

# DIALOGUE

D I A L n e w s l e t t e r

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## Editorial

Coordinated by AFRISTAT and DIAL, a series of 1-2-3 surveys were carried out by the National Institutes of Statistics in seven West African capitals (Abidjan, Bamako, Cotonou, Dakar, Lome, Niamey and Ouagadougou) between 2001 and 2003. With these unusually extensive field surveys for a research centre in development economics, DIAL – as part of its strategic partnership with AFRISTAT – fulfilled its three vocations: first, to produce first-hand data where it is lacking, in a view to enlightening public policy; second, to assist in technical and scientific capacity-building for institutions in the south; and third, to develop high quality research on the major development issues.

In this issue, we present one of the studies based on these surveys, which analyses the impact of education on the labour market and on income in West Africa. Two major conclusions can be drawn from the study:

- Although education does not always guard against unemployment, there is no doubt that it enables people to obtain higher earnings on the labour market, particularly in the private and public formal sectors. Contrary to the claim that education is more profitable for the first years of schooling, the study shows that the marginal returns to education increase with the number of years of study, and that going from secondary to higher education results, in particular, in a very large rise in income.
- Even in the informal sector, educational capital - including at advanced levels - gives a substantial increase in earnings. Given that this sector has created over 80% of the urban jobs in this region in recent years, continuing to invest in higher education and to help the informal sector to absorb the most highly qualified workers may prove to be a worthwhile strategy in the medium term for the rapid expansion of a modern African economy.

During this first semester, DIAL researchers presented 11 papers at the CSAE (Oxford University) conference in March on different themes: Trade, Growth, Inequalities, Education, Migration, Poverty and Employment and Public-Private Investment. Finally, DIAL will be co-organising two conferences in the second semester: “*Institutions, développement économique et transition*” (Institutions, economic development and transition) at the 7<sup>th</sup> Scientific Forum held by the Economic Analysis and Development network of the *Agence Universitaire de la Francophonie*, on 7-8 September in Paris at the IRD headquarters; and “*La pauvreté rurale à Madagascar*” (Rural Poverty in Madagascar) in Antananarivo from 15-17 November 2006.



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## THE URBAN LABOUR MARKET AND THE INFORMAL SECTOR IN FRENCH-SPEAKING AFRICA: IS EDUCATION STILL PROFITABLE?

At a time when all development policies are focused on poverty reduction, it is a paradox that the research community has not taken the full measure of the role that could be played by improving the way urban labour markets work in Sub-Saharan Africa (SSA). This bias can partly be explained by the concentration of pockets of poverty in rural areas. And yet, in labour-abundant countries undergoing rapid urbanisation where, for the vast majority, the population - particularly the poor - earns its income from work, the creation of “decent work” in towns (to use the International Labour Organization’s terminology) is a major challenge for Africa’s future. However, there has been some progress in awareness of the issue at the highest political levels, as shown by the extraordinary Summit of the African Union on employment and the fight against poverty, held in September 2004 in Ouagadougou, or the latest economic report from the Economic Commission for Africa, which dealt precisely with this question (ECA, 2005).

In fact, the reason why deliberations on urban labour markets are so poor in SSA, as much in terms of policies as in the field of academic research, is that no long-term monitoring devices on the subject have been included in the national statistical information systems, contrary to other continents where labour force surveys are one of the pillars of household statistics. Aware of these shortcomings, DIAL, in partnership with AFRISTAT and the National Institutes of Statistics, coordinated and offered technical support on setting up *I-2-3 surveys*, on employment, the informal sector and poverty in the main agglomerations of seven West African countries, at the request of WAEMU Commission (West African Economic and Monetary Union). A total of nearly 100,000 people were surveyed between 2001 and 2003. Each of the phases of the survey was detailed in a widely-published national report, and comparative regional results were published by WAEMU (2004a and 2004b). A special issue of the review *Stateco* drew the lessons from the experience from a methodological standpoint (Brilleau, Ouedraogo and Roubaud, 2005). The survey was extended to two other countries in

2004-2005 (Cameroon and the DRC), this time with national cover, whereas the annual series started in 1995 in the Madagascan capital by INSTAT has been renewed to date.

At the same time, a number of more detailed studies were undertaken in preparation for a reference work on the analysis of urban labour markets in French-speaking Africa. Different themes, such as the determinants of regional migration or of child schooling have already been studied, whereas others (segmentation, discrimination, etc.) are in progress. Carrying out identical surveys (sample design, questionnaires) respecting the relevant international definitions (employment, unemployment, informal sector, etc.) offers a unique comparative view of the data. We have chosen to illustrate the relevance of this approach and the analytical interest of these surveys by presenting the results of our recent study on the role of formal education in access to the labour market and in the determination of incomes (Kuepie, Nordman and Roubaud, 2006).

Although the value of education is strongly reaffirmed as an intrinsic component of development and hence of the well-being of populations (through the Millennium Development Goals, the Education for All initiative, etc.), its economic efficiency, on the contrary, is more contested. However, the ability to increase the demand for education depends greatly on the families’ opinion on how profitable it is on the labour market, i.e. its ability to provide attractive jobs. The results in the past few years are ambiguous in this respect. The idea of a widening education-job gap is widespread. Unemployment of qualified workers, worsened by the lasting freeze in civil service recruitment and the lack of vitality in the formal private sector, massive unemployment and an education system unsuited to the needs of the informal sector, and more generally the deterioration in the quality of public education under pressure from drastic budget restrictions, are all factors that tend to undermine the value of investment in schooling. Education no longer seems to guard against poverty and social exclusion in Sub-Saharan Africa.

## Conceptual framework

In this context, we believed that it was of key importance to be able to reappraise the external efficiency of education in Africa. The traditional studies on the external efficiency<sup>1</sup> of education systems look at the impact of the education received by individuals once they have left schools and training establishments to continue their lives as adults within society. There are two types of impacts - economic in the narrowest sense and social in the wider perspective - and these can be interpreted either from the individual or the collective standpoint.

We have restricted this study to the economic dimension of the external efficiency of education. Analyses of the individual effects of education in the economic sphere have often studied the inter-individual earnings differentials, which were thought to result from wage compensations for workers' different levels of human capital endowment. In this way, the traditional human capital theory had important implications for poor countries because it gives an interpretation of the differences in income between individuals in the labour market. The Mincer earnings model (1974) came directly from the hypothesis established by the theory, whereby individuals are paid according to their marginal productivity. Consequently, it seemed clear that efforts made to invest in education were at the root of income distribution. The traditional theory effectively amounts to considering that inter-individual wage differentials are due to differences in education alone, since the market equalises individuals' income at equal levels of training. A strong implication in terms of economic policy, under this assumption, is that to reduce inequalities in income distribution in a given country, the first thing to do is to reduce inequalities in access to education.

Education policies can help reduce poverty by increasing the earned income of the most highly educated workers. In this context, it is

useful to know the returns to education for individuals with different living standards and in different countries. If returns to education are high for individuals from poor families, it is appropriate to fight poverty with policies aimed at favouring equal opportunities in access to schooling. However, numerous objections and criticisms have been made about the assumption that education - and hence productivity - are the only factors that determine differences in people's remunerations. The first models were built in the context of industrialised countries (mainly the United States), but many authors have demonstrated, particularly in African contexts, that the traditional theories postulating the levelling of income levels between individuals with identical levels of human capital endowments do not fit when markets are imperfect or segmented.

In most African countries, markets are not only imperfect but the nature of work contracts also interferes significantly in the relationship between human capital endowments and earnings. It is widely acknowledged that there are four types of labour markets in developing countries, namely rural, public, private formal and informal. These markets each have their specific characteristics, such as job seasonality and uncertainty about the level of demand, the nature of contracts and the structure of wages and earnings (Adams, 1991; Ray, 1998; Hess and Ross, 1997; Schultz, 2004).

However, many studies referring to the external efficiency of education in these countries (particularly on the questions of the match between training and employment or on the private returns to education) ignore the fact that the existence of different employment segments can have major implications as to the role of education in labour market integration. Vijverberg (1995) observes that some types of employment, such as self-employed work, cannot be linked to the individuals' credentials, or to a pay scale of any sort, meaning that education can only have a minor role in explaining individual earnings levels. Bennell (1996) notes that many studies on developing countries are based on data for employees in the formal sector and do not take into account income in rural and informal sectors where returns to education are probably very low. Glewwe (1996) also reveals that wage

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<sup>1</sup> In contrast, "analyses on the *internal* efficiency of education systems concern the school processes and the way the teaching establishments operate: generally speaking, they compare the schools' activities and organizational methods with the results obtained by pupils whilst they are still in the system, looking for the most cost-effective situations." (Mingat et Suchaut, 2000, p. 170).

structures in the private sector reflect the impact of education on the workers' productivity more than they do in the public sector.

The aim of our study is to analyse the effects of education on urban labour market participation and labour remuneration in seven West African countries. Thanks to the recent, comparable, first-hand data from household surveys in seven capitals in French-speaking Africa (Abidjan, Bamako, Cotonou, Dakar, Lome, Niamey and Ouagadougou), we can widen the scope and refine the indicators generally used to assess the efficiency of education for labour market integration in West Africa, using exactly the same method for each city. In particular, our aim is to re-estimate the determinants of earned income, especially the effect of education, whilst differentiating individuals according to the institutional sector to which they belong (public/formal private/informal private). Our household survey data enables us to correct for possible estimate biases relating to the endogeneity of participation in the paid labour market (sample selection bias), but also for those relating to individuals' choices of sector. Indeed, it is widely recognised that observable individual characteristics (such as human capital in general), but also their unobservable characteristics, influence both decisions to participate and the level of individual earnings.

### **Education: still a rare factor that does not really protect against unemployment...**

Across all generations, the accumulation of educational capital remains low in all seven cities: the average number of years of completed schooling is only about 5 years, and over half of persons of 15 years or over (55%) had either never been to school, or had been to school but had not completed the primary cycle. As the acquisition of reading and writing in adulthood is only considered permanent when people have completed at least the primary cycle, it can therefore be estimated that the percentage of people of 15 years or over able to benefit from education in the large towns in the WAEMU at the beginning of the 2000s is around 45%. Moreover, the level of

instruction of these "educated" people is extremely modest as nearly half of them did not go beyond the Secondary College (first four-year cycle of secondary education), and less than a quarter completed the second secondary cycle (total of seven years of secondary education), with the possibility of enrolment in higher education. The distribution of individuals of 15 years or more according to their level of instruction in each of the cities taken separately, is characterised by a wide-based pyramid with a very narrow summit, symptomatic of a high proportion of people (at least 44%) without a minimum of schooling – i.e. having at least completed primary school – and high drop-out rates within and between the cycles. However, the performance of the education systems over time is less negative. Despite more numerous age groups and an unfavourable economic context, the rate of schooling has increased constantly since the countries became independent. The Sahel countries are making up for their initial handicap, whereas in all the countries the gap between boys and girls is tending to decrease. However, it is possible that this quantitative democratisation is offset by deterioration in the quality of teaching. Another key element in the educational environment of the large towns of WAEMU is the small amount of technical teaching: it never exceeds 2% of the over 15s, with the notable exception of Bamako where it represents 6% of the population.

The scarcity of human capital does not always seem to be a guard against unemployment for those who do possess it. This is particularly true in Lome, where unemployment grows strictly in proportion to the level of education (from 8% for people without education to 23% for those with higher education). In the other capitals, the trend is less linear. In most cases, unemployment tends to grow first with the level of education, but then reduces after secondary school (complete secondary cycle) or higher education. This is the case in Cotonou, Dakar and Ouagadougou, where higher education cushions, to a certain extent, the scale of unemployment. The results of the multivariate analyses confirm that individuals without a minimum of schooling are less exposed to unemployment, probably indicating lower job aspirations.

### ... but favours access to the formal sector and provides better remuneration

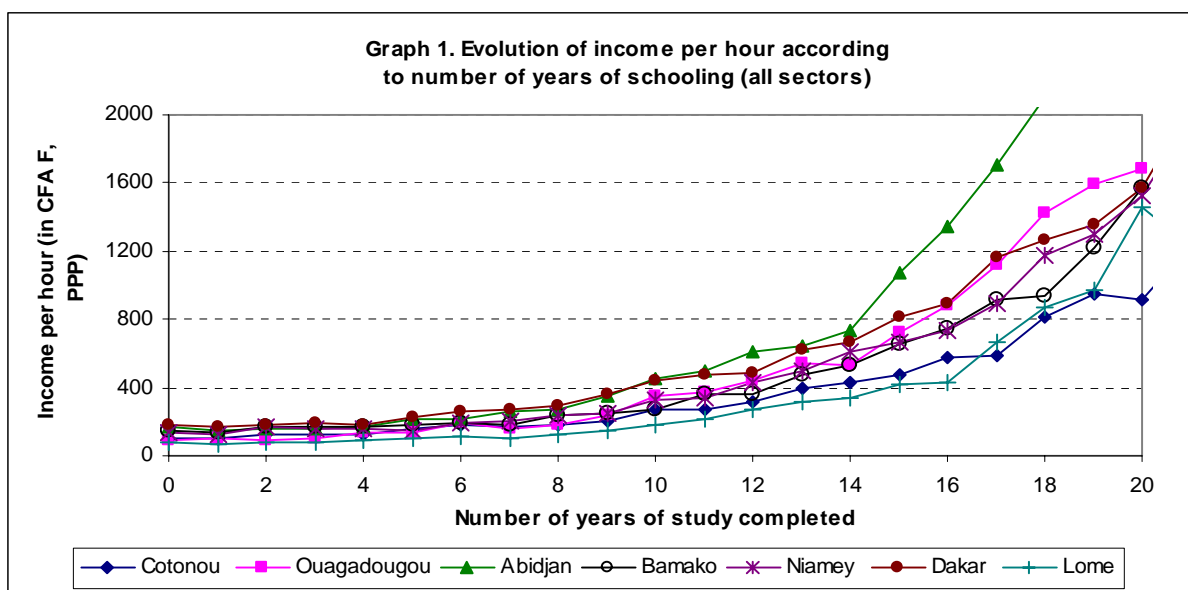
In all the capitals, nearly all employed people (91%) who did not start or complete the primary cycle work in the informal sector. Completing primary school reduces the share of the informal sector to 75% and completing the first secondary cycle reduces the share to 50%. Finally, for people who have had higher education, the informal sector only represents 19%. This configuration holds for all the capitals apart from a few fluctuations.

In all the agglomerations, the monthly income varies from 38,000 CFA francs (58 euros) for those lacking minimum basic knowledge (not up to standard or incomplete primary schooling) to 122,000 CFA francs (186 euros) for those who completed the second secondary cycle. Going on to higher education results in a very large increase: work remuneration nearly doubles, rising from 122,000 to 228,000 CFA francs, i.e. from 186 to 348 euros. This strong bonus from higher education exists in all sectors of activity and all the capitals, with the notable exception of the informal sector in Abidjan where higher education does not provide additional earnings.

### A growing private marginal return to education

Whichever city is considered, we find convex

returns to education according to the level of education reached. This means that education has a growing impact on remunerations in the labour market and therefore that the marginal return increases as human capital is accumulated (Graph 1). This result is robust to different types of specification and goes against the traditional model of human capital accumulation whereby the marginal return to education is assumed to be constant or even decreasing. This convexity has already been observed by Söderbom, Teal, Wambugu and Kahyarara (2004) on samples of employees in manufacturing firms in English-speaking Africa (Kenya and Tanzania) but never, to our knowledge, on representative samples of urban areas in Africa. This result is important, because the idea that primary education is an effective instrument to fight against poverty is based partly on the hypothesis of a concave earnings function, which states that education is more profitable for the first years of schooling. Recommendations for policies aimed at promoting primary education in sub-Saharan Africa were drawn up on the basis of this premise (Psacharopoulos and Patrinos, 2002). The fact that the marginal returns increase as human capital is accumulated is to a great extent attributable to the explosion of income observed from going from secondary to higher education.

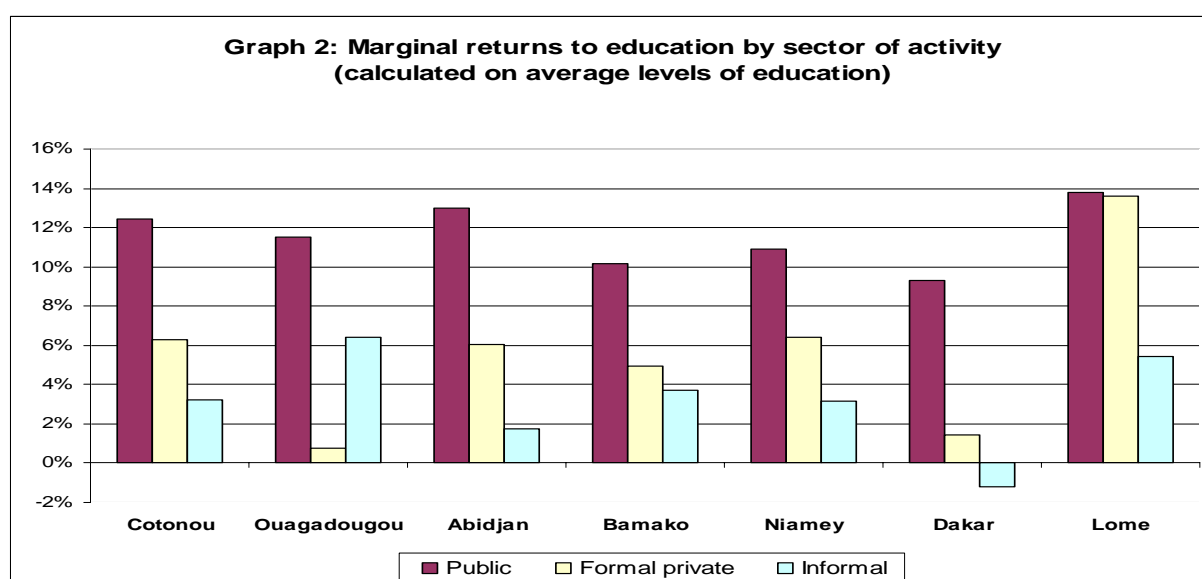


Source: 1-2-3 surveys, Phase 1 (Employment), 2001-2002, National Institutes of Statistics, AFRISTAT, DIAL; authors' calculations.

### High returns overall in the public sector, relatively low and highly dispersed in the formal and informal private sectors

The estimate of earnings functions by institutional sector shows that the public sector is by far the sector in which education is given the most value (Graph 2), with a marginal return (to average education) of between 9.3% (in Dakar) and 13.8% (in Lomé). This reflects, to a great extent, the salary scales for civil servants, which are determined according to diploma and length of service. The modern private sector comes next and finally, the

informal sector, with the exception of the capital of Burkina Faso where the informal sector seems to give more value to the benefits of schooling than the formal private sector. The fact that the earnings function is convex prompted us to make more detailed analyses, measuring the returns to different levels of instruction and not just to an average rate. To do so, we made an estimate of the marginal returns to holding a diploma, thus accounting for the quality of the school career and the potential filter effects that might be attached to obtaining a diploma (Arrow, 1973; Spence, 1973).



Source: 1-2-3 surveys, Phase 1 (Employment), 2001-2002, National Institutes of Statistics, AFRISTAT, DIAL; authors' calculations.

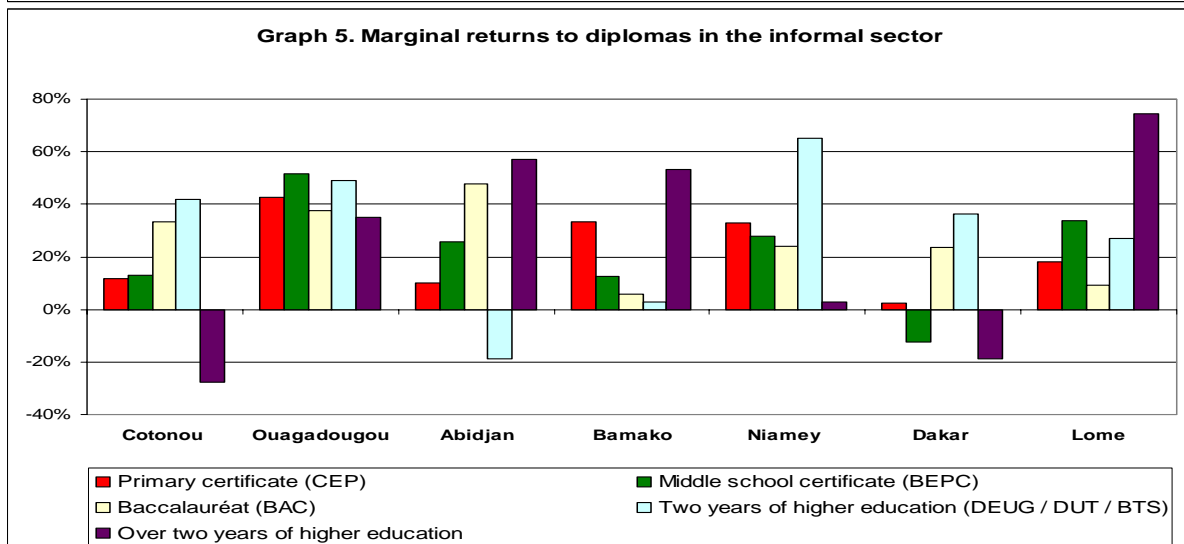
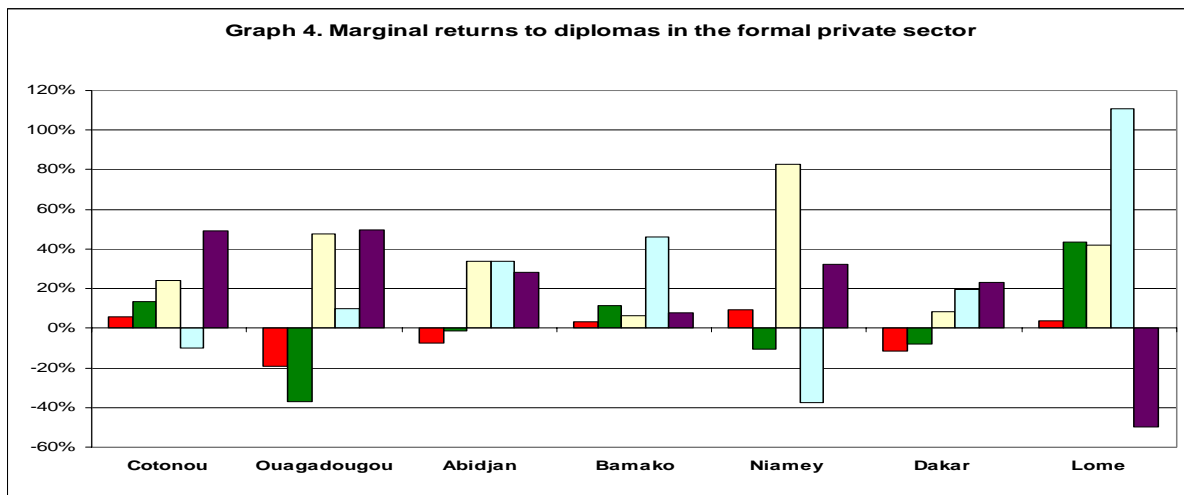
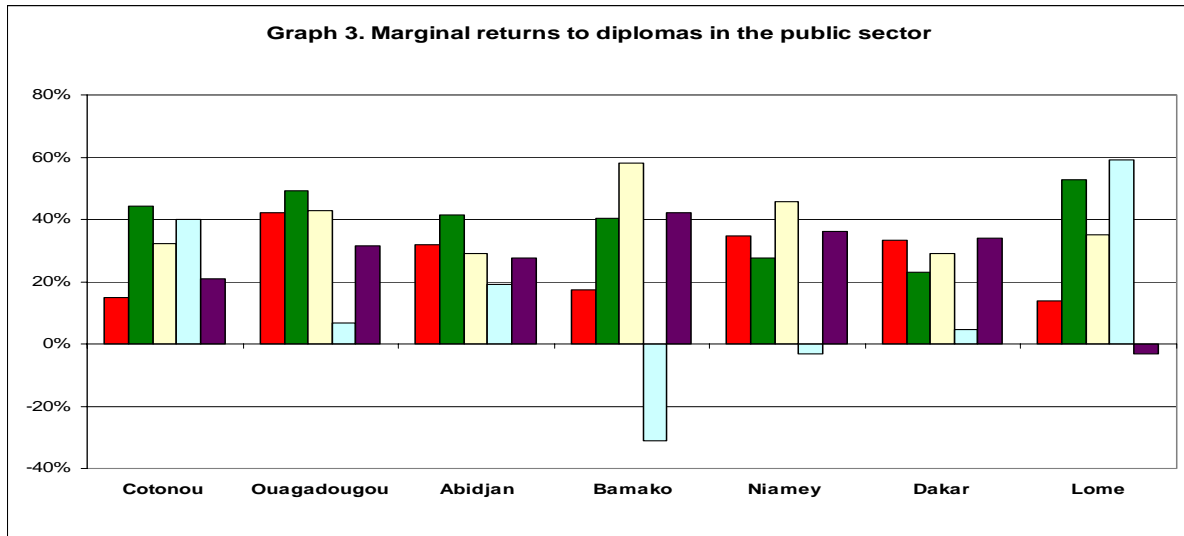
Interpretation: In Cotonou, for an individual with the average level of education, one additional year of education increases the remuneration by slightly less than 8% in all sectors, etc.

### A bonus for professional and technical education, including in the informal sector

The most striking result is that, depending on the capitals, a certain number of diplomas do not have positive intrinsic marginal returns. This situation either reflects the inadequacy of the training in question with respect to the labour market, or the fact that certain diplomas do not in fact target the labour market but are solely aimed at giving access to higher levels of education. Although the latter hypothesis can be put forward to explain the low marginal profitability of a few diplomas in the public sectors of the seven capitals (like the short higher education courses in Bamako, Ouagadougou, Niamey and Dakar, Graph 3), the fact that for a large number of diplomas

additional earnings are nil or negative in the formal private sector (Graph 4) suggests, as we stressed in the introduction, that many of the training schemes set up by the State do not correspond to the needs of the labour market in this sector.

None of the capitals escapes from this lack of connection between the level of training revealed by the diploma and the remuneration obtained on the formal private labour market. In the informal sector (Graph 5), the marginal earnings seem to be more coherent with the level of training acquired than in the formal private sector (but less than in the public sector). This result goes against the idea that the informal sector does not enhance the value of educational capital.



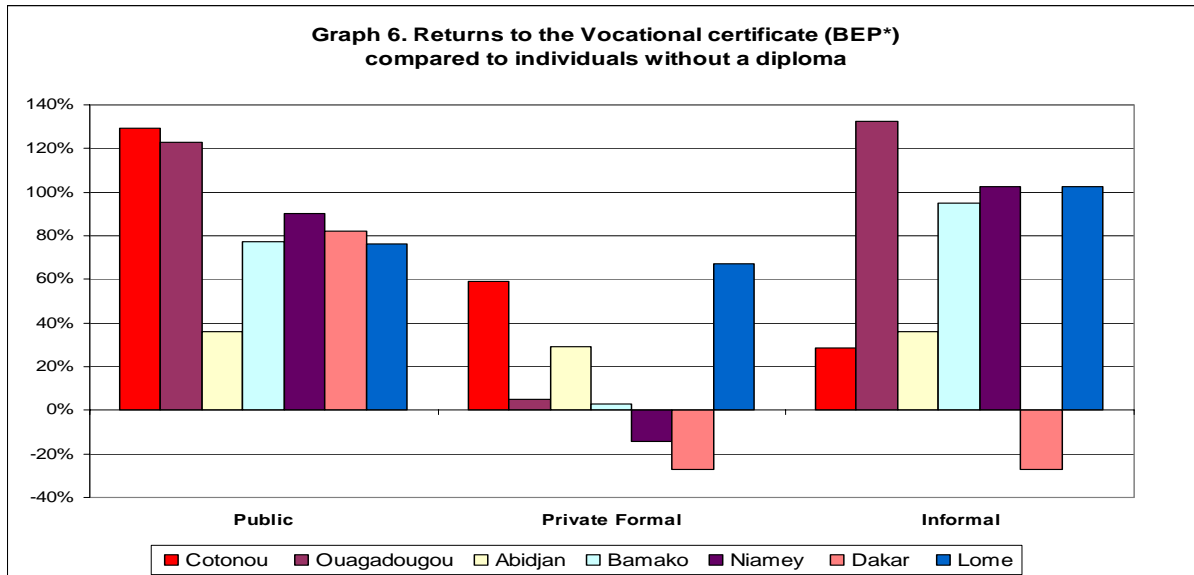
Source: 1-2-3 surveys, Phase 1 (Employment), 2001-2002, National Institutes of Statistics, AFRISTAT, DIAL; authors' calculations.

*Note 1* The marginal returns are obtained by subtracting from the coefficient of the diploma in question (diploma d) the value of the coefficient of the diploma immediately below it (diploma d-1). The returns to a CEP are calculated as the difference compared to the "no diploma" category, that of the BEPC compared to the CEP, that of the BAC compared to the BEPC, etc. These marginal returns thus measure the additional value of each diploma and not the value compared to "no diploma" since, allowing for exceptions, this can only be positive.

*Interpretation:* In Cotonou, in the public sector, the CEP increases remunerations by around 15% compared with having no diploma; the BEPC for over 40% compared with the CEP; the BAC by over 30% compared with the BEPC, etc.

Furthermore, the profitability of education in the informal sector is illustrated in a spectacular way by the income bonus received by individuals when they have a technical or

professional diploma (in particular the BTS, Graph 6), in a sector where the returns to technical training very often exceed those that the same diploma can procure in the formal private sector.



Source: 1-2-3 surveys, Phase 1 (Employment), 2001-2002, National Institutes of Statistics, AFRISTAT, DIAL; authors' calculations.  
\* Brevet d'Etudes Professionnelles,

Although it does not always guard against unemployment, there is no doubt that education increases earnings in urban labour markets in West Africa. Apart from this relatively predictable result, our analyses helped highlight the complexity of the mechanisms involved in enhancing the value of educational capital in the labour market.

Hence, whereas traditional theories assume constant or concave marginal returns, which ensure immediate, high profitability from the first years of schooling, the data from the 1-2-3 surveys helped bring to light convex returns to education in the major towns in West Africa. This result means that stimulating access to primary education is only effective in reducing poverty if the individuals concerned by this type of initiative can continue their studies in order to take full advantage of the high marginal returns related with long studies. However, this poses the delicate question of managing the flows of students leaving the general secondary and higher education cycles, which could certainly benefit from an in-depth study on the (too) general content of the programmes, in order to readapt them to the demands of the labour market.

The second contribution made by this study is to have shown that educational capital, even at high levels, provides a substantial growth in earnings in the informal sector in most of the cities studied. This result has strong political repercussions: in African towns, there is currently an explosion in the numbers of highly qualified young people who are unable to find jobs to fit their qualifications in the formal sectors. If their schooling helps them, in the informal sector, to be more productive (probably thanks to innovation and adaptability) than their counterparts who have little or no education, the investments made for their education are not in vain. Given that the informal sector has created over 80% of urban jobs in West Africa in recent years (Brilleau et al., 2005), concentrating public investments in employment in this sector with really attractive policies for the most qualified people could be, at least in the short term, a serious alternative to the lack of employment observed in the formal public and private sectors.

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## COMMUNICATIONS 1<sup>ST</sup> SEMESTER 2006

**AFD.** Conference-Debate «Le pétrole en Afrique». Communication by Blaise Leenhardt «*Fiscalité pétrolière au Sud du Sahara: la répartition des rentes*». (Paris, 22 May).

**AFD, DFID, GTZ and World Bank.** Workshop «Opérationnaliser la Croissance Pro-Pauvres (OCP) en Afrique de l'Ouest : Promouvoir la croissance et la réduction de la pauvreté à travers une approche régionale». Communication by Isabel Günther, MohamedAli Marouani and Marc Raffinot «*La croissance pro-pauvres au Mali*». (Bamako, Mali, 11-13 May).

**Centre for the Study of African Economies (CSAE).** Reducing Poverty and Inequality: How can Africa be Included? and Global Poverty Research Group (GPRG). Conference on Equity, Opportunity and Identity. (Oxford, United Kingdom, 19-21 March). Communications by :

- Thomas Bossuroy, Denis Cogneau, Philippe De Vreyer, Charlotte Guénard, Philippe Leite, Sandrine Mesplé Soms and Constance Torelli «*Inequalities and Equity in Africa (Côte d'Ivoire, Ghana, Guinea, Madagascar, Uganda)*»;
- Lisa Chauvet and Patrick Guillaumont «*Aid Volatility and Growth with Special Reference to Africa*»;
- Lisa Chauvet, Sandrine Mesplé-Soms «*FDI and Aid in Africa: Can FDI Substitute for Foreign Aid?*»;
- Denis Cogneau, Charlotte Guenard, Sandrine Mesple-Soms, Gilles Spielvogel and Constance Torelli «*Development at the Border - A study of National Idiosyncrasies in Post-Colonial West-Africa*»;
- Marie-Hélène Durand «*Out of School Children in Seven West African Cities: A Within Household, between Households and Neighbourhoods Effects Comparison*»;
- Flore Gubert and Anne-Sophie Robillard «*Risk and Household Schooling Decisions in Rural Madagascar*»;
- Flore Gubert and Philippe De Vreyer «*Migration, Self-selection and Return to Education in the WAEMU*»;
- Javier Herrera, Mireille Razafindrakoto and François Roubaud «*Determinants of Subjective Well-being: the Role of Reference Groups, Capacity to Aspire. A Comparative Analysis using Panel Data for Madagascar and Peru*»;

- Elise Huillery «*Colonial Institutions, Inequality and Development of Former French West African Colonies*»;

- Christophe Nordman, Mathias Kuepie and François Roubaud «*Education and Labour Market Outcomes in Sub-Saharan West Africa*»;

- Christophe Nordman and François Roubaud «*Reassessing the Gender Wage Gap: Does Labour Force Attachment Really Matter? Evidence from Matched Labour Force and Biographical Surveys in Madagascar*».

**Centro de Estudios Andaluces, University Pablo de Olavide and University of Seville.** Spring Meeting of Young Economists (SMYE). Communication by Thomas Bossuroy and Victor Hiller «*Trends and Structures of Social Mobility in African Countries*». (Seville, Spain, 27 May).

**CEPREMAP – GERME -IRIS – CEPN/CNRS – ADIS – MATISSE.** ARC2 seminar. Presentation of the book «*Les Nouvelles Migrations*» directed by El Mouhoub Mouhoud. Communication by Denis Cogneau and Flore Gubert «*Les migrations favorisent-elles l'insertion des pays du Sud dans la mondialisation?*». (Paris, 9 January).

**EHESS.** Espace Tiers seminar. Translocalité et circulations migratoires à partir de l'Afrique de l'Ouest. Communication by Flore Gubert «*Cohérences ou contradictions des politiques migratoires et de développement: évaluation et effets des remises à Kayes (Mali)*». (Paris, 17 May).

**German Marshall Fund.** Workshop on Migration and Development. Communication by Flore Gubert «*The Migration-Development Nexus. Relevant Aspects for Mali*». (Washington, United States, 24 May).

**Global Development Network (GDN).** Seventh annual global development conference «*Institutions and Development: At the Nexus of Global Change*». Communication by Javier Herrera «*Moving Out of Poverty: Stylized Facts from Recent Research*». (St Petersburg, Russia, 20-23 January).

**IHEM- Paris 1 University.** 6th Forum of Bamako «*Quelle Afrique en 2025?*». Health and Demographics session. Communication by Philippe Bocquier «*Démographie et pauvreté*». (Bamako, Mali, 16-17 February).

**IREDU.** International conference «*Économie de l'Éducation: Principaux Apports et Perspectives*». Communication by Christophe Nordman, Mathias Kuepie and François

Roubaud «*Education and Labour Market Outcomes in Sub-Saharan West Africa*». (Dijon, 20-23 June).

**ISSM (CNR), CNR Working Group on «International Economics and Development», CEIS (University of Rome «Tor Vergata»), DISES (University of Salerno).** International conference «Bridging the Gap: the Role of Trade and FDI in the Mediterranean». Communication by Mohamed Ali Marouani «*The MFA Phase Out and Unemployment in Tunisia*». (Naples, Italy, 8-9 June).

**IUSSP. United Nations Population Division and Columbia University.** Seminar Rethinking the Estimation and Projection of Urban and City Populations. Communication by Philippe Bocquier «*New Forecasting Methods - What Principles Should Guide US*». (New York, United States, 9-10 January).

**IZA / World Bank.** Conference on Employment and Development. Communication by Christophe Nordman and François-Charles Wolff «*Is There a Glass Ceiling in Morocco? Evidence from Matched Worker Firm Data*». (Berlin, Germany, 25-27 May).

**Lebanese American University. The 8<sup>th</sup> International Conference on the Economics and Finance of the Middle East and North Africa.** Communication by Mohamed Ali Marouani «*The MFA Phase Out and Unemployment in Tunisia*». (Byblos, Lebanon, 22-24 May).

**OECD-DAC. 6th Meeting of the Fragile States Group (FSG).** Communication by Lisa Chauvet and Paul Collier «*Helping Fragile States: What Interventions Promote Change, and What Improves the Chances of Project Success?*». (Paris, 15 June).

**WTO and Cairo University.** Regional workshop on WTO matters. Session «Development aspects of Regional Trade Integration». Communication by Mohamed Ali Marouani «*Regional Trade Agreements in the MENA Region: The Case of Tunisia*». (Cairo, Egypt, 30 May-1st June).

**UNPD.** «International follow-up conference of new or restored democracies». Communication by Javier Herrera and François Roubaud «*Governance, Democracy and Poverty Reduction: Lessons Drawn from Household Surveys in Sub-Saharan Africa and Latin America* ». (Ulaanbaatar, Mongolia, 1-2 June 2006).

**Royal Economic Society.** Annual Conference 2006. Communication by Christophe Nordman and Rosa Fernández «*Are there Pecuniary Compensations for Working Conditions in the*

*UK?*». (Nottingham, United Kingdom, 18-20 April).

**The Kiel Institute for the World Economy. 1st PEGNet Workshop.** Communication by Denis Cogneau and Anne-Sophie Robilliard «*Simulating Targeted Policies with Macro Impacts: Poverty Alleviation Policies in Madagascar*». (Kiel, Germany, 28 April).

**Université d'Auvergne.** CERDI seminar on development economics. Communication by Lisa Chauvet and Paul Collier «*Policy Turnarounds in Failing States*». (Clermont-Ferrand, 2 February).

**Université de Nantes.** Communication by Philippe De Vreyer, Flore Gubert and François Roubaud «*Migration, Self-Selection and Returns to Education in the WAEMU*». (Nantes, 17 May).

**Université de Nantes. 23rd Applied Microeconomics Forum.** (Nantes, 1-2 June). Communications by:

- Flore Gubert and Anne-Sophie Robilliard «*Risk and Household Schooling Decisions in Rural Madagascar*»;

- Charlotte Guénard and Sandrine Mesplé-Soms «*Measuring Inequalities: Do the Surveys Give a Real Picture? Study of Two Surveys in Cote d'Ivoire and Madagascar*»;

- Christophe Nordman and François-Charles Wolff «*Is There a Glass Ceiling in Morocco? Evidence from Matched Worker Firm Data*».

**Université de Paris 1.** Seminar on Transition and Development. Communication by Lisa Chauvet and Paul Collier «*Helping Hand? Aid to Failing States*». (Paris, 23 May).

**Université de Paris 1.** Communication by Philippe De Vreyer, Flore Gubert and François Roubaud «*Migration, Self-Selection and Returns to Education in the WAEMU*». (Paris, 24 April).

**UNU-WIDER.** Conference on Aid. Communication by Lisa Chauvet and Paul Collier «*Helping Hand? Aid to Failing States*». (Helsinki, Finland, 15-17 June).

**World Bank. ABCDE Conference.** Communication by Sylvain Chabe-Ferret, Julien Gourdon, Mohamed Ali Marouani and Tancrede Voituriez «*Trade-Induced Change in Economic Inequalities: Assessment Issues and Policy Implications for Developing Countries*». (Tokyo, Japan, 29-30 May).

**Working papers released from January to July 2006**

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