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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>Research Assistant</i>	2018
	National Bureau of Economics 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.	
FELLOWSHIPS	<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.	

Should I Stay, or Should I go? Neighbors' Effects on University Enrollment (Submitted)

This paper investigates whether the decision to attend university depends on university enrollment of close neighbors. I create a unique dataset combining detailed geographic information and educational records from different public agencies in Chile, and exploit the quasi-random variation generated by the rules that determine eligibility for student loans. I find that close neighbors have a large and significant impact on university enrollment of younger applicants. Potential applicants are around 11 percentage points more likely to attend university if a close neighbor enrolled the year before. This effect is particularly strong in areas with low exposure to university and among individuals who are more likely to interact; the effect decreases both with geographic and social distance and is weaker for individuals who have spent less time in the neighborhood. I also show that the increase in university attendance translates into retention and university completion. These effects are mediated by an increase in applications rather than by an improvement on applicants' academic performance. This set of results suggests that policies that expand access to university generate positive spillovers on close peers of the direct beneficiaries.

It's Time to Learn: School Institutions and Returns to Instruction Time
with Giulia Bovini (Submitted)

This paper investigates whether the effect of a reform that substantially increased daily instruction time in Chilean primary schools varies depending on school institutions. Focusing on legacy enrollment students and exploiting an IV strategy, we find that longer daily schedules increase reading scores at the end of fourth grade and that the benefit is larger for pupils who enrolled in first grade in no-fee charter schools relative to public schools. We provide evidence that these two types of publicly subsidized establishments, which cater to similar students but differ on their levels of autonomy, expand the teaching input in a different way: in order to provide the additional instruction hours, no-fee charter schools rely more on hiring new teachers and less on increasing teachers working hours than public schools. We also document that additional time at school could be more beneficial for schoolchildren of low socioeconomic status, who have limited support at home.

Sibling Influence on University Choices: Evidence from Chile, Croatia and Sweden with Adam Altmejd, Marin Drlje, Christopher Neilson and Dejan Kovac.

How are university choices shaped by siblings' experience in higher education? Using administrative data from Chile, Croatia and Sweden, this paper investigates how university applications and enrollment decisions are influenced by the path followed by older siblings in higher education. In these three countries, universities select their students using deferred acceptance admission systems. We exploit the quasi-random variation generated by thousands of admission cutoffs and show that individuals are more likely to apply and enroll in both the institution and the specific program of an older sibling. However, we find no spillovers in field of study choice. These results persist for siblings far apart in age, who are unlikely to attend higher education at the same time. We discuss three broad classes of mechanisms and present evidence consistent with the transmission of information being a relevant driver of spillovers. Spillovers are stronger for programs with better peers, lower dropout rates and in which graduates perform better in the labor market. Older siblings' experience in university also seems to be important, suggesting that individuals learn through their siblings if specific programs or institutions are a good match for them.

REFERENCES**Steve Pischke**

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LANGUAGES Spanish (native), English (fluent).

PROFESSIONAL *Referee:*

ACTIVITIES Economics of Education Review, Journal of Public Economics.

CONFERENCES *LEER Workshop: Improving Quality and Returns to Education* 2019
Leuven, Belgium.

Econometric Society Winter Meeting. 2018
Naples, Italy.

43rd Simposio de la Asociación Española de Economía (SAEe). 2018
Madrid, Spain.

3rd IZA Workshop: The Economics of Education. 2018
Bonn, Germany.

European Doctoral Program Jamboree. 2018
Florence, Italy.

Annual Conference of the European Association of Labor Economists. 2017
St. Gallen, Switzerland.

International Workshop on Applied Economics of Education. 2017
Catanzaro, Italy.

LEER Workshop on Education Economics. 2017
Leuven, Belgium.

Efectos del Ranking de Notas en la Admisión a las Universidades Chilenas. 2017
Centro de Estudios Públicos. Santiago, Chile.