

EDUCATIONAL POLICIES RESEARCH GROUP



Director:

Carlo BARONE



Researcher et the Observatoire sociologique du changement (OSC) professor of sociology at Sciences Po. His research focuses on social inequalities in education: the role of family background, gender and ethnicity.

Affiliated members:

- Grégoire BORST
- Laudine CARBUCCIA
- Coralie CHEVALLIER
- Marta DOS SANTOS SILVA
- Marta FACCHINI
- Denis FOUGERE
- Pauline GIVORD
- Nina GUYON
- Elise HUILLERY
- Olivier MONSO
- Marco OBERTI
- Anne-Claudine OLLER
- Clément PIN
- Agnès VAN ZANTEN

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 public policy schemes aimed at reducing these inequalities. This research adopts an interdisciplinary perspective (sociology, economics and psychology) and combines quantitative, experimental and qualitative methods around the same research object.

The research group is structured around three main research subjects: 1) **Learning and socio-behavioural skills**. The research in this field analyses social inequalities in the learning process through the prism of socio-behavioural skills (e.g. socio-emotional skills such as self-esteem and student motivation, metacognitive skills). The aim is to study the impact of educational policies and devices aimed at developing these skills in order to promote learning and reduce social inequalities. 2) **Orientation and social mobility in educational pathways**. The orientation pathways in secondary and higher education are examined from the point of view of the relationship between aspirations, perceptions of opportunities and investment in schooling on the part of parents and children; the link between social justice and the process of assigning teachers and students to schools; and finally, the public policy instruments for social openness in higher education. 3) **Social diversity and peer effects**. By studying spatial, residential and school segregation in greater depth, the research group seeks not only to account for possible peer and school effects but also to assess the impact of desegregation and urban renewal policies.

An interdisciplinary seminar

Within the theme of 'educational policies', a wide range of topics are addressed in the regular seminar of the research group related to both economics and sociology.

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 in 2021-2022

10/05/2022 : « Boarding school attendance in French public high schools. What impact on academic success? » with Olivier Monso (OSC)

18/02/2022 : « Assessment and perspectives of social inclusion schemes at Sciences Po » with Agnès van Zanten (OSC, LIEPP) and Marco Oberti (OSC, LIEPP)

28/09/2021 : « What effects does merit-based aid have on the trajectories of its beneficiaries in higher education? » with Gustave Kenedi (Sciences Po Department of Economics)

04/05/2021 : « The impact of digital tools on student learning. Evaluation of the 2015 digital plan » with Clémence Lobut (DEPP)

16/03/2021 : « Which democratization for the French « grandes écoles » since the mid-2000s? » with Cécile Bonneau (PSE, ENS-PSL) and Georgia Thebault (PSE, EHESS)

Latest publications

- 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, p. 391-412.
- BARONE, Carlo, Moris TRIVENTI, Marta FACCHINI, « Upper secondary tracks and student competencies: A selection or a causal effect? Evidence from the Italian case », *Research in Social Stratification and Mobility*, vol. 76, December 2021.
- BORST, Grégoire et ali, « Hot and cool response inhibition abilities develop linearly from late childhood to young adulthood », *Cognitive Development*, vol. 58, Avril-Juin 2021.
- GIVORD, Pauline, « Qu'est-ce qu'un bon lycée ? Questions de mesure », *Sciences Po LIEPP Policy Brief* n°54, October 2021.
- GUYON, Nina, Elise HUILLERY, « Biased Aspirations and Social Inequality at School: Evidence from French Teenagers ». *The Economic Journal*, Volume 131, Issue 634, February 2021, p. 745-796
- OLLER, Anne-Claudine, Jessica POTHET, Agnès VAN ZANTEN, « Le cadrage «enchanté» des choix étudiants dans les salons de l'enseignement supérieur », *Formation emploi*, 155, Novembre 2021, p. 75-95.
- ROSSIGNOL-BRUNET, Mathieu, Elise TENRET, Pauline BARRAUD DE LAGERIE, Marco OBERTI, and Yannick SAVINA. « Reconfiguration du champ des formations en sciences humaines en Île-de-France : le poids de la sélection », *Sciences Po LIEPP Working Paper* n°121, June 2021.
- PIN, Clément, « Évaluation d'un plan national de simplification administrative. Le cas de l'enseignement supérieur et de la recherche », *Sciences Po LIEPP Policy Brief* n°50, March 2021.



Ongoing research projects

- **Urban policy, school success and crime**
Nina Guyon
- **Social segregation and academic success: study of the effects of the closure and opening of secondary schools located near disadvantaged areas**
Nina Guyon
- **Promoting motivation and academic success by adopting teaching practices that develop social and behavioural skills (MOTIVACTION)**
Élise Huillery
- **Research on Sciences Po reform of admissions**
Marco Oberti
- **Regional orientation policies, a vector of socialisation to the market rules for young people? (ORIREG)**
Agnès van Zanten and Clément Pin
- **Family background, parental instructional strategies and children's self-regulated learning: a longitudinal, experimental study (123 CP)**
Carlo Barone and Grégoire Borst
- **Qualitative and quantitative monitoring of the Sciences Po First Campus scheme**
Agnès van Zanten, Denis Fougère, Marta Dos Santos
- **« OASIS » school yards**
Carlo Barone

