

# BEATRIZ GIETNER

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## Office Contact Information

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School of Economics, University College Dublin (UCD)  
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## Education

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University College Dublin, Ph.D. in Economics	<i>2020–Present</i>
Trinity College Dublin, MEd. in Science Education	<i>2016–2018</i>
Universidade Federal de Santa Catarina, Brazil, Lic. in Physics	<i>2012–2013</i>
Universidade Federal de Santa Catarina, Brazil, BSc. in Physics	<i>2008–2012</i>

## References

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<b>Professor Kevin Denny (Supervisor)</b> University College Dublin School of Economics <a href="mailto:kevin.denny@ucd.ie">kevin.denny@ucd.ie</a> +353 (1) 716-4632	<b>Professor Orla Doyle (Chair)</b> University College Dublin School of Economics <a href="mailto:orla.doyle@ucd.ie">orla.doyle@ucd.ie</a> +353 (1) 716-8677
<b>Professor Paul Devereux</b> University College Dublin School of Economics <a href="mailto:devereux@ucd.ie">devereux@ucd.ie</a> +353 (1) 716-8279	<b>Professor Joseph Roche</b> Trinity College Dublin School of Education <a href="mailto:joseph.roche@tcd.ie">joseph.roche@tcd.ie</a> +353 (1) 896-4851

## Research and Teaching Fields

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**Primary:** Economics of Education  
**Secondary:** Labour Economics, Econometrics & Machine Learning

## Job Market Paper

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**Shinsai Go: Educational and Economic Repercussions of the Great East Japan Earthquake**

*Abstract:* Incoming.

## Working Papers

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### **Two Sides of the Same Coin? How Cognitive and Noncognitive Skills Shape Academic Achievement**

*Abstract:* This study looks at how cognitive and noncognitive skills shape academic performance in Maths and English among Irish secondary students, with a focus on gender differences. Using data from the Growing Up in Ireland study, I find that cognitive skills are the strongest predictors of achievement, especially for boys. Noncognitive traits also matter, particularly for girls in Maths. Most students benefit from having both skill types, but girls in Maths stand out, they can make up for weaker cognitive scores with stronger behavioral traits. This suggests that helping students build both cognitive and noncognitive skills, with different approaches depending on gender and subject, could be a more effective way to support learning.

### **The Timing of Education Inequality: When and How Gender Gaps in Maths Skills Emerge and Evolve**

*Abstract:* In this paper I examine when and how gender gaps in Maths skills emerge and evolve among Irish children using data from the Growing Up in Ireland study. Through Oaxaca-Blinder decomposition, I analyze how cognitive skills, socioemotional traits, and family factors shape these gaps from ages 9 to 15. Boys show higher numerical ability at age 9, but girls' better reading skills and lower behavioral problems (especially reduced hyperactivity) partially offset this advantage. By age 13, the mechanisms driving Maths achievement differences evolve significantly - cognitive skill gaps widen while girls receive better returns to their skills. Father absence affects boys more severely than girls, with boys showing a larger achievement gap (1.11 points versus 0.93 points) when fathers are disengaged. This paternal effect works differently by gender: for boys, it primarily reflects worse endowments, while for girls it involves a complex mix of different characteristics and returns. Socioeconomic background plays a significant role, with maternal education providing stronger compensation for girls in father-absent households. School-related factors, including school type (fee-paying, DEIS) and mixed-gender status, also influence achievement, though cognitive abilities and family background remain the strongest predictors across all models.

## Work in Progress

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### **Shadow Education Policies and Outcomes in East Asia: A Comparative Analysis (2009-2023)**

### **Starting Behind to Get Ahead: A Critical Examination of Educational Redshirting Research**

### **Financial Aid, Educational Choice, and Student Outcomes During the Great Recession**

## Academic Experience

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### Conferences

- 2025: **Irish Economic Association Annual Conference 2025**, Belfast, UK  
*(Upcoming, attending)*
- 2025: **Young Economists' Meeting 2025**, Brno, Czech Republic  
*(Upcoming, invited)*
- 2025: **ESCoE Conference on Economic Measurement 2025**, London, UK  
*(Upcoming, attending)*
- 2025: **10th LEER Conference on Education Economics**, Leuven, Belgium  
*(Upcoming, attending)*
- 2024: **Progress Conference 2024: Toward Abundant Futures**, Berkeley, USA  
*Kindly supported by Roots of Progress Institute*
- 2024: **Growing Up In Ireland Annual Conference**, Dublin, Ireland
- 2024: **Causal Inference OCE Conference III**, Chicago, USA  
*Kindly supported by University of Chicago's Kenneth C. Griffin Department of Economics*
- 2024: **Irish Economic Association Annual Conference 2024**, Galway, Ireland  
*Kindly supported by UCD's School of Economics*
- 2023: **Irish Economic Association Annual Conference 2023**, Athlone, Ireland  
*Kindly supported by UCD's School of Economics*

### Summer Schools and Workshops

- 2024: **AV's Difference-in-Differences Workshop**, San Francisco, USA  
*Kindly supported by Arnold Ventures*
- 2024: **ISEG Summer School 2024 - Machine Learning for Prediction and Causal Analysis**, Lisbon, Portugal  
*Kindly supported by UCD's School of Economics*
- 2024: **Optimization - Conscious Econometrics Summer School 2024**, Chicago, USA  
*Kindly supported by University of Chicago's Kenneth C. Griffin Department of Economics*

## Awards, Scholarships, and Grants

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UCD School of Economics Scholarship	2020–2025
ISWE Mentorship Program Participant	2025–2026
AMIE Mentoring Program Participant	2024–2025

## Teaching Experience

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Econometrics (M.Sc.)	TA for Dr. Tiziana Brancaccio	<i>Autumn 2023/24</i>
Adv. Econometrics: Microeconometrics	TA for Dr. Nora Strecker	<i>Spring 2023/24</i>
Intermediate Macroeconomics	TA for Dr. Yota Deli	<i>Spring 2022/23</i>
Macroeconomics for Business	Tutor for Dr. Ivan Pastine	<i>Autumn 2021/22</i>
Microeconomics for Business	TA for Dr. David Madden	<i>Spring 2020/21</i>
Game Theory	TA for Dr. Lucy Xinyang Liu	<i>Autumn 2020/21</i>
Industrial Economics	TA for Dr. Lucy Xinyang Liu	<i>Autumn 2020/21</i>
Physics and General Science	High School Teacher	<i>2014–2016</i>

## Additional Information

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<b>Citizenship</b>	Brazil, Italy
<b>Programming Skills</b>	R, Matlab, L <sup>A</sup> T <sub>E</sub> X, Python, Stata, HTML
<b>Languages</b>	Portuguese (native), English (fluent), Spanish (advanced), Korean (conversational), Japanese (beginner)