

Name of course: Education and development

Academic year: 2022/2023

Course instructor: Erminia Florio, University of Rome Tor Vergata

Course description: While human capital is widely recognized as an important determinant of economic growth and a central dimension of human development, some developing countries have missed the target set by the Millennium Development Goal (MDG) of universal primary education. Therefore, their path to achieving inclusive and equitable quality education for all as set by the new Sustainable Development Goals 2030 seems rather steep. Recent research has shown that more emphasis needs to be placed on the quality of education rather than on inputs into schooling and has stressed the important role played by school management in the rise of efficient education systems. This course offers a theoretical, empirical, and analytical framework that will serve to identify obstacles to the expansion of quality education in advanced and developing countries, as well as possible solutions to improve the effectiveness of education policy. The course will also provide an overview of the instruments used for evaluating education policies.

Duration: 14 hours (2 ECTS) | **Exam:** written

Recommended readings. NB: all readings available for download by [following this link](#).

Class 1 – How to measure schooling and returns to schooling

Hanushek E. A. and L. Woessmann (2020), "Education, Knowledge Capital, and Economic Growth" in Steve Bradley and Colin Green (eds.), *Economics of Education, 2nd Edition*, pp. 171 – 182, London, Academic Press.

Roser M. and E. Ortiz-Ospina (2016) - "Global Education". Published online at OurWorldInData.org. Retrieved from: '<https://ourworldindata.org/global-education>' [Online Resource]

Rosenzweig M. R. 2010. "Microeconomic Approaches to Development: Schooling, Learning, and Growth." *Journal of Economic Perspectives*, 24 (3): 81-96.

Classes 2 and 3 – Barriers to schooling and barriers to learning

Angrist, N., Djankov, S., Goldberg, P.K. *et al.* Measuring human capital using global learning data. *Nature* **592**, 403–408 (2021). <https://doi.org/10.1038/s41586-021-03323-7>

Dillon, M. R., Kannan, H., Dean, J. T., Spelke, E. S., & Duflo, E. (2017). Cognitive science in the field: A preschool intervention durably enhances intuitive but not formal mathematics. *Science*, 357(6346), 47-55.

Jensen, R. (2010). The (perceived) returns to education and the demand for schooling. *The Quarterly Journal of Economics*, 125(2), 515-548

Miguel, E. and Kremer, M. (2004), Worms: Identifying Impacts on Education and Health in the Presence of Treatment Externalities. *Econometrica*, 72: 159-217. <https://doi.org/10.1111/j.1468-0262.2004.00481.x>

Rosenzweig, M. R., & Zhang, J. (2013). Economic growth, comparative advantage, and gender differences in schooling outcomes: Evidence from the birthweight differences of Chinese twins. *Journal of Development Economics*, 104, 245-260.

Class 4 – School quality

Pop-Eleches, C., & Urquiola, M. (2013). Going to a better school: Effects and behavioral responses. *American Economic Review*, 103(4), 1289-1324.

Lemos, R., Muralidharan, K., & Scur, D. (2021). *Personnel management and school productivity: Evidence from india* (No. w28336). National Bureau of Economic Research.

Classes 5 and 6 – Education policies to improve school quality

Duflo E., Dupas P., and Michael Kremer (2011), “Peer effects, teacher incentives, and the impact of tracking: evidence from a randomized evaluation in Kenya,” *American Economic Review* 101 (5), pp. 1739-1774.

Duflo, E., Hanna, R., & Ryan, S. P. (2012). Incentives work: Getting teachers to come to school. *American Economic Review*, 102(4), 1241-78.

Glewwe, P., & Muralidharan, K. (2016). Improving education outcomes in developing countries: Evidence, knowledge gaps, and policy implications. In *Handbook of the Economics of Education* (Vol. 5, pp. 653-743). Elsevier.

Muralidharan, K. (2017). Field experiments in education in developing countries. In *Handbook of economic field experiments* (Vol. 2, pp. 323-385). North-Holland.

Class 7 – School choice

Ajayi, K. F., Friedman, W. H., & Lucas, A. M. (2020). *When information is not enough: Evidence from a centralized school choice system* (No. w27887). National Bureau of Economic Research.

Muralidharan, K., & Sundararaman, V. (2015). The aggregate effect of school choice: Evidence from a two-stage experiment in India. *The Quarterly Journal of Economics*, 130(3), 1011-1066.