

Simon BRIOLE

Postdoctoral Fellow – JPAL/PSE

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Research and Teaching fields

Primary fields: Applied Microeconomics, Public Policy Evaluation

Secondary fields: Labour, Education, Health and Political Economy

Education

2014-2019 Ph.D. in Economics, **Paris School of Economics - EHESS** (Supervisor: Eric Maurin)
Thesis title: Essays on the determinants of student achievement in France and the US: teaching practices, teacher evaluation and social interactions in middle school.

2013 – 2014 M.Sc., Economics (Analyse et Politique Économiques), Paris School of Economics - EHESS

2012 - 2014 M.Sc., Data science, **ENSAE ParisTech**

2010 – 2014 **École Normale Supérieure Paris-Saclay**, Economics and Management department (élève normalien)

Research experience

2019- Postdoctoral Fellow, **JPAL Europe – Paris School of Economics**

2017-2019 Research Manager, JPAL Europe – Paris School of Economics (*Active Citizenship* project)
Citizenship education program (England, France, Greece and Spain). Project duration: 3 years;
10 000 students involved; funding: European Commission

2013 Research assistant, **Universidad Torcuato Di Tella, Buenos Aires**, Argentina
Supervisor: M. Besfamille, « Regional State Capacity and the Optimal Degree of Fiscal Decentralization » (*Journal of Public Economics*, 2018).

Teaching experience

Lecturer

Sciences Po Paris - Evaluating Social programs (graduate), February-May 2021 (forthcoming)

World Bank - Evaluating social programs (executive education), October 2019

CIEE Global Institute - Impact evaluations and anti-poverty policies (undergraduate), September 2019

ENA - Impact evaluations and anti-corruption policies (executive education), April 2019

Sciences Po Paris - Impact Evaluations (executive education), October 2018

Teaching assistant

JPAL-PSE - European Social Inclusion Initiative Project Incubator (executive education), May 2019

Paris Descartes University - Public economics (undergraduate), 2016-2017 and Statistics (undergraduate), 2014-2016

Publications and working papers

Children's Socio-Emotional Skills: Is There a Quantity-Quality Trade-off?, with H. Le Forner (AMSE) and A. Lepinteur (University of Luxembourg), *Labour Economics* (2020)

Abstract: Though it is largely admitted that non-cognitive skills matter for adult outcomes, little is known about how the family environment affects their formation. In this paper, we use a cohort study of children born in 2000-2001 in the U.K. (*Millennium Cohort Study*) to estimate the effect of family size on socio-emotional skills, measured by the Strengths and Difficulties Questionnaire. To account for the endogeneity of fertility decisions, we use a well-known instrumental approach that exploits parents' preference for children's gender diversity. We show that an increase in family size negatively affects the socio-emotional skills of the two first children in a persistent manner. However, we show that this negative effect is entirely driven by girls. We provide evidence that this gender effect is partly driven by an unequal response of parents' time investment in favor of boys and, to a lesser extent, to an unequal demand for household chores.

Are girls always good for boys? Short and long term effects of school peers' gender, *R&R at Economics of Education Review*

This paper exploits idiosyncratic variations in school cohorts' gender composition to investigate the short and long-term effects of school peers' gender. Using French administrative data over the 2008-2012 period, it shows that the proportion of female peers' in middle school not only affects students' contemporaneous performance but also influences their subsequent educational attainment. More specifically, a larger share of girls among school peers increases girls' test scores, reduces their dropout rates and increases their probability to graduate from high school several years later, especially in the scientific track. By contrast, it increases boys' probability to attend a vocational school and decreases their high school graduation rate. I find suggestive evidence that these effects partially operate through a negative effect of opposite-gender peers on students' classroom behaviour and relationships with their teachers.

From Teacher Quality to Teaching Quality: Instructional Productivity and Teaching Practices in the US (Job market paper), *PSE Working Paper n°2019-08*

Abstract: Though teachers are consistently found to play a major role in determining student achievement, little is known about what teachers can do to increase their instructional productivity. This paper develops a new empirical strategy, based on within-student within math variations in student test scores, to assess the instructional hourly productivity of math teachers in the US. Building on these estimates, I show that teachers' hourly productivity strongly relates to the use of teaching practices emphasizing student active participation in the lesson (modern practices). One weekly hour of math instructional time increases student test scores by 4.4% of a standard deviation on average, but one hour spent with a teacher above the modern practices index median is more than twice as productive as one hour spent with a teacher under this median (+5.9% vs +2.7% standard deviations). A further investigation suggests that the positive effects associated to modern practices are partially mediated by an improvement in student self-confidence and motivation to learn mathematics.

There's always room for improvement: the persistent benefits of repeated teacher evaluations, with E. Maurin (PSE), *IZA Discussion Paper n°12307*

Abstract: In France, secondary school teachers are evaluated every five to six years by senior experts of the Ministry of Education. These evaluations involve the supervision of one class session, a debriefing interview and their results are used to determine teachers' career advancement. We show that these repeated evaluations contribute to improving teachers' effectiveness (as measured by their students' performance) at all stages of their career. Positive effects on students' outcomes persist over time and are particularly salient in education priority schools, in contexts where teaching is often very challenging.

Entitled to Leave: the Impact of Unemployment Insurance Eligibility on Employment Duration and Job Quality, with C. Brebion (Copenhagen Business School) & L. Khoury (Norwegian School of Economics), *NHH Discussion Paper*

Abstract: A little explored dimension of unemployment insurance (UI) schemes is the entitlement conditions. In this paper, we provide a comprehensive evaluation of a reform that softened the minimum employment record condition to qualify for UI benefits in France after 2009. Using administrative panel data matching employment and unemployment spells, we first provide clear evidence that the reform induced a separation response at the eligibility threshold both at the micro level -- through a jump in transitions from employment to unemployment - and at the macro level - through the scheduling of shorter contracts, in line with the new eligibility requirements. Exploiting a specific feature of the reform as well as relevant sample restrictions, we then estimate the effects of receiving UI benefits on subsequent labour market outcomes using a regression discontinuity design. Our findings point to a large negative impact of UI benefits receipt on employment probability up to 21 months after meeting the eligibility criterion, which is not counterbalanced by an increased job quality.

Policy note: "Assurance chômage et durée des emplois", *note Chaire Travail PSE* (Avril 2020)

A Poorly Understood Disease? The Unequal Distribution of Excess Mortality Due to COVID-19 Across French Municipalities, with P. Brandily (PSE), C. Brébion (CBS) & L. Khoury (NHH), *PSE Working Paper n°2020-44*

Abstract: While COVID-19 was already responsible for more than 500,000 deaths worldwide as of July 3, 2020, very little is known on the socio-economic heterogeneity of its impact on mortality. In this paper, we combine several administrative data sources to estimate the relationship between mortality due to COVID-19 and poverty at a very local level (i.e. the municipality level) in France, one of the most severely hit country in the world. We find strong evidence of an income gradient in the impact of the pandemic on mortality: it is twice as large in the poorest municipalities compared to other municipalities. We then show that both poor housing conditions and higher occupational exposure are likely mechanisms. Overall, these mechanisms accounts for up to 60% of the difference observed between rich and poor municipalities.

Media coverage: Le Monde, L'Humanité, France Inter, France Culture, LCI, France TV Info, Alternatives Économiques, Le Figaro, Sudouest, GlobalCitizen

Policy note: "Une pandémie de la pauvreté", *Le Grand Continent* (Septembre 2020)

Work In Progress

Active Citizenship, with M. Gurgand & E. Maurin (PSE), S. McNally, J. Ruiz & L. Schmidt (LSE), L. Lopez, D. Santin, G. Sicilia & R. Simancas (Madrid University) and Y. Tsirbas (Univ. of Athens)

Active Citizenship is a multi-country RCT funded by the European Commission and designed to enhance middle school students' tolerance, civic skills and democratic engagement. The program consists in providing students the opportunity to actively take part in a citizenship project in their school and training teachers in implementing new teaching practices. The program is implemented over the 2018-2019 school year in England, France, Greece and Spain, in several hundreds of schools.

Promoting critical skills to fight radicalism among the youth in France, with A. Bouguen (Univ. of Santa Clara, California)

This project is an RCT that evaluates the impact of an online training designed to improve young people's resilience to fake news, conspiracy theories and radicalism. The program is implemented in French deprived areas in the north of Paris between October 2020 and May 2021 and aims to increase participants' information processing skills and to raise their awareness of the risks associated with online violence and hate speech.

The labor market integration of refugees and vulnerable people, with L. Behaghel, M. Gurgand (PSE) and B. Schmutz (École Polytechnique)

This research project is an RCT that evaluates the impact of a national integrated support program for vulnerable people and refugees living in the Paris region (*EMILE*), which aims to promote their economic and social integration. The program intends to reduce labor market frictions by providing potential beneficiaries the opportunity to move to a French region where there are job vacancies matching their skills and work experience and where the housing market is much less tight than in the Paris region.

The effects of vocational certification in France, with M. Gurgand (PSE) and P. Zamora (DARES)

This project is an RCT that evaluates the impact of a national professional certification program promoted by the French public employment agency (*Pôle Emploi*). It offers low-skilled unemployed workers temporarily hired on subsidized contracts (*Parcours Emploi Compétence*) the opportunity to take a short training course and to obtain a diploma certifying skills acquired during their recent work experience. It will be implemented nationwide from September 2020 to December 2021. The objective of this research project is to evaluate the extent to which the obtained diploma represents a signal valued by employers and promotes workers' sustainable labor market integration.

Teacher training in Afghanistan, with Q. Daviot, M. Gurgand (PSE) and M. Noori (World Bank)

This project is an RCT that evaluates the impact of a national teacher training program in Afghanistan. The program aims to increase secondary school teachers' subject knowledge and student achievement in math and science through a very intensive teacher training (daily sessions over 9 months), in a context where many teachers teach subjects in which they are not qualified due to teacher shortage.

Other academic activities

Refereeing Activity

Economics of Education Review, Revue d'Économie Politique, Behavioural Public Policy

Seminar Organisation

PSI-PSE, Paris School of Economics 2017-2018

Fellowships and Grants

French Ministry of Labour (Dares), Research funds for the project: "Les effets de la VAE sur l'accès à l'emploi: une évaluation expérimentale du dispositif Mes compétences pour l'emploi", 2020-2022

French Ministry of Labour (Dares), Research funds for the project: "Evaluation et analyse coût-bénéfice du projet EMILE", 2020-2022

PSE Chaire travail and CEPREMAP, Research funds for the project: "Covid-19 and the labor market", 2020-2021

National Research Agency (ANR-17-EURE-001) – Research funds project "MoGePro" 2019

CEPREMAP – Research funds for the project "Teaching Science in Primary school" 2017-2018

French Ministry of Research – Full fellowship 2014-2017

École Normale Supérieure, Full Fellowship (élève normalien) 2010–2014

Conferences and Seminars

IZA Economics of Education Workshop (2020)
Rencontres de l'évaluation de l'Assemblée Nationale (Paris, 2020)
ADRES Doctoral conference (Lyon, 2020)
Spanish Economics Association Symposium (Alicante, 2019)
Erasmus+ European Policy Experimentations Workshop (Bruxelles, 2019)
NORFACE - NHH/PSE/IFS Workshop (Paris, 2019)
Journées Louis-André Gérard-Varet (Aix-en-Provence, 2019)
NHH and PSE workshop (Paris, 2019)
Association Française de Science Economique annual meeting (Paris, 2018; Orléans, 2019)
European Association of Labour Economists conference (St Gallen, 2017; Lyon, 2018)
PSE Internal Labour and Public Economics Seminar (Paris, 2018)
PSE Chaire Travail annual meeting (Paris, 2018)
Doctoral Meeting of Montpellier (Montpellier, 2017, 2018)
European Economic Association annual congress (Lisbon, 2017)
Journées de Microéconomie Appliquée (Le Mans, 2017)
PSE Applied economics seminar (Paris, 2017)
European Doctoral Programme Jamboree (Barcelona, 2016)
PSE Work in Progress seminar (Paris, 2016, 2017)
Rencontres d'Aussois du Labex OSE, (Aussois, 2015, 2016, 2017)

Computer and language skills

Language **French:** native; **English:** fluent; **Spanish:** fluent.
Computer **Stata, LaTeX, Microsoft Office, SurveyCTO, LimeSurvey**

References

Pr. Éric Maurin

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Pr. Andrew Clark

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Pr. Sandra McNally

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