



UNIVERSITÄT
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Master Seminar

Seminar in Development Economics

Education and Economic Development

Content

“Education is a human right, a powerful driver of development, and one of the strongest instruments for reducing poverty and improving health, gender equality, peace, and stability.” (World Bank, 2023).

Sustainable Development Goal 4, Quality Education, mandates free, compulsory primary and secondary education for all children. While school enrollment and completion rates have significantly improved over the past few decades, progress has slowed down in recent years, with the number of out-of-school children estimated at 250 million¹. The highest rate of out-of-school children (29%) can be found in sub-Saharan Africa². Further, while gender parity in primary and secondary education enrolment has been achieved globally, this is not yet the case in sub-Saharan Africa¹.

In this seminar, we will review and discuss the relationship between education and socio-economic development, both at the individual and at the state level. We will analyze empirical evidence in the context of economies in the Global South. These are some of the questions we will address: *What are the effects of educational inequality? How does education affect people’s livelihoods? What are the effects of education (or a lack thereof) on national socio-economic development? How do educational policies affect women and female empowerment?*

While analyzing these historical and contemporaneous experiences of global development, we will also familiarize ourselves with several empirical identification strategies which help in estimating causal relationships – an essential component of (econometric) impact analysis and development economics at large.

¹ UNESCO. 2023. “Global Number of Out-of-School Children Rises by 6 Million.” Accessed February 27, 2024. <https://www.unesco.org/en/articles/unesco-global-number-out-school-children-rises-6-million>.

² Global Education Monitoring Report 2023: Technology in Education: A Tool on Whose Terms? 2023: GEM Report UNESCO. <https://doi.org/10.54676/UZQV8501>.

Target Group

The participants of this seminar should be familiar with standard tools applied in empirical economic analysis (e.g. OLS, Instrumental Variables etc.) and, as such, have a very solid understanding of how to read and interpret econometric output. The target group are master students in Economics, Internationale Wirtschaft & Governance, Philosophy & Economics, Development Studies as well as History & Economics. Advanced Bachelor students may also apply if they have prior experience in empirical analysis. Please note that master students receive priority in the case of overbooking.

Accreditation

Students can earn credit points for the following degree programs:

- Economics (M.Sc.): “Individueller Schwerpunkt”
- Internationale Wirtschaft und Governance (M.A.): “Vertiefung”
- Philosophy & Economics (M.A.): “Specialization”
- Development Studies (M.A.): “D2”
- History & Economics (M.A.): “Specialization”
- Betriebswirtschaftslehre (M.Sc.): “Individueller Schwerpunkt”

Requirements

- 1) **Seminar paper:** Seminar participants are required to prepare a written seminar paper (approx. 2,500 words for Master students and 2,000 words for Bachelor students) on a research article of choice (from provided list).
- 2) **Academic presentation:** They are expected to deliver an academic presentation (30 minutes) on their chosen research article. Each speaker is assigned a discussant who will initiate and lead a discussion following the presentation (10 minutes).
- 3) **Active participation:** In the discussions, active participation is expected of all attendees and contributes only positively (bonus) to the overall grade.
- 4) **Oral colloquium:** Two weeks after the presentations, an oral colloquium (10 minutes) on the seminar paper, as well as on a randomly selected subset of seminar articles, will complete the four components constituting the final grade.

Seminar Organization

Lecturer: Annica Wattler (Doctoral Candidate & Research Assistant),

Chair of Economic Policy and Economic Development, annica.wattler@uni-bayreuth.de.

A **mandatory introductory lecture** is scheduled for **April 23**, from 14:00-17:00. This session serves to present the structure of the seminar, introduce the topics, and includes a first paper presentation by the lecturer to familiarize the participants with the expected presentation format. The introductory lecture also gives room for students' questions regarding topics, formal requirements as well as the mode of examination.

Following the introductory lecture, participants can **register on CMLife until May 10** to enroll in the seminar for credit. It is important to note that registration from this point onward is binding. Failure to deliver the required work packages thereafter will result in a failing grade (i.e., 5.0).

The paper **presentations** are scheduled for **July 10 and 11**. Participants are required to submit both their **seminar paper** ("SemDevEcon_SuSe2024_SeminarPaper_NameFirstname.pdf") and their **presentation files** ("SemDevEcon_SuSe2024_Presentation_NameFirstname.pdf") beforehand (latest by July 9). The **oral exams** will take place two weeks after the presentations on **July 25**.

To apply for the seminar (first-come-first-served basis), please fill out the following form, including your three prioritized research articles by **April 16**:

<https://forms.gle/9DyhAuDAPGyPeEzLA>

The seminar is limited to **15 participants**. For **remaining questions** regarding the content or organization of the seminar, please send an email to the lecturer.

Literature

Students are required to select one article from the following list as a topic for their presentation and term paper. They are further required to search for additional literature when preparing their course work. In the application for the course, students must name a first, second and third choice.

Abaidoo, Anthony. 2021. "The Nexus Between Education and Poverty Reduction in Ghana from 2013 to 2017." *Cogent Social Sciences* 7 (1). <https://doi.org/10.1080/23311886.2021.1986933>.

Adu Boahen, Emmanuel, and Chikako Yamauchi. 2018. "The Effect of Female Education on Adolescent Fertility and Early Marriage: Evidence from Free Compulsory Universal Basic Education in Ghana." *Journal of African Economies* 27 (2): 227–48. <https://doi.org/10.1093/jae/ejx025>.

Ajayi, Kehinde F., and Phillip H. Ross. 2020. "The Effects of Education on Financial Outcomes: Evidence from Kenya." *Economic Development and Cultural Change* 69 (1): 253–89. <https://doi.org/10.1086/702996>.

André, Pierre, and Yannick Dupraz. 2023. "Education and Polygamy: Evidence from Cameroon." *Journal of Development Economics* 162:103068. <https://doi.org/10.1016/j.jdeveco.2023.103068>.

Angrist, Joshua, Eric Bettinger, and Michael Kremer. 2006. "Long-Term Educational Consequences of Secondary School Vouchers: Evidence from Administrative Records in Colombia." *The American Economic Review* 96 (3): 847–62. <https://www.jstor.org/stable/30034075>.

Attanasio, Orazio P., and Katja M. Kaufmann. 2014. "Education Choices and Returns to Schooling: Mothers' and Youths' Subjective Expectations and Their Role by Gender." *Journal of Development Economics* 109:203–16. <https://doi.org/10.1016/j.jdeveco.2014.04.003>.

Chicoine, Luke. 2021. "Free Primary Education, Fertility, and Women's Access to the Labor Market: Evidence from Ethiopia." *The World Bank Economic Review* 35 (2): 480–98. <https://doi.org/10.1093/wber/lhz042>.

Dia, Ibrahima, Henri Atangana Ondoa, and Idrissa Ouedraogo. 2023. "Does Economic Freedom Foster Education in Sub-Saharan Africa?" *Journal of International Development*. <https://doi.org/10.1002/jid.3848>.

Duflo, Esther, Pascaline Dupas, and Michael Kremer. 2015. "Education, HIV, and Early Fertility: Experimental Evidence from Kenya." *The American Economic Review* 105 (9): 2757–97. <https://doi.org/10.1257/aer.20121607>.

- Elsayed, Ahmed, and Alina Shirshikova. 2023. "The Women-Empowering Effect of Higher Education." *Journal of Development Economics* 163:103101. <https://doi.org/10.1016/j.jdeveco.2023.103101>.
- Giordono, Leanne, and Todd Pugatch. 2017. "Non-Tuition Costs, School Access and Student Performance: Evidence from the Gambia." *Journal of African Economies* 26 (2): 140–68. <https://doi.org/10.1093/jae/ejw033>.
- Glewwe, Paul, and Hanan G. Jacoby. 2004. "Economic Growth and the Demand for Education: Is There a Wealth Effect?" *Journal of Development Economics* 74 (1): 33–51. <https://doi.org/10.1016/j.jdeveco.2003.12.003>.
- Goczek, Łukasz, Ewa Witkowska, and Bartosz Witkowski. 2021. "How Does Education Quality Affect Economic Growth?" *Sustainability* 13 (11): 6437. <https://doi.org/10.3390/su13116437>.
- Jolliffe, Dean. 2004. "The Impact of Education in Rural Ghana: Examining Household Labor Allocation and Returns on and Off the Farm." *Journal of Development Economics* 73 (1): 287–314. <https://doi.org/10.1016/j.jdeveco.2003.02.002>.
- Keats, Anthony. 2018. "Women's Schooling, Fertility, and Child Health Outcomes: Evidence from Uganda's Free Primary Education Program." *Journal of Development Economics* 135:142–59. <https://doi.org/10.1016/j.jdeveco.2018.07.002>.
- Kemper, Johanna, and Ursula Renold. 2024. "Evaluating the Impact of General Versus Vocational Education on Labor Market Outcomes in Egypt by Means of a Regression Discontinuity Design." *Journal of Development Economics* 166:103172. <https://doi.org/10.1016/j.jdeveco.2023.103172>.
- McCrary, Justin, and Heather Royer. 2011. "The Effect of Female Education on Fertility and Infant Health: Evidence from School Entry Policies Using Exact Date of Birth." *The American economic review* 101 (1): 158–95. <https://doi.org/10.1257/aer.101.1.158>.
- Osili, Una Okonkwo, and Bridget Terry Long. 2008. "Does Female Schooling Reduce Fertility? Evidence from Nigeria." *Journal of Development Economics* 87 (1): 57–75. <https://doi.org/10.1016/j.jdeveco.2007.10.003>.
- Tchamyou, Vanessa Simen. 2020. "Education, Lifelong Learning, Inequality and Financial Access: Evidence from African Countries." *Contemporary Social Science* 15 (1): 7–25. <https://doi.org/10.1080/21582041.2018.1433314>.
- Uwaifo Oyelere, Ruth. 2010. "Africa's Education Enigma? The Nigerian Story." *Journal of Development Economics* 91 (1): 128–39. <https://doi.org/10.1016/j.jdeveco.2009.04.001>.
- Vreyer, P. de, N. Guilbert, and S. Mesple-Somps. 2015. "Impact of Natural Disasters on Education Outcomes: Evidence from the 1987-89 Locust Plague in Mali." *Journal of African Economies* 24 (1): 57–100. <https://doi.org/10.1093/jae/eju018>.