

Emilie Berkhout

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RESEARCH INTERESTS

Development Economics, Economics of Education, Causal Inference, Applied Microeconomics

EDUCATION

Ph.D. in Economics, University of Amsterdam 2017 – 2023 (expected)

- Supervised by Prof. Menno Pradhan and Prof. Hessel Oosterbeek
- 12 ECTS in MPhil courses (20% of full-time program), Tinbergen Institute

MSc in Economics, Vrije Universiteit Amsterdam (cum laude) 2014 – 2015

BSc in Economics and Business, University of Amsterdam 2011 – 2014

JOB MARKET PAPER

Who Benefits and Loses from Large Changes in Student Allocation?

Assessing Impacts of Lowering School Admissions Standards in Indonesia

(joint with Goldy Dharmawan, Amanda Beatty, Daniel Suryadarma and Menno Pradhan)

We assess heterogeneous learning impacts of a reform that improved access for low-achieving students to better-resourced junior secondary schools in Yogyakarta, Indonesia. Because seat capacity of these schools was fixed, many high-achieving students were excluded. We use cutoff values that follow from the allocation rules to identify students whose access changed and students whose access stayed the same. We find significant learning reductions for excluded students and moderate benefits to newly admitted students. There were negative peer effects for students remaining in preferred schools, but no positive peer effects for students remaining in the other schools. We explain this heterogeneity by instruction levels that were no longer tailored to the students' ability levels, and provide supportive survey results. On average, learning slightly decreased. Our findings suggest that overall learning improvements may be achieved by keeping a certain degree of ability grouping while increasing investments in schools that accommodate low-scoring students.

PUBLICATIONS

JOURNALS

“Schooling progress, learning reversal: Indonesia’s learning profiles between 2000 and 2014.” *International Journal of Educational Development*, 2022, vol. 85.

(joint with Amanda Beatty, Luhur Bima, Menno Pradhan and Daniel Suryadarma)

We examine the relationship between schooling completed and mathematics learning from 2000 to 2014 by developing learning profiles for Indonesia. Using nearly-nationally representative survey data, we find a large gap between students' ability and standards set by the national curriculum. Learning declined over 14 years, a loss of a fourth of a standard deviation. To put this loss in context, the average child in grade 7 in 2014 achieved the same numeracy mastery as the average child in grade 4 in 2000. The reduction in learning was widespread, affecting all subgroups. Junior and senior secondary enrollment increased over this timeframe, but this decline was not due to changes in student composition.

WORKING PAPERS

“From Cheating to Learning: An Evaluation of Fraud Prevention on National Exams in Indonesia”

RISE Working Paper Series 20/046, 2020.

(joint with Menno Pradhan, Rahmawati, Daniel Suryadarma and Arya Swarnata)

Cheating reduces the signal value of exam data and it might shift the focus of teachers and students away from learning. However, it is difficult to prevent cheating if it is widespread. We evaluate the impact of computer-based testing (CBT) on national exam scores in junior secondary schools in Indonesia, exploiting the phased roll-out of the program from 2015 to 2019. First, we find that test scores decline dramatically after the introduction of CBT with school-level means declining by 0.4 standard deviation. Schools with response patterns that indicate cheating experience an increased drop in their test scores. Second, scores rebound within two years after introducing CBT, suggesting that barriers to cheating provide incentives for learning. Third, we find evidence of spillover effects from CBT within districts. Cheating declines more in schools that have not yet switched to CBT if more schools located in the same districts make the switch, suggesting that CBT not only eliminates cheating but makes it less socially permissible.

OTHER CONTRIBUTIONS	<p>BLOG POSTS</p> <p>“How Computers Helped Indonesia Move From a Cheating Culture to a Learning Culture” <i>RISE Blog Series</i>, Sep 2020</p> <p>“How Indonesia Attempts to Address Inequity in Access to Quality Education: The Case of Junior Secondary Schools in Yogyakarta” (joint with Florischa Tresnatri) <i>RISE Blog Series</i>, Sep 2020</p> <p>“Why Low-Performing and Poor Students in Yogyakarta Do Not Go to High-Quality Junior Secondary Schools, Even if They Could” (joint with Florischa Tresnatri) <i>RISE Blog Series</i>, Sep 2020</p>
CONFERENCES AND WORKSHOPS	<p>2022: EALE (Padua), Workshop RISE Indonesia (Jakarta), invited participant NBER Economics of Education Meeting (virtual), Asian Economic Development Conference (virtual), RISE Annual Conference (Oxford, United Kingdom)</p> <p>2021: CIES Annual Conference (virtual), GRIPS seminar series (virtual), EUDN PhD Workshop (virtual)</p> <p>2020: EEA Congress (virtual)</p> <p>2019: RISE Annual Conference (Washington D.C., United States), SRCD Biennial Meeting (Baltimore, United States), IRSA International Conference (Banda Aceh, Indonesia)</p> <p>2018: RISE Annual Conference (Oxford, United Kingdom), SRCD Biennial Meeting (Austin, United States)</p>
RESEARCH EXPERIENCE	<p>Amsterdam Institute for Global Health and Development</p> <p>Junior Researcher 2014 – 2022</p> <ul style="list-style-type: none"> ▪ Research design, data collection and analysis for impact evaluations of interventions in early childhood development, food security and water and sanitation.
TEACHING EXPERIENCE	<p><i>Development Economics</i>, University of Amsterdam 2020 – 2022</p> <p>Teaching assistant to Prof. Menno Pradhan. Student evaluation: 7.4/10.</p>
ACTIVITIES	<p>Ph.D. Council of the Faculty of Economics and Business</p> <p>Member 2021 – 2022</p> <p>Ph.D. Seminar at the Faculty of Economics and Business</p> <p>Initiator and organizer. Also organized social activities for Ph.D. candidates. 2019 – 2022</p>
SKILLS	<p>Stata, R, \LaTeX.</p> <p>Dutch (native), English (fluent), French (basic), German (basic), Indonesian (basic).</p>
REFERENCES	<ul style="list-style-type: none"> ▪ Prof. Menno Pradhan Professor of Project and Program Evaluation for International Development University of Amsterdam and Vrije Universiteit Amsterdam Roetersstraat 11, 1001 NJ Amsterdam, Netherlands m.p.pradhan@uva.nl • +31 (0) 20-5254348 ▪ Prof. Hessel Oosterbeek Professor of Economics University of Amsterdam Roetersstraat 11, 1001 NJ Amsterdam, Netherlands h.oosterbeek@uva.nl • +31 (0) 20-5254242 ▪ Amanda Beatty, MPA Senior Researcher Mathematica/Youth Impact 955 Massachusetts Avenue, Cambridge, MA 02139, United States abeatty@mathematica-mpr.com • +1 (617) 674-8373

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