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Birth: 12/29/1989 ◊ Citizenship: French

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CURRENT POSITION AND AFFILIATIONS

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

IZA Research affiliate, 2019-present.

FIELDS OF INTEREST

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

EDUCATION

Ph.D. in Economics, *Paris School of Economics* 2015 - 2018
Supervisor: Éric Maurin

M.Sc. in Economics, *Paris School of Economics* 2011 - 2014
Analysis and Policy in Economics

B.Sc. in Economics and Econometrics, *Paris I Panthéon-Sorbonne University* 2010 - 2011
École Normale Supérieure, Paris 2010 - 2015

REFERENCES

Prof. Aline Bütikofer

Norwegian School of Economics
Aline.Buetikofer@nhh.no

Prof. Sandra E. Black

Columbia University
sblack@columbia.edu

Prof. Éric Maurin

Paris School of Economics
eric.maurin@psemail.eu

JOB MARKET PAPER

Getting Lucky: The Long-Term Consequences of Exam Luck, with Éric Maurin, Barton Willage, and Alexander Willén. [\[Link\]](#)

This paper studies the impact of exam luck on individuals' education and economic success. We leverage unique features of the Norwegian education system that produce random variations in the content of the exams taken by students at the end of high school. Lucky students are asked to take exams in the subjects they are most comfortable with, and we show that this generates very 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 differentials are of a similar magnitude as those generated by well-known education inputs, such as parental education or teacher quality. Exam luck impacts students' labor market outcomes mainly through increases in their GPA and ensuing improvements in their higher education outcomes; by contrast, luck-induced increases in diploma probability contribute to reducing time to high school graduation, but have little long-term consequences.

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, *American Economic Association, 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

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. [\[Link\]](#)

Much attention has been given to rising wealth inequality in recent decades. However, understanding inequality requires an understanding of how wealth relates to the potential wealth an individual could accumulate and where this wealth comes from. Using administrative data from Norway, we create measures of potential wealth that abstract from differential consumption and spending behavior. We then examine how these measures relate to

observed net wealth of individuals at a point in time and the role played by different sources of wealth in the distribution of potential wealth. We find that net wealth is a reasonable proxy for potential wealth, particularly in the tails of the distribution. Importantly, people in different parts of the potential wealth (or actual net wealth) distribution get their wealth from very different sources. Labor income is the most important determinant of wealth, except among the top 1%, where capital income and capital gains on financial assets become important. Inheritances and gifts are not an important determinant of wealth, even at the top of the wealth distribution. Finally, although inheritances are not important, parental wealth does influence child's wealth; children of wealthy parents accumulate wealth from very different sources than children of less wealthy parents.

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.

SELECTED WORK IN PROGRESS

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.

The (Un)Importance of Inheritance, with Sandra E. Black, Paul J. Devereux and Kjell G. Salvanes. [\[Link\]](#)

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 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.

Tracking Students by Prior Achievement and Exam Competition in Higher Education, with Éric Maurin, PSE Working paper No 2020 – 85 (*Working paper in French; new updated English version coming soon*).
[\[Link\]](#)

TEACHING

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

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

2022	ASSA
2021	NTNU, Texas A&M University, DIAL, IZA, EALE, CEPR, ESEM, IWAE, 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, IWAE

SERVICE

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 (behavioral economics, NHH)

GRANTS AND SCHOLARSHIPS

2017-2018 CEPREMAP, *Research funds*
2015-2018 French Ministry for Research, *Full scholarship*
2010-2015 École Normale Supérieure, *Full scholarship*

OTHER SCIENTIFIC ACTIVITIES

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

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