

Adrien Dautheville

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Department of Economics

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Academic career

2024 - 2025	Visiting PhD Scholar	University of California, Berkeley
	Hosted by:	Jonathan Weigel
2021 -	PhD Economics	Norwegian School of Economics
	Supervisors:	Vincent Somville and Nadja Dwenger
2020	MSc Public Policy and Development	Paris School of Economics
2018	MSc Economics	University Paris-Saclay
2016	BSc Economics and Management	Université Paris 1 Panthéon-Sorbonne
2016 - 2021	Economics and Management	Ecole Normale Supérieure de Paris-Saclay

Teaching

2024 Spring	Teaching Assistant in Econometrics
2023 Fall	Teaching Assistant in Optimisation and Microeconomic Theory
2023 Spring	Teaching Assistant in Microeconomic Theory with Applications
2022 Fall	Teaching Assistant in Optimisation and Microeconomic Theory
2021 Spring	Teaching Assistant in Resource Economics

Other Work Experience

2021 - 2022	Predoc Fellow at the Norwegian School of Economics
2019	Researcher assistant at the Paris School of Economics

Research Papers

“Job-Seeking Entrepreneurs”

Abstract: Salaried workers and entrepreneurs are typically treated as distinct agents in economic models. Yet, in many low-income settings, workers frequently transition between salaried- and self-employment. In a stylized job-search model augmented with business investment and business income, I show that workers can face a tradeoff between business investment and job search efforts. Furthermore, I show how misperceptions about the salaried job market can lead them to make sub-optimal decisions regarding this tradeoff. Collecting first-hand data from micro-entrepreneurs in Tanzania, I find systematic overestimation of the likelihood to transition from entrepreneurship to salaried employment, and underestimation of the business survival rates. Micro-entrepreneurs in active job search invest less time and capital in their businesses and generate lower profits, suggesting that job search efforts crowd out business investment. Moreover, job search generates significant direct and indirect costs, estimated respectively at 13% and 30% of monthly profits. Using a randomized control trial, I test for the responsiveness of beliefs and behaviors to information about the *actual* transition rates from entrepreneurship to salaried

work. Treated respondents revised downward their perceived returns to job search and became more willing to accept a hypothetical salaried job offering their current earnings level. However, the treatment did not significantly impact medium-term beliefs, nor investments in job-search or business.

“Shaping Futures: Empowering students in the transition from secondary school” (joint with Ingvild Almås, Bet Caeyers, Vivian Kazi, Sonya Krutikova, and Vincent Somville)

Abstract: The transition from school to the labor market presents significant challenges. This is particularly the case in low- and middle-income countries where the youth population attending primary and secondary school is expanding rapidly and over-optimism combined with limited information can lead to suboptimal decision-making regarding further education and other career preparation choices. We design and test through a cluster-randomized controlled trial a scalable low-cost intervention designed to help secondary school students in Tanzania develop hopeful yet realistic career pathways. This is done through a structured, edutainment podcast series and teacher-led classroom discussions. We show that treated students perform better academically, with a significant increase in national exam success and a higher likelihood of selection into further education. Additionally, self-employment rates and income levels increase. These outcomes are plausibly driven by enhanced hope —characterized by improved agency and pathway clarity—, by an increase in the likelihood of being active (thus gaining work experience) shortly after taking the exam, and by a reduction in stress. Our findings highlight the potential of structured guidance through edutainment in improving the transition from secondary school.

“Overconfidence Among Secondary School Students: Experimental Evidence from Tanzania” (joint with Ingvild Almås, Bet Caeyers, Sonya Krutikova, and Vincent Somville)

Abstract: This paper studies overconfidence among secondary school students in Tanzania and its implications for educational decision-making. We document large overconfidence in exam results, but relatively accurate perceptions of the income return from different levels of education or occupations. To illustrate the problem at hand, we develop a simple theoretical framework that translates insights from the psychology literature on overconfidence into an economic model of effort and contingency planning under uncertainty. The model demonstrates how overconfidence can distort optimal investment in academic effort and alternative planning. To test empirically the insights we develop in the model, we also implement a randomized information intervention among Form IV students, providing school-specific pass rate information for the Certificate of Secondary Education Examination (CSEE). The CSEE is a very high-stakes exam, whose results, together with students’ choices on the formal application form, determine students’ future educational track. The treatment has no significant impact on expectations about exam performance, educational attainment, or labor market outcomes - suggesting a resistance to belief updating. At the same time, treated students are significantly more likely to apply for vocational or professional education programs and discuss alternative pathways with their peers, despite no change in their stated beliefs as captured immediately after the treatment.

Conference and Seminar Presentations

2025	IRLE (Institute of Research in Labor Economics) Seminar in Berkeley, Bogota Experimental Economics Conference (BEEC), Irish Economic Association Conference, Symposium on Economic Experiments in Developing Countries (SEEDEC), International Conference in Development Economics (ICDE), Advances with Field Experiments Conference (AFE)
2024	Development Lunch Seminar at Berkeley University of California, Business and Public Policy Lab Seminar at the Haas school of Business Berkeley, Emerging Research Seminar at NHH, ESSEX PhD Conference in Applied Microeconomics, NHH-UiB PhD Workshop, SEEDEC (Symposium on Economic Experiments in Developing Countries), FAIR Development Workshop, FAIR SAB Workshop
2023	Bergen Development Workshop, TaxCapDev Conference in Zanzibar, Emerging Research Seminar at NHH

Major grants and scholarships

2024	Grant for a research stay abroad from the Research Council of Norway (\$21,250)
2023	Full research grant from IGC (International Growth Center) (£22,450)
2022	Erasmus Mundus visiting grant – Barcelona Summer School of Economics (€1,746)

Relevant Skills

Language	French (native), English (fluent), Spanish (fluent), Norwegian (intermediary - A2/B1)
Programming	Stata (very good), L ^A T _E X(very good), Kobo Toolboc/ODK (very good), Python (basic), R (basic), Microsoft Office (good)

References

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