

Exploring non-cognitive skills and inequality through the magnifying lens of a pandemic

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Propositions accompanying the dissertation

Exploring non-cognitive skills through the magnifying lens of a pandemic

By

Mélanie Monfrance

1. Non-cognitive skills play a crucial role in shaping educational outcomes, especially during unexpected life-changing events (Chapter 2).
2. Changes in non-cognitive skills during the Covid-19 pandemic vary across educational tracks (Chapter 3).
3. The Covid-19 pandemic does not exacerbate differences in non-cognitive skills among various socioeconomic groups (Chapter 4).
4. Summer schools are effective interventions to improve student performance, however, their impact varies across different socioeconomic groups (Chapter 5).
5. Educational strategies should address variations in non-cognitive skills among students (this dissertation).
6. Multidisciplinary research is crucial for addressing complex problems in education, requiring knowledge of multiple academic languages.
7. Grades are not the most important measure of school success.
8. Meritocracy is the illusion of fairness in a system that preserves inequality.
9. All grown-ups were once children... but only few of them remember it (Antoine de Saint-Exupéry).
10. Soon we must all face the choice between what is right and what is easy (Albus Dumbledore).