

# Report on Bachelor / Master Thesis

Institute of Economic Studies, Faculty of Social Sciences, Charles University

<b>Student:</b>	<b>Le Duc Anh</b>
<b>Advisor:</b>	<b>Doc. Julie Chytilová, Ph.D.</b>
<b>Title of the thesis:</b>	<b>The relationship between education and labor force structure in African countries: gender comparison</b>

**OVERALL ASSESSMENT** (provided in English, Czech, or Slovak):

## Short summary

The bachelor thesis of Le Duc Anh focuses on the relationship between education and the form of employment (formal employment vs. subsistence farming vs. unemployed) in African countries. Specifically, the main research question is whether there are differences in this relationship across gender. This is an interesting and important topic. It has been explored by previous studies, most of which find higher returns to education for women as compared to men. Le Duc Anh contributes to this stream of literature by running the analysis using the most recent data available from household surveys and by applying the same regression specification for three selected African countries – in contrast to most of the previous studies, which tend to use slightly different approach and typically focus on a single country. In line with the results of previous studies, the results document that education improves one's position on the labor market, since it is associated with higher likelihood of being employed in formal sector and with lower likelihood of relying on subsistence farming as the main source of living. Regarding gender differences, the results from all three countries indicate that returns to education are the same or larger for men as compared to women.

## Contribution

The main contribution of the author to the existing literature on the topic of gender differences in returns to education (in terms of position on the labor market) is twofold. First, Le Duc Anh applies unified methodology to study a set of countries (instead of a single country as was done by most previous studies), and second, he uses more recent data. In my view, this is a sufficient and useful contribution for a bachelor thesis.

## Methods

The author uses appropriate methods to analyze the data, which are clearly described in the analysis. I appreciate that the author uses several econometric methods to test the robustness of the results. When doing so, he followed the approach established by previous studies which focus on the same/similar topic. Another aspect I would like to appreciate is careful interpretation of the results and including a discussion about the limitations of the analysis (which are inherent in this type of studies), e.g. the issue of causality.

## Literature

It is obvious that the author has a sound knowledge of the relevant literature. The thesis provides a nice and useful overview of the literature on returns to education and gender differences. The literature review is clearly structured and includes both the classic as well as recent contributions to the relevant literature.

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## Manuscript form

The thesis reads well and is written in good English. The text is well-structured and the tables clearly organized.

## Overall evaluation and suggested questions for the discussion during the defense

To sum up, I believe the thesis fulfills the requirements for a bachelor thesis at IES, Faculty of Social Sciences, Charles University. I recommend the thesis for the defense and suggest grade B.

The results of the Urkund analysis do not indicate significant text similarity with other available sources.

Suggested question for the discussion during the defense:

- In the thesis, you explain that you selected the three countries of interest (Ethiopia, Nigeria and Sierra Leone) because they are at different stages of economic development as documented by indicators such as GDP. Before you ran the analysis, did you expect to observe different results for these three countries? If yes, where would you expect to observe greater returns to education and where would you expect to observe greater gender differences? Why?

## **SUMMARY OF POINTS AWARDED** (for details, see below):

<b>CATEGORY</b>	<b>POINTS</b>
<i>Contribution</i> (max. 30 points)	20
<i>Methods</i> (max. 30 points)	30
<i>Literature</i> (max. 20 points)	20
<i>Manuscript Form</i> (max. 20 points)	20
<b>TOTAL POINTS</b> (max. 100 points)	<b>90</b>
<b>GRADE</b> (A – B – C – D – E – F)	<b>B</b>

**NAME OF THE REFEREE:** Julie Chytilová

**DATE OF EVALUATION:** August 26, 2021

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**Referee Signature**

**EXPLANATION OF CATEGORIES AND SCALE:**

**CONTRIBUTION:** *The author presents original ideas on the topic demonstrating critical thinking and ability to draw conclusions based on the knowledge of relevant theory and empirics. There is a distinct value added of the thesis.*

**METHODS:** *The tools used are relevant to the research question being investigated, and adequate to the author's level of studies. The thesis topic is comprehensively analyzed.*

**LITERATURE REVIEW:** *The thesis demonstrates author's full understanding and command of recent literature. The author quotes relevant literature in a proper way.*

**MANUSCRIPT FORM:** *The thesis is well structured. The student uses appropriate language and style, including academic format for graphs and tables. The text effectively refers to graphs and tables and disposes with a complete bibliography.*

**Overall grading:**

TOTAL	GRADE
91 – 100	A
81 - 90	B
71 - 80	C
61 – 70	D
51 – 60	E
0 – 50	F