
Rio de Janeiro, October 10, 2021.

Dear colleagues,

I am very interested in spending six months – from February 2022 to July 2022 – of my sabbatical at Gemass – Groupe d’Etude des Méthodes de l’Analyse Sociologique de la Sorbonne. As you know, Gemass has a strong group of researchers studying social stratification themes and adopting an analytical sociology approach. Both subjects are very close to my academic interests. During my career I have been researching topics related to social stratification studies, mostly using the Brazilian case and sometimes making international comparisons. Therefore, I have published and advised dissertations about themes such as: intergenerational mobility, educational inequality, racial inequality, assortative mating, residential segregation, youth unemployment, transitions to adulthood, and income inequality.

Both my research on income inequality and on intergenerational mobility indicate that the expansion of the Brazilian educational system is the most important factor explaining the decline in inequality of income and of opportunities. Income inequality has decreased since 1994 and most rapidly since the beginning of the 2000’s – since 2015 this trend has been reverted. Inequality of opportunity, measured using social mobility data, has been decreasing since 1973 until 2014 in Brazil. These trends are both closely related to the expansion of the educational system. Therefore, my research is increasingly focusing on educational inequality.

At the moment I am coordinating a large research project, financed by CNPq (The Brazilian National Science Foundation), on social stratification within the Brazilian educational system. The aim of this project is to study the causes and consequences of stratification in Brazilian basic and higher education. More specifically, I am investigating the social, economic and cognitive factors associated with differences in students’ performance in terms of proficiency and progression. Given the central role played by education over the life cycle, with consequences for socioeconomic mobility chances in subsequent periods, the aim of my current research is to identify the factors that lead students in unfavorable socio-economic contexts to achieve outstanding educational results, in addition to the social, economic and cognitive consequences of these exceptional results. I am using various administrative data sources in this undertaking, such as: (1) School Censuses (“Censo Escolar”, CE), (2) the National Exam of Secondary Education (“Exame Nacional do Ensino

Medio”, ENEM), (3) the National Undergraduate Students’ Performance Examination (“Exame Nacional de Desempenho dos Estudantes”, ENADE), and (4) the Censuses of Higher Education (“Censo da Educação Superior”, CES), which are all collected by the Anísio Teixeira National Educational Studies and Research Institute (INEP). Combining these four data sources using a unique identification key, I am currently working in two papers and I would like to take advantage of my sabbatical at Gemass to finish both. The first one analyzes direct and indirect social class and racial effects on the probability of making the transition to higher education in Brazil – this paper is inspired by Raymond Boudon analytical approach to educational stratification. And, the second one, is about the matching of students to colleges, in terms respectively of their academic performance and its institutional selectivity.

In addition, I am finishing a paper on intergenerational class mobility trends and educational expansion in Brazil using five national household surveys collected between 1973 and 2014. This paper follows the methodological and theoretical approaches developed by professor Louis-André Vallet, and consequently advances in relation to all previous class mobility studies in Brazil and other Latin American countries.

Given my research, I consider Gemass the perfect institutional setting in which I could develop and finish the three papers mentioned above. In case Gemass is able to host my sabbatical, I would be very happy to present and discuss my research in any seminar and/or research group. I would also like very much to interact with professors, researchers and students interested in educational inequality, social stratification, analytical sociology, and Latin America in general.

Sincerely yours,



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