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EDUCATION	<i>Ph.D. in Economics</i>	2013-2019
	Thesis title: Essays in Economics of Education London School of Economics and Political Science	
	<i>M.Res. in Economics</i>	2013-2015
	London School of Economics and Political Science	
	<i>M.Sc. in Engineering</i>	2009-2010
	Pontificia Universidad Católica de Chile	
	<i>B.Sc. in Engineering</i>	2003-2009
	Pontificia Universidad Católica de Chile	
TEACHING EXPERIENCE	<i>Graduate Teaching Assistant</i>	2014-2019
	London School of Economics and Political Science	
	<ul style="list-style-type: none">• EC212 Introduction to Econometrics (Summer School).• EC220 Introduction to Econometrics.• EC221 Principles of Econometrics.• EC270 Public Finance.• EC325 Public Economics.• Academic Mentor.	
	<i>Lecturer</i>	2012-2013
	School of Engineering, Pontificia Universidad Católica de Chile	
	<ul style="list-style-type: none">• ICS1513 Economics Principles	
RELEVANT POSITIONS HELD	<i>Postdoc Fellow</i>	2021-2022
	Department of Economics. MIT. Cambridge, MA, USA.	
	<i>Senior Researcher</i>	2019-2021
	VATT Institute of Economic Research, Helsinki, Finland.	
	<i>Associate</i>	2019-2021
	Centre for Economics Performance, LSE. London, UK.	
	<i>Research Assistant</i>	2018
National Bureau of Economic Research. Cambridge, USA.		
<i>Course Manager</i>	2015-2019	
Introduction to Econometrics and Econometrics Principles. London School of Economics. London, UK.		
<i>Research Officer and Minister's Adviser</i>	2011-2013	
Ministry of Education. Government of Chile. Santiago, Chile.		

**PUBLISHED
PAPERS**

Neighbors' Effects on University Enrollment (Forthcoming, American Economic Journal: Applied Economics)

This paper provides causal evidence that close neighbors significantly influence potential applicants' decision to attend university. I create a unique dataset combining detailed geographic information and individual educational records in Chile, and exploit the quasi-random variation generated by student loans eligibility rules. I find that potential applicants are significantly more likely to attend and complete university when their closest neighbor—defined as the closest individual applying to university one year before—becomes eligible for a student loan and enrolls in university. This increase in enrollment is mediated by an increase in the probability of taking the admission exam and applying to university. The closest neighbor typically lives 0.09 km away, and neighbors' influence decays with distance. My results highlight the importance of social influences for university enrollment decisions and suggest that financial aid and university access policies may have important spillover effects.

O Brother, Where Start Thou? Sibling Spillovers on College and Major Choice in Four Countries (The Quarterly Journal of Economics) with A. Altmejd, M. Drlje, J. Goodman, M. Hurwitz, D. Kovac, C. Mulhern, C. Neilson and J. Smith.

Family and social networks are widely believed to influence important life decisions but causal identification of those effects is notoriously challenging. Using data from Chile, Croatia, Sweden, and the United States, we study within-family spillovers in college and major choice across a variety of national contexts. Exploiting college-specific admissions thresholds that directly affect older but not younger siblings' college options, we show that in all four countries a meaningful portion of younger siblings follow their older sibling to the same college or college-major combination. Older siblings are followed regardless of whether their target and counterfactual options have large, small or even negative differences in quality. Spillover effects disappear, however, if the older sibling drops out of college, suggesting that older siblings' college experiences matter. That siblings influence important human capital investment decisions across such varied contexts suggests that our findings are not an artifact of particular institutional detail but instead a more generalizable description of human behavior. Causal links between the postsecondary paths of close peers may partly explain persistent college enrollment inequalities between social groups and suggest that interventions to improve college access may have multiplier effects.

It's Time to Learn: School Institutions and Returns to Instruction Time (Economics of Education Review) with Giulia Bovini.

This paper investigates whether the effects of a reform that substantially increased daily instruction time in Chilean primary schools vary depending on school institutions. Focusing on incumbent students and exploiting an IV strategy, we find that longer daily schedules increase reading scores at the end of fourth grade and that the benefits are greater for pupils who began primary education in no-fee charter schools rather than in public schools. We provide evidence that these two types of publicly subsidized establishments, which cater to similar students but differ in their degree of autonomy, expand the teaching input in different ways: in order to provide the additional instruction time, no-fee charter schools rely more on hiring new teachers and less on increasing teachers' working hours than public schools do.

REFERENCES**Steve Pischke**

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FELLOWSHIPS

<i>Yrjo Jahnsson Foundation MIT Fellowship.</i>	2021
<i>Department of Economics Fellowship, LSE.</i>	2014-2018
<i>Ph.D. Fellowship, CONICYT.</i>	2013-2018

COMPUTER SKILLS

Stata, Matlab, ArcGIS, C++, R, Python.

LANGUAGES

Spanish (native), English (fluent).

PROFESSIONAL ACTIVITIES

Referee: Economic Journal, Economics of Education Review, Journal of Public Economics, Journal of Policy and Management.

CONFERENCES

<i>WEAI 96th Annual Conference</i> Online.	2021
<i>Royal Economic Society 2021 Annual Meeting</i> Online.	2021
<i>5th IZA Workshop: The Economics of Education</i> Bonn, Germany.	2020
<i>Econometric Society Virtual World Congress.</i> Milan, Italy.	2020
<i>30th European Economic Association Congress.</i> Rotterdam, Netherlands.	2020
<i>Sixth LEER Conference on Education Economics</i> Leuven, Belgium.	2020
<i>XXVII Meeting on Public Economics</i> Barcelona, Spain.	2020
<i>LEER Workshop: Improving Quality and Returns to Education</i> Leuven, Belgium.	2019
<i>Econometric Society Winter Meeting.</i> Naples, Italy.	2018
<i>43rd Simposio de la Asociación Española de Economía (SAEe).</i> Madrid, Spain.	2018
<i>3rd IZA Workshop: The Economics of Education.</i> Bonn, Germany.	2018
<i>Annual Conference of the European Association of Labor Economists.</i> St. Gallen, Switzerland.	2017