



IREDU is composed of

- 14 tenured professors,
- 14 associated researchers,
- 2 research engineers,
- 12 doctoral students.
- 2 postdocs
- 1 administrative and financial secretary
- 1 librarian

Director of IREDU : Sophie Morlaix (Full Professor)

Co-Director : Claire Bonnard (Associate Professor, with Habilitation to Conduct Research)

Since its creation in 1971, by an economics professor, Jean Claude Eicher, IREDU (Institute of Research in Education) has been working on issues relating to efficiency and equity in education. IREDU's early work focused on analyzing the costs and then the benefits of education from an economic perspective. In the 1980s and 1990s, IREDU opened up to the sociology of education, while retaining the quantitative methodological approaches developed in economics. Since 2000, the laboratory has pursued its research in the field of education and training sciences (70th section of the CNU), with an emphasis on theoretical approaches based on economics and sociology, and quantitative methodologies. Part of the team's work has been carried out under an association agreement with the Céreq (*Centre d'Études et de Recherches sur les Qualifications*) since 1975.

The **scientific project** of IREDU is structured around **two research areas**:

1. Social and educational conditions for success

- 1.1 Knowledge, competence and success of students
- 1.2 Role of socio-economic resources, educational practices and institutions in school inequalities

This first area focuses on the issue of conditions for students' success. The challenge is to understand how inequalities are built up between students, throughout their school or university career, and how educational public policies can help reduce these inequalities.

2. Professionalization, integration, careers and link between training and employment

- 2.1 Differentiating and professionalizing courses
- 2.2 Integration and link between training and employment
- 2.3 Conditions of the access and careers in education

This second area builds on the laboratory's past work on the link between training and employment, while seeking to better integrate the analysis of career guidance processes and access to certain professions, particularly in the field of education.

Current IREDU research projects are presented on:
<https://iredu.u-bourgogne.fr/category/projets-en-cours/>

May 2024 selection:

From the multiplicity of teacher-researchers missions to the difficulties of practicing the profession

Researchers involved: Claire Bonnard, Amélie Duguet.

“Teacher-researchers” are entrusted with a variety of activities: research, teaching, but also administrative tasks. These “multi-tasking professionals” experience “tensions between these different functions and activities” (Donnay and Romainville, 1996). The aim of this project is to update research data on the subject by studying the working conditions of teacher-researchers, and to describe their missions and difficulties. While research continues to play a predominant role, teaching is becoming an increasingly important part of teacher-researchers' careers.

Project “Orientation, employment conditions and relationship(s) to work for vocational education graduates”.

Researchers involved: Claire Bonnard, Magali Danner, Noémie Olympio (LEST).

Few studies have looked at the working conditions and relationship to work of vocational school graduates. Those who achieve a “horizontal mismatch”, by working in a job that is far removed from their training specialty, deserve special attention. The use of national surveys (Génération, EVA) will enable us to analyze the determinants of working conditions and the relationship to work of vocational school graduates.

CITESCOL project: “Cités éducatives” and priority districts under urban policy: longitudinal analysis of their effects on learning inequalities between pupils

Researchers involved: Claire Bonnard, Julien Berthaud, Jean François Giret, Sophie Morlaix.

In 2019, French territorialized educational policies took on a new dimension with the creation of “Cités éducatives” (educational sites), located in “quartiers prioritaires” (priority districts) under “politique de la ville” (urban policy). The CITESCOL project asks, firstly, what is the extent of educational inequalities in these districts, and how do they evolve over the course of students' schooling? Secondly, to what extent do school mobilities in these districts explain learning inequalities between students?

ANR PRCE PhDexp: The PhD experience: professional demands, sense of competence and aspirations

Members of IREDU: Jean-François Giret (manager), Géraldine Farges, Sophie Morlaix.

This project focuses on the doctoral experience and how doctoral students respond to professional demands. The first objective of this project is to quantify changes in the perception of skills during the doctorate using a longitudinal study. The second objective focuses on the links between the perception of skills and the professional experiences of PhD students, in particular their professional aspirations and their reactions to situations involving professional demands.

When sport (dis)orientates young high school graduates

Researchers involved: Magali Danner, Carine Érard, Christine Guégnard, Julien Berthaud.

Supported by the *Institut National de la Jeunesse et de l'Éducation Populaire (INJEP)*, this research is a further contribution to a better understanding of the transition from high school to higher education, and particularly that of vocational education graduates. The project focuses on atypical groups, such as non-general baccalaureate holders with little preparation for university (and longer studies), or young girls venturing into male-dominated fields of study. By analyzing the aspirations of students in vocational high schools, we can identify the determinants of an orientation based on a decided taste for sport, and understand the precedence of plans to pursue “risky” higher education, such as university.

IREDU's scientific output is highlighted in a Hal-shs collection:

<https://halshs.archives-ouvertes.fr/IREDU/?lang=fr>

May 2024 Selection :

Herbaut, E., Farges, G., & Giret, J.-F. (2024). **Can early schooling at age 2 narrow the gaps in child development? Evidence from the French Elfe cohort.** *Oxford Review of Education*, 0(0), 1-19. <https://doi.org/10.1080/03054985.2024.2305474>

This article assesses the effects of early schooling in France, where children can access school-based preschool programmes from the age of 2. The aim of this policy is to increase readiness for school, and it especially targets children from disadvantaged areas. We use the Elfe cohort survey to estimate the effect of the policy on child development outcomes at age 3.5 and the contribution it makes to reducing developmental gaps among children. We controlled for a rich set of potential confounding variables, including children's baseline level of development. Using OLS regressions, we find that early schooling has a positive effect on motor skills, language skills, and knowledge of letters and numbers and to a lesser extent on social and self-help skills. Conversely, however, it has no effect on non-verbal reasoning abilities. We also find that disadvantaged children and those with a low level of skills at age 2 benefit more from early schooling.

Vallet-Giannini, F., & Morlaix, S. (2024). **Choix de spécialités au baccalauréat et classement sur Parcoursup : quels liens avec la réussite en première année dans l'enseignement supérieur? [Choice of specialities at the baccalauréat and ranking on Parcoursup: what links with success in the first year of higher education?]** *L'orientation scolaire et professionnelle*, 53(1), 25-52. <https://doi.org/10.4000/osp.18627>

As part of the Bac-3/Bac+3 continuum policy, two reforms, the "Orientation et Réussite Étudiante" (ORE) law and the new 2021 baccalauréat, are aimed at the same objective: increasing success in higher education. The proposed research looks at the effects of these two reforms on student success, through the choice of specialties at the baccalauréat and the study of student rankings on Parcoursup. Based on a sample of 1,689 students enrolled in the first year of a Bachelor's degree (L1) at a French university, the research shows no significant direct link between Parcoursup call order and academic performance. However, the choice of certain specialties, particularly scientific ones, and in particular mathematics, proved to be particularly predictive of L1 student success.

Bonnard, C. (2023). **Pupils' school mobility during elementary school: what motives and results?** *British Journal of Sociology of Education*, 44(6), 1018-1034. <https://doi.org/10.1080/01425692.2023.2225212>

In France, a quarter of pupils change schools during their elementary education. In this article, we analyse families' motives in changing schools. Using a rich longitudinal database, we distinguish different motives for mobility: strategic mobility (search for a better school), reactive mobility (due to school difficulties) and residential mobility (due to a move). These different mobilities concern different academic and social student profiles. We then examine the extent to which school mobility influences later school performance. Using matching methods, we show that mobile pupils have significantly higher academic achievement than non-mobile pupils at the end of elementary school. These results are nevertheless heterogeneous with a neutral influence of strategic mobility, a negative influence of reactive mobility and a positive influence of residential mobility.

Danner, M., Guégnard, C., & Énard, C. (2023). **L'enseignement supérieur long : une stratégie pour des bacheliers professionnels? [Long Higher Education: a strategy for vocational baccalaureates?]** *Éducation et formations*, (105), 47-66. <https://doi.org/10.48464/ef-105-03>

Vocational baccalaureate holders at university represent a small proportion of those enrolled in long courses in higher education. They could remain invisible students if their fragile success in undergraduate studies didn't make them remarkable. The difficulties they encounter in their studies are commonly interpreted as the consequence of a "default" orientation, since their secondary education more obviously destined them for entry into working life or, for the most ambitious, for short studies in a higher technician section. The aim of this research is to examine the discourse surrounding the undesired orientation towards the bachelor's degree of vocational baccalaureates, by looking at the strategic dimension of these studies in their trajectory. The results show that the choice of long studies is justified by the possibility of prolonging an academic experience consistent with their vocational high school career and the resources available to them.

IREDU resources and documentation center

IREDU provides its members and anyone interested in education with a library of 3,000 books, 4,200 reports, 400 theses and a collection of 100 specialized periodicals.



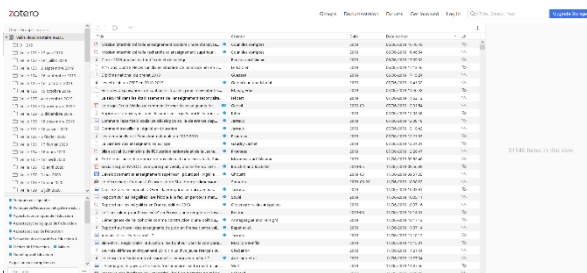
A **documentary monitoring** is also carried out, listing scientific publications related to IREDU themes that have recently been published on the Internet. A bulletin is published every 1st and 15th of the month (excluding vacation periods), in the form of a PDF file, and made available on the IREDU website.



You can also receive it by e-mail on request to documentation.iredu@ube.fr

All references cited are recorded in a Zotero collection (available on the IREDU website), to facilitate searches in all bulletins (by theme, by language, by words in the title or abstract, etc.) and the re-use of bibliographical references cited in your personal bibliography:

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