

# Cécile Bonneau

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## FIELDS

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Economics of Education, Gender Economics, Public Economics.

## REFERENCES

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### Prof. Gabrielle Fack

Université Paris Dauphine & PSE

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### Prof. Julien Grenet

Paris School of Economics

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### Prof. Thomas Piketty

Paris School of Economics

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## EDUCATION

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### Visiting Scholar

*SOFI at Stockholm University*

○ Supervisor: José Montalbán Castilla

Stockholm, Sweden

2023

### Ph.D Candidate

*Paris School of Economics (PSE)*

○ Ph.D advisors: Gabrielle Fack and Julien Grenet

Paris, France

2020-

### Master, Economics

*Paris School of Economics (PSE)*

○ Master thesis advisors: Gabrielle Fack and Thomas Piketty

Paris, France

2016-2019

### Bachelor, Economics

*Université Paris Dauphine - PSL & École Normale Supérieure (ENS-PSL)*

Paris, France

2015-2016

### École Normale Supérieure

Paris, France

2015-2020

## JOB MARKET PAPER

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- "Gender Gap in High-Stakes Exams: What Role for Exam Preparation?" with Léa Dousset

*Abstract: Elite higher education institutions often rely on competitive entrance examinations, which are presumed to measure students' abilities objectively. However, emerging evidence suggests a gender bias, with women frequently underperforming in high-stakes and competitive environments. This paper corroborates these findings within a highly selected group of elite STEM undergraduates in France. We extend our investigation beyond the effect of the high-stakes exam itself to consider the role of exam preparation in this gender performance gap. Our analysis reveals that heightened competitiveness in exam preparation exacerbates the gender performance gap. We also delve into a potential mechanism behind this widening gender disparity: the differential responsiveness to high-ability peers. These insights enhance our understanding of the gender gap in access to selective STEM higher education, which is particularly important in explaining the persistent gender pay gap at the top of the income distribution.*

## WORK IN PROGRESS

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- “Pay to Play? How Application Fees Influence STEM Grad School Choices in France”

*Abstract: This study examines the impact of application fees on the application behavior and admission outcomes of STEM graduate school applicants in France. Using a Regression Discontinuity Design and data from the centralized admission process to STEM graduate school from 2015 to 2020, the findings reveal a significant reduction in exams attempted by candidates who have to pay application fees, leading to adverse admission outcomes, especially for male students, those from lower socio-economic backgrounds, or with lower academic achievements. Additionally, the study shows that the design of application fees, either decentralized or centralized, significantly impacts application patterns. The eviction effect of application fees is much more pronounced for schools for which students have to pay a specific school-by-school fee, as compared to those that have a common application fee structure.*

## WORKING PAPERS

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- “Unequal Access to Higher Education Based on Parental Income: Evidence From France,” with Sébastien Grobon *WID.world Working Paper*, N° 2022/01, January 2022 (revise and resubmit, *Journal of Human Capital*).

*Abstract: In this paper, we present new stylized facts on inequality of access to higher education by parental income in France. On average, an increment of 10 percentiles in the parental income distribution is associated with a 5.6 percentage-point increase in the proportion of children accessing higher education. This overall degree of inequality is surprisingly close to that observed in the United States. We identify potential explanatory factors driving comparable levels of inequality in the two countries with markedly different institutional contexts. Finally, we assess the distribution of public spending on higher education.*

- “The Concentration of Investment in Education in the US (1970–2018),” *WID.world Working Paper*, N° 2020/04, March 2020.

*Abstract: This study aims to analyse the concentration of investment in education in the US from 1970 to 2017. I study both the distribution of spending for K-12 and Higher Education and then present different scenarios to combine both inequalities. Even if the distribution of education spending is less unequal than the one of income or even wages, these spending are still very unequally distributed and, as for income and wages, inequalities have significantly increased over the past four decades, due to spending in higher education. Indeed, the top 10% of students for whom the most is spent used to have 28% of the overall amount of instructional expenditure in 1970 and now have more than 36%. Inequalities in educational investments are coming from two sources: unequal length of studies and unequal spending per grade, the latter being the main driver of the concentration observed. As a matter of fact, if everyone were to have the same educational attainment, the level of inequalities would almost be the same. The only way to reduce significantly the concentration in educational spending would be to equalize spending within each grade across districts and universities.*

## PEER-REVIEWED PUBLICATIONS (IN FRENCH)

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- “Grandes écoles : des politiques d’« ouverture sociale » en échec,” with Pauline Charousset, Julien Grenet and Georgia Thebault, *Éducation et Formations*, n°103, p.156-174, April 2022.
- “Les grandes écoles - De fortes inégalités d’accès entre élèves franciliens et non franciliens,” with Pauline Charousset, Julien Grenet and Georgia Thebault, *Éducation et Formations*, n°102, p.367-393, June 2021.

## NON-ACADEMIC PUBLICATIONS

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- “Accès à l’enseignement supérieur : des différences marquées en fonction du revenu des parents”, with Sébastien Grobon, *Revue Diversité* n° 202, May 2023.
- “Dépenses d’enseignement supérieur : quelles disparités selon le genre des étudiants ?”, *IPP Policy Brief*, n° 83, October 2022.
- *Enseignement supérieur : un accès inégal selon le revenu des parents*, with Sébastien Grobon, Focus CAE n° 076-2021, December 2021.

- *Quelle démocratisation des grandes écoles depuis le milieu des années 2000 ?*, with Pauline Charousset, Julien Grenet and Georgia Thebault, IPP Report n° 30, 300 p., January 2021.
- "Grandes écoles: quelle « ouverture » depuis le milieu des années 2000 ?," with Pauline Charousset, Julien Grenet and Georgia Thebault, *IPP Policy Brief*, n° 61, January 2021.
- "How Have Inequalities in Educational Spending in the United States Evolved Over the Past Five Decades?," *WID.world Issue Brief* 2020/01, March 2020.

## TEACHING EXPERIENCE

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<b>Applied Econometrics, 3rd year of Bachelor (L3)</b> <i>École Normale Supérieure (ENS-PSL)</i>	<b>Paris, France</b> 2020-
<b>Teaching Assistant in Economics, 1st year of Bachelor (L1)</b> <i>Université Paris 1 Panthéon-Sorbonne</i>	<b>Paris, France</b> 2019-2020

## CONFERENCES, WORKSHOPS AND SEMINARS

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*Note: You may observe that my conferences and workshops are exclusively in Europe. This is a conscious decision on my part, as I avoid air travel for environmental reasons.*

- **2023** (including scheduled):
  - 8th Leuven Economics of Education Research Conference, LEER – KU Leuven;
  - SOFI Brown Bag Seminar, Swedish Institute for Social Research – Stockholm University;
  - Gender Behavior and Decision-Making Seminar – Université Paris Dauphine-PSL;
  - IFAU and UCLS Workshop on Education and Human Capital (discussant) – Krusenberg;
  - 2023 meeting of the European Economic Association, EEA-ESEM – Barcelona School of Economics;
  - 2023 meeting of the European Association of Labour Economists, EALE – Charles University Prague;
  - Workshop "Educational Choices and Transitions in Secondary and Higher Education," Chaire PEMS – Paris School of Economics;
  - CEPR Paris Symposium – Banque de France and Sciences Po Paris.
- **2022**:
  - Lisbon Economics and Statistics of Education, LESE – Nova School of Business and Economics;
  - 17th Doctorissimes Conference – Paris School of Economics;
  - 1<sup>st</sup> Junior Workshop in Economics of Education – Paris School of Economics;
  - 38<sup>e</sup> Journée de la microéconomie appliquée, JMA – Université de Rennes 1;
  - 21<sup>e</sup> Journées Louis-André Gérard-Varet, LAGV – Aix-Marseille School of Economics;
  - Applied Economics Lunch Seminar – Paris School of Economics;
  - Evaluation of Public Policies Conference – AFSE-DG Trésor.
- **2021**:
  - LIEPP Seminar on Educational Policies – Sciences Po Paris;
  - AFSE annual congress (online) – Lille Economie Management (LEM-CNRS), IÉSEG School of Management & University of Lille;
  - 2<sup>nd</sup> World Inequality Conference – Paris School of Economics.
- **2020**:
  - IPP Internal Seminar (online) – Paris School of Economics;
  - Applied Economics Lunch Seminar – Paris School of Economics.

## GRANTS AND SCHOLARSHIPS

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- 2023-2024: Chaire Politiques Éducatives et Mobilité Sociale, *Full scholarship*;
- 2022: Chaire Politiques Éducatives et Mobilité Sociale, *Research funds* (€4,700);
- 2022: CEPREMAP, *Research funds* (€2,350);

- 2022: Chaire Politiques Éducatives et Mobilité Sociale, *Research funds* (€1,200);
- 2021: Chaire Politiques Éducatives et Mobilité Sociale, *Research funds* (€1,400);
- 2020-2023: French Ministry for Research, *Full scholarship*;
- 2015-2020: École Normale Supérieure, *Full scholarship*.

## OTHER ACTIVITIES

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<b>1<sup>st</sup> Workshop in Economics of Education (PSE)</b> , Workshop Co-Organizer	2021-2022
<b>Applied Economics Lunch Seminar</b> , Seminar Co-Organizer	2021-2022
<b>Member of the Selection Board</b> , Concours B/L, École Normale Supérieure (ENS-PSL)	2020
<b>Member of the Editorial Board</b> , <i>Regards Croisés sur l'économie</i>	2016 - 2021
<b>Predoctoral Fellow</b> , Institut des Politiques Publiques (IPP)	2019 - 2020
<b>Summer Internship</b> , Institut des Politiques Publiques (IPP)	2018
<b>Visiting Lecturer</b> , University of California Los Angeles (UCLA)	2017 - 2018
<b>Summer Internship</b> , Division emploi (INSEE)	2016

## REFEREEING ACTIVITIES

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*Éducation et Formations.*

## SKILLS

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- **Computer:** Stata, R,  $\LaTeX$ , SAS, SQL;
- **Languages:** French (native), English (fluent), Spanish (intermediate).