

BEATRIZ GIETNER

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Education

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

References

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

Research and Teaching Fields

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

The Motherhood Employment Penalty Across the Income Distribution in Japan

Abstract: This paper studies how the motherhood employment penalty varies by income in Japan. I use panel data tracking 391 women around first birth. Women in the bottom income quartile are 13 times more likely to quit employment than women in the top quartile. Half of poor women exit two years before birth. Only 4% of wealthy women do. The reason is access to flexible work policies. None of the women who quit had access to flexibility at work. Among women who stayed employed, 58% had access. This explains the income difference. I test other explanations. Poor women were actually more likely to be working before pregnancy, not less. Their husbands work the same hours as wealthy women's husbands. Poor women have shorter commutes, not longer, showing they work in local but low-quality jobs. The results show Japan's motherhood penalty falls mainly on disadvantaged women. Poor women cannot access jobs that accommodate children. Wealthy women can. This pattern differs from Nordic countries where penalties are similar across income groups.

Working Papers

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

Abstract: In this paper I examine how cognitive and noncognitive skills jointly influence academic performance in Maths and English among Irish secondary school students, focusing on gender differences. Using data from the Growing Up in Ireland longitudinal study, I estimate linear and translog production functions. 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. These findings question the assumption of a uniform educational production process, and suggest 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 their learning.

The Timing of Educational Inequality: Early Mechanisms Behind Gender Gaps in Maths Achievement

Abstract: This study examines the development of gender gaps in Maths achievement among Irish students using national longitudinal survey data. I show how factors measured at ages 9 and 13 predict Maths scores in the Irish college entrance exam. Using Oaxaca-Blinder decompositions, I separate the gender gap into two parts: differences in measurable skills and traits (endowments) and differences in how those skills are rewarded (coefficients). Boys score 4.4 to 5.2 points higher than girls in Maths on average. When using age 9 predictors, most of the gap comes from differences in returns to skills. By age 13, actual differences in cognitive skills explain most of the gap. Early differences in treatment turn into real skill gaps by the teenage years. Family structure directly affects

achievement. Students with absent fathers score lower on average, exactly 13.6 points for boys and 15.2 points for girls. For boys, this comes from both weaker skills and lower returns to family resources. For girls, lower Maths scores link more strongly to mother's education and household income. These findings point to the need for early interventions to reduce gender disparities in Maths achievement and to address the compounding effects of family disadvantage on educational outcomes.

Work in Progress

Educational Repercussions of the Great East Japan Earthquake

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

A Critical Examination of Educational Redshirting Research

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

Academic Experience

Conferences

2026

Lisbon Economics and Statistics of Education Conference, Carcavelos, Portugal

2025

ISWE Conference on Diversity, Economics and Society, Dublin, Ireland

2025 International Doctoral Forum, Beijing, China

Kindly supported by Central University of Economics and Finance

Public Choice Outreach Conference 2025, Fairfax, USA

Kindly supported by George Mason University

Young Economists' Meeting 2025, Brno, Czech Republic

(Invited)

ESCoE Conference on Economic Measurement 2025, London, UK

Irish Economic Association Annual Conference 2025, Belfast, UK

10th LEER Conference on Education Economics, Leuven, Belgium

Kindly supported by UCD's School of Economics

2024

Progress Conference 2024: Toward Abundant Futures, Berkeley, USA

Kindly supported by Roots of Progress Institute

Growing Up In Ireland Annual Conference, Dublin, Ireland

Causal Inference OCE Conference III, Chicago, USA

Kindly supported by University of Chicago's Kenneth C. Griffin Department of Economics

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

ISEG Summer School 2024 - Machine Learning for Prediction and Causal Analysis, Lisbon, Portugal

Kindly supported by UCD's School of Economics

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

Emergent Ventures Grant	<i>2025–2026</i>
UCD School of Economics Scholarship	<i>2020–2025</i>
ISWE Mentorship Program Participant	<i>2025–2026</i>
AMIE Mentoring Program Participant	<i>2024–2025</i>

Teaching Experience

Public Choice	Lecturer, Dublin City University	<i>Spring 2025/26</i>
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

Citizenship	Brazil, Italy
Programming Skills	R, Matlab, L ^A T _E X, Python, Stata, HTML
Languages	Portuguese (native), English (fluent), Spanish (advanced), Korean (conversational), Japanese (beginner)