

## BETUL TURKUM

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### EDUCATION

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| <b>London School of Economics, London, United Kingdom</b><br>Visiting PhD Student<br>Supervisor: Stephen Machin              | 2022-Present |
| <b>European University Institute, Florence, Italy</b><br>PhD Candidate in Economics<br>Supervisors: Sule Alan, Andrea Ichino | 2019-Present |
| <b>European University Institute, Florence, Italy</b><br>MRes in Economics   | 2019-2020    |
| <b>Bogazici University, Istanbul, Turkey</b><br>M.A in Economics (High Honor)<br>Supervisor: Murat Kirdar                    | 2016-2018    |
| <b>Bogazici University, Istanbul, Turkey</b><br>B.A in Economics (Honor)   | 2011-2016    |

### RESEARCH INTEREST

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Economics of Education, Migration, and Crime, Labor and Development Economics

### PUBLICATIONS

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**The effect of 3.6 million refugees on crime, with Murat Kirdar and Ivan López Cruz, *Journal of Economic Behavior & Organization* 194 (2022): 568-582 ([Paper](#))**

### WORKING PAPERS

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**Disruption to Schooling Impedes the Development of Abstract Reasoning and Theory of Mind in Children (with Sule Alan) ([Paper](#))**

We show that the development of abstract reasoning and cognitive empathy (theory of mind) is severely hindered when children are deprived of the stimulation of a school environment. We document significantly lower abstract reasoning and cognitive empathy scores in elementary school children who returned from an extended school closure caused by the Covid-19 pandemic relative to proximate pre-pandemic cohorts. This developmental delay has a significant socioeconomic gradient, with underprivileged children experiencing more substantial delays. We

also document a significant disruption in the development of socioemotional skills: 0.24 sd lower grit, 0.43 sd lower emotional empathy, 0.06 sd lower epistemic curiosity, and 0.24 sd higher impulsivity. About eight months of school exposure results in a remarkable recovery in abstract reasoning and theory of mind for all socioeconomic groups. However, the measured levels still indicate significant delays relative to the expected developmental trajectories. No notable improvements are observed in socioemotional skills except for curiosity. These findings reveal that the damage school closures inflicted on children goes beyond well-documented academic losses and highlight the crucial role of the school environment in fostering fundamental cognition and socioemotional development in children.

## **WORK IN PROGRESS**

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### **Classroom Social Networks after COVID-19 (with Yusuf Agus)**

In the spring of 2020, as the COVID-19 pandemic swept across the globe, governments took drastic measures to curb its spread, including shutting down educational institutions. This sudden and unexpected closure of schools not only disrupted the education of millions of students but also deprived them of their primary social environment--the classroom. In this study, we analyze the impact of the COVID-19 outbreak on classroom social networks using a unique field dataset collected from primary school children in Turkey. This dataset includes a cohort that experienced the pandemic and a pre-COVID cohort that did not. Our findings reveal that the pandemic has led to significant changes in students' classroom social networks. The cohesiveness in the classroom deteriorates: the probability of being isolated in a classroom increases, reciprocal relationships among classmates sharply decline, and the segregation within the classroom increases. We also discovered large heterogeneities in the effects of the pandemic, with impacts being more pronounced for males, refugees, and students from low socio-economic backgrounds. Furthermore, our research highlights the importance of healthy peer relationships on the academic achievement.

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### **The Effect of Mass Migration on Economic Development**

This paper estimates the impacts of 3.65 million Syrian refugees in Turkey—the largest refugee group in any country—by the end of 2019 on the level of economic development, proxied by GDP per capita. Turkish provinces faced distinctive rises in immigration after the Syrian Civil War. The variation of refugee shares in provinces allows me to evaluate this impact using a difference-in-differences methodology. Since the refugees' settlement patterns could be correlated with the per capita GDP, to address this selection issue, this study uses both 2SLS and OLS methods. This research offers suggestive evidence of a positive impact of the refugee inflow on economic development in the medium-term, and a negative impact in the long term, using panel data of provinces between 2006 and 2019. The impact of the shock in the short term is unclear. However, none of the effects are statistically significant. The OLS and 2SLS estimate present different results, which imply endogeneity in the spatial distribution of refugees across provinces.

## **RESEARCH & TEACHING ASSISTANTSHIP**

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**Research Assistant to Prof. Andrew Geddes**

2021-2022

Migration Policy Center, European University Institute

Project: Global Asylum Governance and European Union's Role — ASILE

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|---|-------------|
| <b>Research Assistant to Prof. Sule Alan</b><br>Department of Economics, European University Institute<br>Project: Field Data Collection for a Corporate Culture Project  | 2019        |
| <b>Teaching Assistant, Koc University, Department of Economics</b><br>EC 360, Money and Banking (B.A.)<br>EC 340, Public Finance (B.A.)   | 2018-2019   |
| <b>Research Assistant to Prof. Gokhan Ozertan</b><br>Department of Economics, Bogazici University<br>TUBITAK Project: Climate Change Projections in Turkish Agriculture: Impacts on Yields and<br>Crop Patterns, Extreme Risk Analysis, and Autonomous Adaptation | 2017-2018   |
| <b>Garanti Bank Headquarters</b><br>Summer Intern at the Department of Actuary  | Summer 2015 |
| <b>Mazars Group Turkey</b><br>Long-term Intern at the Department of Audit   | 2015-2016   |

## PROFESSIONAL ACTIVITIES

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**Referee for:** International Migration

## COMPUTER SKILLS

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STATA, Eviews, R, MATLAB, L<sup>A</sup>TEX, Windows Applications, MS-Office

## GRANTS & FELLOWSHIP

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|---|----------------|
| <b>PhD Completion Grant (EUI)</b>   | 2022 – Present |
| <b>Doctoral Grant (MAECI)</b>   | 2019 – 2022    |
| <b>European Doctoral Programme Visiting Grant (EUI)</b>   | 2022           |
| <b>Full Merit Scholarship, Koc University, Department of Economics</b>  | 2018-2019      |
| <b>The Scientific and Technological Research Council of Turkey Scholarship</b>  | 2016-2018      |
| <b>Merit Scholarship, Credit and Dormitories Institution of Turkey</b>  | 2011-2018      |
| <b>Some Scholarships received during undergraduate degree:</b>  | 2011-2016      |
| Zorlu Foundation, Community Volunteers Foundation(TOG), Bogazici University<br>Turkish University Women Association(TUKD), Bogazici Managers Association(BYV) |                |

## PERSONAL

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Date of Birth: 21.06.1992

Citizenship: Turkish

Languages: English(fluent), Turkish(native), Italian(beginner), French(beginner)

## REFERENCES

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Sule Alan, European University Institute, [salancrossley@gmail.com](mailto:salancrossley@gmail.com)

Murat Kirdar, Bogazici University, [murat.kirdar@boun.edu.tr](mailto:murat.kirdar@boun.edu.tr)

Andrea Ichino, European University Institute, [andrea.ichino@eui.eu](mailto:andrea.ichino@eui.eu)