

Abstracts

Clément de Chaisemartin (Sciences Po)

The long-run effects of a boarding school for disadvantaged students

In 2008-2009, students were randomly allocated to a boarding school for disadvantaged students, or a control group. Using exhaustive administrative data, we follow them into high school graduation and tertiary education. The effects on high school graduation are very high, higher than what short term impacts on cognitive skill would have predicted. Further, long term effects are concentrated on those students that do not only speak French at home, a proxy for immigrant background. In the control group those students are stronger academically, more ambitious, but have a less successful path into higher education. The benefit of the boarding school is stronger for them, and they catch up with French background students, especially as they access the most elitist branches of the system.

Yann Algan (HEC, Paris)

The Impact of childhood social skills and self-control training on economic and noneconomic outcomes: Evidence from a randomized experiment using administrative data

A childhood intervention to improve the social skills and self-control of at-risk kindergarten boys in the 1980s had positive impacts over the life course: higher trust and self-control as adolescents; increased social group membership, education, and reduced criminality as young adults; and increased marriage and employment as adults. Using administrative data, we find this intervention increased average yearly employment income by about 20 percent and decreased average yearly social transfers by almost 40 percent. We estimate that \$1 invested in this program around age 8 yields about \$11 in benefits by age 39, with an internal rate of return of around 17 percent.