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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	
RELEVANT POSITIONS HELD	<i>Assistant Professor</i>	2022-present
	School of Business and Economics. Universidad de Los Andes. Santiago, Chile.	
	<i>Postdoc Fellow</i>	2021-2022
	Department of Economics. MIT. Cambridge, MA, USA.	
	<i>Research Affiliate</i>	2021-present
	Centre for Economics Policy Research. London, UK.	
	<i>Associate</i>	2019-present
	Centre for Economics Performance, LSE. London, UK.	
	<i>Senior Researcher</i>	2019-2021
	VATT Institute of Economic Research, Helsinki, Finland.	
	<i>Research Assistant</i>	2018
	National Bureau of Economics Research. Cambridge, USA.	
TEACHING EXPERIENCE	<i>Assistant Professor</i>	2022-present
	Universidad de los Andes	
	<ul style="list-style-type: none">• ECN5900 Topics in Applied Microeconomics	
	<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.• Course manager (EC220).• Academic Mentor.	

- ICS1513 Economics Principles

**JOB MARKET
PAPER**

Elite Universities and the Intergenerational Transmission of Human and Social Capital (*Revise and Resubmit, American Economic Review*) with C.Neilson and S.Zimmerman

Do elite colleges help talented students from modest backgrounds join the social elite, or help incumbent elites retain their positions? We combine five decades of data on parents and children in Chile with a regression discontinuity design to show that, in the long run, elite colleges in fact do both. When lower-status individuals gain admission to elite college degree programs, they transform their childrens social environment. Children become 21% more likely to attend high-status private schools and 8% more likely to attend an elite college. They live near and are more likely to befriend high-status peers. In contrast, parent elite admission does not improve childrens academic performance in high school or on college admissions exams. Parents social and marriage-market exposure to high-status peers, rather than high-achieving peers, are key mediators of effects for children. Simulations combining descriptive and quasi-experimental results highlight how elite colleges simultaneously tighten the link between social capital and human capital and increase the persistence of elite social capital across generations. Plausible shifts in admission policies can produce substantial movement along this mobility-meritocracy frontier.

**PUBLISHED
PAPERS**

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.

Neighbors' Effects on University Enrollment (*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.

Recidivism and Neighborhood Institutions: Evidence from the Rise of the Evangelical Church in Chile (Forthcoming, *Journal of Labor Economics*) with Jorge García-Hombrados.

This paper uses rich administrative data from Chile to provide causal evidence that the local institutions of the neighborhood to which inmates return after prison matter. Specifically, we show that the opening of an Evangelical church reduces twelve-month reincarceration rates among property crime offenders by 11 percentage points, an effect that represents a drop of 18% in the probability of returning to prison for this group of individuals. We discuss three classes of mechanisms that could drive these effects: promotion of Evangelism, provision of social support, and increased difficulty to commit crimes. Our analyses suggest that the social support that Evangelical churches offer to their communities i.e., charitable activities and alcohol and drug abuse rehabilitation is an important driver of their effects on recidivism. Evangelical churches also seem to make it more difficult to commit crimes by reducing the number of potential criminal partners in the neighborhood. Finally, we show that NGO openings also reduce recidivism. Organizations helping their beneficiaries to improve their earnings potential or to overcome alcohol and drug abuse problems reduce reincarceration rates by 11 and 10 percentage points respectively. These results suggest that interventions that give recently released inmates access to local support networks could play an important role in encouraging desistance from crime.

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

Peer Effects in Education (*Oxford Research Encyclopedia of Economics and Finance*)

The identification of peer effects is challenging. There are many factors not related to social influences that could explain correlations among peers. This article discusses the main challenges for the identification of peer effects, describes some of the empirical strategies commonly used to overcome these challenges, and summarizes the main findings of the literature on peer effects in education. Peers have been shown to affect many important outcomes, including academic performance and educational trajectories. Confirming the existence of peer effects is important from a policy perspective. Both the cost-benefit analysis and the design of policies are likely to be affected by the existence of social spillovers. However, making general policy recommendations from the current evidence is not easy. The size of the peer effects documented in the literature varies substantially across settings and depends on how peers are defined and characterized. Access to better data and the ability to map social networks will

**WORKING
PAPERS &
ONGOING
WORK**

facilitate investigating which peers and which characteristics matter the most in different contexts. Conducting more research on the mechanisms behind peer effects is also important. Understanding their drivers is central to incorporating them in the design of new educational programs, identifying competing policies, and gaining a deeper understanding of the nature and relevance of different forms of social interactions for the youth.

Teacher Value Added and Gender Gaps on Educational Outcomes (Revise and Resubmit, *Economics of Education Review*) with Marc Riudavets-Barcons.

This paper uses rich administrative data from Chile to estimate teacher value added (TVA) on test scores and on an index of educational attainment. We allow each teacher to have a different TVA for male and female students and show that differences in TVA explain an important part of the gender gaps we observe in test scores and in postsecondary education trajectories. We next exploit rich information on teaching practices and show that at least in terms of the practices we observe there do not seem to be important differences in what makes teachers effective for male and female students. We do find, however, significant associations between certain practices and teacher effectiveness, which suggest that some teaching strategies benefit all students independently of their gender. Finally, we also show that on average female teachers are more effective at teaching female students and that math teachers tend to be biased in favor of male students. Interestingly, teachers with smaller gender biases seem to be more effective for both, male and female students.

Closing Gaps in Higher Education Trajectories: The Effect of Targeted Information and Mentorship with Josefina Eluchans-Errázuriz and Fernanda Ramírez-Espinoza

This paper uses a large-scale RCT to evaluate in a unified setting—i.e., Chile—a low-touch and a high-touch intervention designed to help high school senior students to make informed choices about their postsecondary education trajectories. In line with previous research, we find that providing information alone improves students' understanding of the higher education system but does not make a difference in their probability of applying to or enrolling in college. In contrast, providing information and mentoring increases students' probability of registering and taking the college admission exam by 12.8 percentage points, of applying for funding by 10.3 percentage points, and of enrolling in higher education by 8 percentage points. The increase in higher education enrollment is similarly explained by an increase in attendance to universities and to vocational higher education institutions. The design of the RCT also allows us to study spillovers of the mentoring program on the classmates of treated students. We find evidence of strong social spillovers. These students become 5.1 percentage points more likely to register and 5 percentage points more likely to take the college admission exam. Although we lack statistical power to detect changes in enrollment in higher education, these results suggest that social spillovers can multiply the effect of policies designed to expand access to higher education.

Inequality in College Applications: Evidence from Three Continents with A.Altjmed, A.Bizopoulou, M.Kaila, R. Megalokonomou, C.Neilson, S.Otero, and X.Ye

This paper documents large gaps in the fields and in the quality of the college programs to which individuals from different gender and social groups apply in Brazil, Chile, China, Finland, Greece, Spain, and Sweden. These seven countries are different in size, economic development, culture, and geographic location. However, in all of them, universities select their students through centralized admissions. This feature of their higher education systems allows us to study differences in college applications

conditioning on the most important factor that colleges use to select their students—i.e., students' academic performance. We document a large and significant gender gap in preferences for fields of study. Even after conditioning on academic performance, women are between 20 and 40 percentage points less likely to apply to STEM degrees, and between 10 and 30 percentage points more likely to apply to health degrees. In addition, we find that even after conditioning on academic performance, individuals from households with low parental education apply to worse-quality college programs measured by peer test scores. Indeed, low-SES students at the top of the academic performance distribution apply to programs in which peer scores are between 0.05σ and 0.25σ lower than in the programs to which similarly talented students from high-SES backgrounds apply.

Direct and Indirect Effects of Affirmative Action Programs in College Admissions with Carolina Allende and Jorge Rodríguez

This paper provides causal evidence that giving preferential access to college to talented students from disadvantaged backgrounds not only benefits them but also their younger siblings and neighbors. Eligibility for this program depends on students graduating from high school in the top 10% of their class. We thus overcome endogeneity concerns using a regression discontinuity design through which we compare the outcomes of individuals whose high school GPA places them marginally above and below of the top 10% of their class. We proceed in a similar way to estimate spillovers. We compare individuals with an older sibling or neighbor in the margin of qualifying for preferential admissions. Eligibility for preferential admissions increases college enrollment by 6.5 (17%) percentage points and college completion by 3.5 (12%) percentage points. The younger siblings and close neighbors of direct beneficiaries also benefit from the program. They become 1.9/1.7 percentage points more likely to attend and 1.6/1.0 percentage points more likely to complete college respectively. These indirect effects represent between 25% and 40% of the direct effects. Social spillovers of programs that expand access to college are not trivial and should be incorporated in the evaluation and design of this type of program.

Mass Layoffs and Entrepreneurship: Evidence from the decline of Nokia with Jarkko Harju and Tuomas Matikka

The rapid decline of Nokia cell phone operations in 2009–2012 left many high-skilled workers looking for new career paths. We use unique data covering all Nokia workers and other displaced individuals in Finland to study how this sudden change in the structure of the labor market affected displaced individuals. We find that a distinctively large share of the high-skilled Nokia workers established a new business after being displaced (9% compared to 3% for displaced workers from other firms), which was amplified by the generous start-up grants provided by Nokia since 2011 as a part of their global support program for displaced workers. Despite being highly educated, former Nokia employees founded firms that do not perform better than those founded by other displaced workers or than other firms established in Finland at the same time. The generous seed funding available for high-skill workers displaced from Nokia did not result in giving rise to more profitable businesses.

Elite Universities and the Formation of Politicians with Christopher Neilson, Antonia Paredes and Seth Zimmerman

This paper provides causal evidence that admission to an elite university significantly increases the probability of becoming an influential politician. We combine rich administrative data from Chile with a regression discontinuity design and show that admission to elite colleges increases the probability of becoming a member of Congress or reaching a high position in government. These elite college effects are

similar across social groups but are significantly larger for men.

Gender Differences in the Inter-generational Transmission of Higher Education Trajectories with Christopher Neilson and Seth Zimmerman

This paper exploits intergenerational linked data from Chile to investigate how parents' higher education trajectories impact the colleges and majors to which their children apply. We overcome endogeneity concerns by exploiting the sharp admission cutoffs generated by centralized admissions in a regression discontinuity design framework. We find that children are significantly more likely to apply to a university and to a specific university-major combination if one of their parents was admitted to it. While the selectivity and earnings associated to their parents' university degree do not make a significant difference for daughters, sons only follow their parents if they attended a high-earnings and high-selectivity university degree.

Effects of Community-Based Police on Crime, Crime Perception, and Trust with Jorge Garca-Hombrados and Daniel Prez-Parra

This paper shows that the adoption of a community-based policy program in Chile, effectively reduced both actual crime and the perceived risk of crime. We exploit rich administrative and survey data from Chile and conduct a differences-in-differences analysis exploiting the staggered adoption of the program. We find that the number of people suffering a crime decrease by 13% following the adoption of the program. This decline in crime is accompanied by a reduction of 15% in the share of people declaring that the level of crime has increased in their neighborhood, and by a fall of 11% in self-reported private investment in security. Finally, we also document a significant improvement in trust in the police.

REFERENCES

Steve Pischke

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**FELLOWSHIPS
AND GRANTS**

Fondecyt, ANID (USD 110,000)	2022
OP Research Foundation (USD 30,000)	2022
Yrjo Jahnsson Foundation (USD 45,000)	2022
Spencer Foundation Small Research Grant (USD 37,500)	2022
Yrjo Jahnsson Foundation (USD 55,000)	2021
MueveTP Project Incubator. Fundación Luksic (USD 150,000)	2021
Department of Economics Fellowship, LSE.	2014-2018
Ph.D. Fellowship, ANID.	2013-2018

**COMPUTER
SKILLS**

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

LANGUAGES Spanish (native), English (fluent).

PROFESSIONAL SERVICE Referee: *Economica*, *Economic Journal*, *Economics of Education Review*, *Journal of Human Capital*, *Journal of Human Resources*, *Journal of Political Economy: Microeconomics*, *Journal of Public Economics*, *Journal of Policy and Management*.

Scientific Committees: Twenty-Ninth Annual Meeting of the Society of Labor Economists (SOLE)

Academic Events Organization: 2023 Valle Nevado Workshop on Economics of Education.

CONFERENCES	Alpine Population Conference Aosta Valley, Italy.	2024
	Ski and Labor Seminar Lenzerheide, Switzerland.	2024
	ASSA 2024 Annual Meeting San Antonio, TX, US.	2024
	NBER Education Program Meeting Cambridge, MA, US.	2023
	Workshop on Educational Choices and Transitions in Secondary & Higher Ed Paris, France.	2023
	Workshop on Economics of Education Valle Nevado, Chile.	2023
	Helsinki Crime Workshop Helsinki, Finland.	2023
	Leuven Summer Event: Education Economics Leuven, Belgium.	2023
	7th IZA Workshop: The Economics of Education Online.	2022
	NBER Summer Institute: Children Cambridge, MA, US.	2022
	NBER Summer Institute: Urban Economics Cambridge, MA, US.	2022
	Econometrics Society: North America Meeting Miami, FL, US.	2022
	Society of Labor Economists Meeting Minneapolis, US.	2022
	CESifo Area Conference on Labor Economics Munich, Germany.	2022
	NBER, Economics of Education Spring Meeting Stanford, US.	2022
	WEAI 96th Annual Conference Online.	2021
	Royal Economic Society 2021 Annual Meeting Online.	2021
	5th IZA Workshop: The Economics of Education Bonn, Germany.	2020
	Econometric Society Virtual World Congress.	2020

Milan, Italy.	
30th European Economic Association Congress. Rotterdam, Netherlands.	2020
Sixth LEER Conference on Education Economics Leuven, Belgium.	2020
XXVII Meeting on Public Economics Barcelona, Spain.	2020
LEER Workshop: Improving Quality and Returns to Education Leuven, Belgium.	2019
Econometric Society Winter Meeting. Naples, Italy.	2018
43rd Simposio de la Asociación Española de Economía (SAEe). Madrid, Spain.	2018
3rd IZA Workshop: The Economics of Education. Bonn, Germany.	2018
European Doctoral Program Jamboree. Florence, Italy.	2018
Annual Conference of the European Association of Labor Economists. St. Gallen, Switzerland.	2017
International Workshop on Applied Economics of Education. Catanzaro, Italy.	2017
LEER Workshop on Education Economics. Leuven, Belgium.	2017