18/02/2022: Assessment of Social Opening Devices at Sciences Po

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 BETTHAUSER, 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
- BARONE, Carlo, Clément PIN, « L'apport des méthodes mixtes à l'évaluation : une expérimentation randomisée dans le champ des politiques éducatives », *Revue française de sciences politiques*, vol.71, n° 2021/3.
- BARONE, Carlo, BALLARINO, Gabriele, FILIPPIN, Antonio, ABBIATI, Giovanni, ARGENTIN, Gianluca and Antonio SCHIZZEROTTO, "The effects of an information campaign beyond university enrolment: A large-scale field experiment on the choices of high school students", *Economics of Education Review*, vol. 91.

Ongoing research projects

- **Promotion de la métacognition comme levier de réduction des inégalités éducatives chez le jeune élève d'âge préscolaire et scolaire (METACHILD)**
Grégoire Borst et Mélanie Maximino-Pinheiro
- **Fostering Access to Childcare in France : Projet Premiers Pas (PPP)**
Carlo Barone et Laudine Carbuccia
- **Etude des parcours des candidats aux études de santé dans le cadre de la réforme 2020 de leurs voies d'accès (PARCOURSANTE)**
Mitchell Stevens et Agnès van Zanten
- **A systematic review and meta-analysis of the evidence on learning progress and inequality during summer vacations**
Anders Bach-Mortensen et Bastian Betthaeuser
- **Collaborer pour l'accompagnement scolaire**
Clément Pin et Julie Pelhate
- **Innovations, Données et Expérimentations en Éducation (IDEE)**
Carlo Barone et Grégoire Borst
- **Ségrégation sociale à l'école et réussite scolaire : étude des effets des fermetures de collèges de quartiers défavorisés**
Nina Guyon
- **Recherche sur la réforme des admissions à Sciences Po**
Marco Oberti
- **Les politiques régionales d'orientation, un vecteur de socialisation des jeunes aux règles du marché ? (ORIREG)**
Agnès van Zanten et Clément Pin
- **Family background, parental instructional strategies and children's self-regulated learning: a longitudinal, experimental study (123 CP)**
Carlo Barone et Grégoire Borst

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.

Affiliated members:

- Yann ALGAN
- Anders BACH-MORTENSEN
- Bastian BETTHÄUSER
- Grégoire BORST
- Laudine CARBUCCIA
- Coralie CHEVALLIER
- Marta DOS SANTOS SILVA
- Marta FACCHINI
- Denis FOUGERE
- Pauline GIVORD
- Nina GUYON
- Elise HULLERY
- Mélanie MAXIMINO PINHEIRO
- Olivier MONSO
- Marco OBERTI
- Anne-Claudine OLLER
- Julie PELHATE
- Clément PIN
- Agnès VAN ZANTEN