

# FANNY LANDAUD

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Birth: 12/29/1989 ◊ Citizenship: French

Norwegian School of Economics, Helleveien 30, 5045 Bergen, Norway

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## CURRENT POSITION AND AFFILIATIONS

Postdoctoral researcher, Department of Economics, Norwegian School of Economics, 2018-present.

IZA Research affiliate, 2019-present.

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## FIELDS OF INTEREST

Primary fields: Economics of Education, Labor Economics  
Secondary fields: Family Economics, Health Economics

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## EDUCATION

Ph.D. in Economics, <i>Paris School of Economics</i> Supervisor: Éric Maurin	2015 - 2018
M.Sc. in Economics, <i>Paris School of Economics</i> <i>Analysis and Policy in Economics</i>	2011 - 2014
B.Sc. in Economics and Econometrics, <i>Paris I Panthéon-Sorbonne University</i> École Normale Supérieure, Paris	2010 - 2011 2010 - 2015

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## REFERENCES

<b>Prof. Aline Bütikofer</b> Norwegian School of Economics Aline.Buetikofer@nhh.no	<b>Prof. Sandra E. Black</b> Columbia University sblack@columbia.edu	<b>Prof. Éric Maurin</b> Paris School of Economics eric.maurin@psemail.eu
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## JOB MARKET PAPER

**Getting Lucky: The Long-Term Consequences of Exam Luck**, with Éric Maurin, Barton Willage, and Alexander Willén, CESifo Working Paper No. 9570, 2022. [\[Link\]](#)

This paper studies the impact of exam luck on individuals' education and labor market success. We leverage unique features of the Norwegian education system that produce random variation in the content of the exams taken by students at the end of high school. Lucky students take exams in subjects they are better at, and we show that this generates significant improvements in both their high school GPA and diploma probability. Subsequently, exam luck generates substantial and persistent wage differentials across otherwise identical individuals. These luck-induced wage effects are of a similar magnitude as those generated by well-known education inputs, such as parental education and teacher quality.

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## PUBLICATIONS

**Competitive Schools and the Gender Gap in the Choice of Field of Study**, with Son-Thierry Ly and Éric Maurin, *Journal of Human Resources*, 55(1), 2020. [\[Link\]](#)

In most developed countries, students have to choose a major field of study during high school. This is an important decision as it largely determines subsequent educational and occupational choices. Using French data, this paper reveals that enrollment at a more selective high school, with higher-achieving peers, has no impact on boys, but a strong impact on girls' choices: they turn away from scientific fields and settle for less competitive ones. Our results are not consistent with two commonly-advanced explanations for gender differences in field of study, namely disparities in prior academic preparation and in sensitivity to rank in class.

**From Employment to Engagement? Stable Jobs, Temporary Jobs, and Cohabiting Relationships**, *Labour Economics*, 73: 102077, 2021. [\[Link\]](#)

Family formation has been substantially delayed in recent decades, and birth rates have fallen below the replacement rates in many OECD countries. Research suggests that these trends are tightly linked to recent changes in the labor market; however, little is known about the role played by increases in job insecurity. In this paper, I investigate whether the type of employment, stable or temporary, affects the timing of cohabitation and fertility. Using French data on the work and family history of large samples of young adults, I provide evidence that being permanently employed has a much stronger effect than being in temporary employment on the probability of entering a first cohabiting relationship as well as on the probability of having a first child. These findings suggest that increases in age at first cohabitation and at first child can partly be explained by the rise in unemployment and in the share of temporary jobs among young workers.

**Gender and Inheritances**, with Sandra E. Black, Paul J. Devereux and Kjell G. Salvanes, *AEA Papers and Proceedings*, forthcoming. [\[Link\]](#)

Using administrative data from Norway, we document that gifts and inheritances are a more important component of total income for women than for men. This is particularly the case at the very top of the distribution of total lifetime income and at the top of the net wealth distribution. We find that the gender difference in the ratio of gifts and inheritances to total income received over a 19-year period is not due to gender differences in the receipt of intergenerational transfers but is driven by gender differences in total income. We conclude by comparing gender differences in the distribution of total lifetime income to counterfactual measures where gifts and inheritances are equalized across all individuals and show that gifts and inheritances tend to reduce gender gaps across the distribution.

## WORKING PAPERS

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**School Selectivity, Peers, and Mental Health**, with Aline Bütikofer, Rita Ginja and Katrine V. Løken, IFS Working Paper W21/34, 2021 (revise and resubmit, *The Economic Journal*). [\[Link\]](#)

Although many students suffer from anxiety and depression, and often identify school pressure and concerns about their futures as the main reasons for their worries, little is known about the consequences of a selective school environment on students' mental health. Using a regression discontinuity analysis in the largest Norwegian cities, we show that eligibility to enroll in a more selective high school increases the probability of enrollment in higher education and decreases the probability of diagnosis or treatment of psychological problems. We provide suggestive evidence that changes in both teacher and peers' characteristics are likely drivers of these effects.

**Where Does Wealth Come From?** with Sandra E. Black, Paul J. Devereux and Kjell G. Salvanes, NBER Working Paper No 28239, 2020. [\[Link\]](#) [\[Latest version\]](#)

In this paper, we use comprehensive administrative data on the population of Norway to create a measure of lifetime resources, which generates several stylized facts. First, lifetime resources are highly correlated with net wealth, but net wealth is more unequally distributed. Second, labor income is the most important component of lifetime resources, except among the top 1% where capital income and capital gains on financial assets become important. Lastly, lifetime resources are a better predictor of child human capital outcomes than net wealth, suggesting that, in some cases, inequality in lifetime resources may be more relevant than inequality in wealth.

**The (Un)Importance of Inheritance**, with Sandra E. Black, Paul J. Devereux and Kjell G. Salvanes, NBER Working Paper No 29693, 2022. [\[Link\]](#)

Transfers from parents—either in the form of gifts or inheritances—have received much attention as a source of inequality. This paper uses a 19-year panel of administrative data for the population of Norway to examine the share of the Total Inflows available to an individual (defined as the capitalized sum of net labor income, government transfers, and gifts and inheritances received over the period) accounted for by capitalized gifts and

inheritances. Perhaps surprisingly, we find that gifts and inheritances represent a small share of Total Inflows; this is true across the distribution of Total Inflows, as well as at all levels of net wealth at a point in time. Gifts and inheritances are only an important source of income flows among those who have very wealthy parents. Additionally, gifts and inheritances have very little effect on the distribution of Total Inflows – when we do a counterfactual Total Inflows distribution with zero gifts and inheritances, it is not much different from the actual distribution. Our findings suggest that inheritance taxes may do little to mitigate the extreme wealth inequality in society.

**Aim High and Persevere! Competitive Pressure and Access Gaps in Top Science Graduate Programs**, with Éric Maurin, PSE Working paper No 2020 – 79. [\[Link\]](#)

In many modern societies, access to top science graduate programs is determined by standardized competitive exams. The ambition is to guarantee equal opportunities between candidates. However, female and low-income students are still largely under-represented in these programs. Relying on a unique database on French *Grandes Écoles* graduate programs, this paper highlights one of the structural mechanisms of this differential selection, namely the fact that competitive entrance exams generally requires lengthy preparation and that high-income male students have a greater propensity to repeat years of preparation and retake exams. Our data are consistent with a simple model in which high-income male students are more sensitive to small differences in prestige between programs and where the potential impact of year repetition on performance is very significant for most students.

**Tracking when Ranking Matters**, with Éric Maurin, IZA Discussion Paper No 15157, 2022. [\[Link\]](#)

This paper investigates the effect of grouping students by prior achievement into different classes (or schools) in settings where students are competing for admission to programs offering only a limited number of places. We first develop a model that identifies the conditions under which the practice of tracking students by prior achievement increases inequalities between students that do not initially have the same academic background, such as may exist between students with different social backgrounds. We then test our model using new data on the competitive entrance exams to elite scientific higher education programs in France. We find that 70% of the inequality in success in these exams between students from different social backgrounds can be explained by the practice of tracking students by prior achievement that prevails during the years of preparation for these exams.

## SELECTED WORK IN PROGRESS

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**Peer Perceptions and Students' Investments in Schoolwork**, with Ranveig Falch. [\[Pre-analysis Plan\]](#) [\[Preliminary draft\]](#)

Students' study time is a key input in their education production function; however, little is known about the determinants of this input. In this paper, we investigate whether students' study time is impacted by peers, and we focus on a novel channel for peer effects in study time, namely beliefs about peers' behavior. Based on a randomized controlled trial, we provide incentivized evidence that middle school students largely underestimate how much time their classmates spend on schoolwork, and re-calibrating students' beliefs with an information treatment increases study time. Building on the partial population design of our experiment, we further show that changes in the beliefs and behaviors of treated students have positive spillover effects on non-treated students within the same classroom, and we discuss likely mechanisms.

**(Breaking) intergenerational transmission of mental health**, with Aline Bütikofer, Rita Ginja and Krzysztof Karbownik. In preparation for the *Special Issue on Child Mental Health* of the *Journal of Human Resources*.

## TEACHING

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Lecturer in Applied Econometrics (“Causal Analysis”) First and second year Master students <i>Norwegian School of Economics</i>	Spring 2020, 2021, 2022
Lecturer in Applied Econometrics (“Econometric Techniques”) First and second year Master students <i>Norwegian School of Economics</i>	Spring and Fall 2019
Teaching Assistant in Introductory R/Econometrics Third year Bachelor students <i>Paris Sciences et Lettres University (CPES)</i> , Prof: Gabrielle Fack	Spring 2018
Teaching Assistant in International Trade First year Master students <i>Paris I Panthéon-Sorbonne University</i> , Prof: Constance Monnier-Schlumberger	Spring 2015

## SUPERVISIONS

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Master thesis of Julie Olsen and Tobias L. Torjusen “Friendship ties and information transmission in the classroom” <i>Norwegian School of Economics</i>	2021
Master thesis of André Torroni “Misperceived study efforts: Student schoolwork investment in Norway” <i>Norwegian School of Economics</i> , joint supervision with Ranveig Falch	2020
Master thesis of Francesco Cilla and Anders Halland “Childbirth, household labor division and gender equality” <i>Norwegian School of Economics</i> , joint supervision with Vincent Somville	2019

## CONFERENCES AND INVITED PRESENTATIONS

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2022	IFAU, THEMA - CY Cergy Paris Université, ASSA, ADRES
2021	NTNU, Texas A&M University, DIAL, IZA, EALE, CEPR, ESEM, IWAAEE, AFSE
2020	Paris School of Economics, Dauphine University, EEA, NBER SI, SOFI
2019	EALE, University of Bristol, DIAL, SOLE, University of Bergen
2018	ESEWM, Royal Holloway, AFSE
2016	EALE, ESEM, IWAAEE

## SERVICE

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Journal reviews:	Economica, Economics of Education Review, Health Economics, Journal of Human Resources, Journal of Labor Economics, Journal of Public Economics, Labour Economics, Oxford Economic Papers, Review of Economics of the Household, Revue Économique, Review of Economics and Statistics, Scandinavian Journal of Economics
Organization of scientific events:	Virtual Workshop on the Economics of Education (NHH), Friday lunch seminar (NHH), Applied Economics Lunch Seminar (PSE)
Committees:	Recruiting committee in behavioral economics, NHH

## GRANTS AND SCHOLARSHIPS

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2017-2018	CEPREMAP, <i>Research funds</i>
2015-2018	French Ministry for Research, <i>Full scholarship</i>
2010-2015	École Normale Supérieure, <i>Full scholarship</i>

## OTHER SCIENTIFIC ACTIVITES

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2015-2018      Research consulting, *Paris Sciences et Lettres University*, supervisor: Isabelle Catto  
Summer 2012    Research assistant, *LSE – CEPR*, supervisors: Thomas Breda and Steven Machin

## SKILLS

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Languages      French (native), English (fluent), Spanish (basic)  
IT                Stata, LaTeX, Qualtrics, R, MATLAB, oTree, Python