



UNIVERSITÄT
BAYREUTH

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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 enrolment and completion rates have significantly improved over the past 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%) is 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 analyse 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 analysing historical and contemporaneous experiences of global development, we will familiarize ourselves with several empirical identification strategies which help in identifying causal relationships – an essential component of (econometric) impact analysis and development economics at large.

¹ UNESCO. (2023, September 18). Global number of out-of-school children rises by 6 million. <https://www.unesco.org/en/articles/unesco-global-number-out-school-children-rises-6-million>

² UNESCO. (2023). Global Education Monitoring Report 2023: Technology in education: A tool on whose terms? 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 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.): “Electives”
- 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. 4,000 words for Master students and 3,000 words for Bachelor students) on a research article of choice (from provided list). This accounts for two thirds of the grade.
- 2) **Academic presentation:** Seminar participants are expected to deliver an academic presentation (30 minutes) on their chosen research article. This accounts for one third of the grade.
- 3) **Discussion:** Each presentation is followed by a 10-minute discussion. For this, each presenter is assigned a discussant who will initiate and lead a discussion following the presentation.
- 4) **Active participation:** In the discussions, active participation is expected of all attendees and contributes only positively (bonus) to the overall grade.

Seminar Organization

Lecturer: Annica Wattler (Doctoral Candidate & Research Assistant),
Chair of Economic Policy and Economic Development, annica.wattler@uni-bayreuth.de.

- 1) **Application:** To apply for the seminar (first-come-first-served basis), please **fill out the following form**, including your three prioritized research articles **by April 30:**

<https://forms.gle/bVpHurSPcyRZfKYw5>

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.

- 2) **Mandatory introductory lecture:** Scheduled for **May 7**. 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.
- 3) **Registration:** After the introductory lecture, participants can **register on Cmlife until May 25** 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).
- 4) **Presentations of papers:** The presentations are scheduled for **July 4 and 5**. Participants are required to submit their presentation as a **PDF file beforehand (latest by July 3)** titled:
SemDevEcon_SuSe2025_Presentation_*LastName_FirstName*.pdf.
- 5) **Submission of seminar papers:** The seminar paper must be submitted **until the end of the semester, i.e. 30.09.2025**, as a PDF file titled:
SemDevEcon_SuSe2025_SeminarPaper_ *LastName_FirstName*.pdf

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, A. (2021). The nexus between education and poverty reduction in Ghana from 2013 to 2017. *Cogent Social Sciences*, 7(1), Article 1986933.
<https://doi.org/10.1080/23311886.2021.1986933>
- Adu Boahen, E., & Yamauchi, C. (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), 227–248. <https://doi.org/10.1093/jae/ejx025>
- Ajayi, K. F., & Ross, P. H. (2020). The Effects of Education on Financial Outcomes: Evidence from Kenya. *Economic Development and Cultural Change*, 69(1), 253–289.
<https://doi.org/10.1086/702996>
- André, P., & Dupraz, Y. (2023). Education and polygamy: Evidence from Cameroon. *Journal of Development Economics*, 162, 103068. <https://doi.org/10.1016/j.jdeveco.2023.103068>
- Angrist, J., Bettinger, E., & Kremer, M. (2006). Long-Term Educational Consequences of Secondary School Vouchers: Evidence from Administrative Records in Colombia. *The American Economic Review*, 96(3), 847–862. <https://www.jstor.org/stable/30034075>
- Attanasio, O. P., & Kaufmann, K. M. (2014). Education choices and returns to schooling: Mothers' and youths' subjective expectations and their role by gender. *Journal of Development Economics*, 109, 203–216. <https://doi.org/10.1016/j.jdeveco.2014.04.003>
- Chicoine, L. (2021). Free Primary Education, Fertility, and Women's Access to the Labor Market: Evidence from Ethiopia. *The World Bank Economic Review*, 35(2), 480–498.
<https://doi.org/10.1093/wber/lhz042>
- De Vreyer, P., Guilbert, N., & Mesple-Soms, S. (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>
- Dia, I., Atangana Ondo, H., & Ouedraogo, I. (2023). Does economic freedom foster education in Sub-Saharan Africa? *Journal of International Development*, Article jid.3848. Advance online publication. <https://doi.org/10.1002/jid.3848>
- Duflo, E., Dupas, P., & Kremer, M. (2015). Education, HIV, and Early Fertility: Experimental Evidence from Kenya. *The American Economic Review*, 105(9), 2757–2797.
<https://doi.org/10.1257/aer.20121607>

- Elsayed, A., & Shirshikova, A. (2023). The women-empowering effect of higher education. *Journal of Development Economics*, 163, 103101. <https://doi.org/10.1016/j.jdeveco.2023.103101>
- Giordono, L., & Pugatch, T. (2017). Non-tuition Costs, School Access and Student Performance: Evidence from the Gambia. *Journal of African Economies*, 26(2), 140–168. <https://doi.org/10.1093/jae/ejw033>
- Glewwe, P., & Jacoby, H. G. (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, Ł., Witkowska, E., & Witkowski, B. (2021). How Does Education Quality Affect Economic Growth? *Sustainability*, 13(11), 6437. <https://doi.org/10.3390/su13116437>
- Jolliffe, D. (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, A. (2018). Women's schooling, fertility, and child health outcomes: Evidence from Uganda's free primary education program. *Journal of Development Economics*, 135, 142–159. <https://doi.org/10.1016/j.jdeveco.2018.07.002>
- Kemper, J., & Renold, U. (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, J., & Royer, H. (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), 158–195. <https://doi.org/10.1257/aer.101.1.158>
- Osili, U. O., & Long, B. T. (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, V. S. (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, R. (2010). Africa's education enigma? The Nigerian story. *Journal of Development Economics*, 91(1), 128–139. <https://doi.org/10.1016/j.jdeveco.2009.04.001>