

CAROLINA LOPEZ

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Personal Information:

Female, Salta-Argentina.

Appointments:

Post-Doctoral Research Fellow, Harvard Kennedy School, August 2022-July 2023.
Research Economist, DEC Research Group, World Bank, Summer 2023-

Undergraduate Studies:

B.A. in Economics, Universidad Nacional de Salta, summa cum laude, 2010.

Graduate Studies:

M.A. in Economics, Universidad Nacional de La Plata, summa cum laude, 2012.
Ph.D. Student in Economics, Universidad Nacional de La Plata, 2012-2015.
Ph.D. in Economics, Brown University, 2015-2022.

Research Fields:

Primary fields: Development Economics, Economics of Education, Behavioral Economics
Secondary fields: Labor Economics

Teaching Experience:

Fall, 2018	The Economics of Latin Americans, undergraduate level Brown University, Teaching Assistant for Professor Pedro Dal Bó
Spring, 2017	Applied Economics Analysis, graduate PhD in Economics level Brown University, Teaching Assistant for Professor Anja Sautmann
2012-2015	International Economics, BA in Economics, Universidad Nacional de La Plata Aires, Teaching Assistant for Professors Natalia Porto and Martin Cicowiez
2011-2015	Development Economics, BA in Economics, Universidad de Buenos Aires, Teaching Assistant for Professor Maria Laura Alzua

Research Experience and Other Employment:

Fall, 2021	Brown University, Research Assistant for Professor Pedro Dal Bó
Summer, 2021	The World Bank, Consultant
Spring, 2019	Brown University, Research Assistant for Professor Pedro Dal Bó
Summer, 2017	Brown University, Research Assistant for Professor Anja Sautmann
Fall, 2016	Brown University, Research Assistant for Professor Anja Sautmann
Summer, 2015	The World Bank, Consultant
2011-2015	CEDLAS (Center for Distributive, Labor, and Social Studies) at Universidad Nacional de La Plata, Research Assistant and Junior Researcher

Professional Activities:

Presentations

Spring, 2022	Economic Science Association, Association for Education Finance and Policy (AEFP), Advances with Field Experiments (AFE)
Fall, 2021	Applied Microeconomics Lunch Seminar, Brown University; Department of Economics at Universidad Nacional de La Plata; Rising Scholars Conference

	Harvard Business School; LACEA RIDGE Job Market Showcase; Asociación Argentina de Economía Política at Universidad de Buenos Aires; NEUDC; Economic Science Association Job Market Seminar
Spring, 2021	Population Association of America, Washington
Fall, 2020	Applied Microeconomics Lunch Seminar, Brown University
Spring, 2020	Universidad Católica de Salta, Argentina; Applied Microeconomics Lunch Seminar, Brown University
Spring, 2019	Population Association of America, Austin
Fall, 2018	Applied Microeconomics Lunch Seminar, Brown University
Spring, 2017	Applied Microeconomics Lunch Seminar, Brown University
Spring, 2015	Canadian Economic Association, Ryerson University

Affiliations

2017-Present	Trainee, Graduate Program in Development, Watson Institute for International Studies, Brown University.
2017-Present	Demography Trainee, PSTC, Brown University
2015-Present	Visiting Researcher, CEDLAS (Center for Distributive, Labor, and Social Studies) at Universidad Nacional de La Plata

Referee

Oxford Development Studies, American Economic Review, Review of Economics and Statistics.

Honors, Scholarships, and Fellowships:

Fall-2021	George Borts' Prize in recognition of an outstanding Ph.D. dissertation. Department of Economics. Brown University.
2020-2021	Interdisciplinary Opportunities in the Humanities and Social Sciences, 2020-21. Population Studies and Training Center. Brown University.
Spring-2020	Merit Dissertation Fellowship. Department of Economics. Brown University.
2017-2018	Fellowship. Graduate Program in Development. Watson Institute for International and Public Affairs. Brown University.
2013-2015	Research Fellowship. Consejo Nacional de Investigaciones Científicas y Técnicas (CONICET). Buenos Aires, Argentina.
2013	Distinguished Graduate Award for the Highest GPA of the M.A. in Economics. Universidad Nacional de La Plata (UNLP). Buenos Aires, Argentina.
2012	Best Argentine Young Economist Award. Asociación Argentina de Economía Política (AAEP).
2012	Best grade in the class 2010. Master's Degree in Economics. Universidad Nacional de La Plata (UNLP).
2010	Scholarship. Master's Degree in Economics. Universidad Nacional de La Plata (UNLP).
2009-2012	Research Fellowship. Consejo de Investigación de la Universidad Nacional de Salta (CIUNSa).

Research Grants:

Summer-2021	Summer Funding, Graduate Program in Development. Watson Institute for International and Public Affairs, Brown University (\$1,000)
Spring-2021	Bravo Center Award, Department of Economics, Brown University (\$1,000)
Fall-2020	Bravo Center Award, Department of Economics, Brown University (\$1,000)
Summer-2019	Award for Research Proposals on "Human capital formation and youth access to high-quality employment in Latin America" CAF-Development Bank of Latin America (\$6,000)

Summer-2019	Summer Award to Promote Population Research Projects, Population Studies and Training Center, Brown University (\$1,200)
Summer-2019	Summer Funding, Graduate Program in Development. Watson Institute for International and Public Affairs, Brown University (\$1,000)
Spring-2018	Sarmiento Research Award for Latin American Studies. Center for Latin American and Caribbean Studies (CLACS), Brown University (\$2,500)
Summer-2018	Summer Funding, Graduate Program in Development. Watson Institute for International and Public Affairs, Brown University (\$2,000)
Summer-2018	Global Health Scholarship, Global Health Initiative, Brown University (\$3,500)
2017	Graduate School International Travel Grant, Brown University (\$800); PSTC Travel Grant. Brown University (\$400)

Publications:

“Does Patient Demand Contribute to the Overuse of Prescription Drugs?” (with Anja Sautmann and Simone Schaner), *American Economic Journal: Applied Economics*, vol. 14, number 1, 225–260 (2022).

“Long-run effects of youth training programs: Experimental evidence from Argentina” (with María Laura Alzúa and Guillermo Cruces) *Economic Inquiry*, vol. 54, issue 4, pp. 1839–1859 (2016).

“Effect of a community-led sanitation intervention on child diarrhoea and child growth in rural Mali: A cluster randomized controlled trial” (with Amy Pickering, Habiba Djebbari, Massa Coulibaly, and Maria Laura Alzua). *The Lancet Global Health*, vol. 3, number 11, pp. 701–711 (2015).

“The long and winding road towards fiscal decentralization” (with María Laura Alzúa). *Económica – Universidad Nacional de La Plata*, vol. LX, pp. 3-43 (2014).

“Un Analisis Multidimensional de la Pobreza: Evidencia Reciente de las Regiones de Argentina” (with Romina Safojan). *Revista de Economía Política de Buenos Aires - Universidad de Buenos Aires (REPBA)*, 7, vol. 12, pp. 9-44 (2013).

Research Papers:

“*Tripping at the Finish Line: Experimental Evidence on the Role of Misperceptions on Secondary School Completion*” ([Job Market Paper](#))

Even in contexts where access to education is not the main barrier to educational achievement, completion rates can be low. In Argentina, more than 90 percent of teenagers are enrolled in upper secondary school, but only 50 percent graduate on time. I conducted a field experiment in Salta, Argentina, to test if lack of information about how inputs translate into outputs may prevent students who attend classes until the last day of high school from getting their diploma. To measure the relative importance of this treatment, I conducted a returns-to-education information intervention in a separate treatment arm. Providing information about the probability of graduation conditional on current standing and discussing intermediate steps to translate effort during students' senior year of high school into graduation raises timely high school graduation by 5 percentage points, a 10 percent increase relative to the control group. Poor-performing students at baseline respond most to the treatment. The returns-to-education arm increases graduation rates by 10 percentage points. Both treatments increase the probability of university enrollment by 5 percentage points, more than 30 percent relative to the control group. Together, these findings indicate that inaccurate beliefs about own future performance explain a significant share of the "graduation gap."

“*The Economics Performance of Native Groups in Argentina*” with Pedro Dal Bó

In this paper, we study the economic and human development outcomes of native peoples in Argentina. We find worse results, on average, for native peoples than non-native peoples. The magnitude of the differences is, on average, 10 percent of the standard deviation. We also study the difference in the intergenerational transmission of education between natives and non-natives. Finally, we describe the differences in economic and human development outcomes among the different native groups, finding significant differences, and study whether these differences correlate with a characteristic of their pre-Columbian economy: the practice of agriculture.

“*Do Patients Value High-Quality Care? Patient Satisfaction and the Allocation of Malaria Treatment*” with Anja Sautmann and Simone Schaner

Research Papers in Progress

“Self- vs. Social-image Concerns: Evidence from Teenagers in Salta, Argentina” with Santiago Hermo
Our research speaks to the problem of low high-school graduation rates in developing countries. To study this question, we analyze the impact of an intervention in the province of Salta, Argentina. The first one took place in one school that did not allow students who do not pass all subjects by the end of the academic year to participate in the graduation ceremony (traditionally, students are allowed to participate even if they do not have a passing grade in all subjects). Since the program started in 2015 the graduation rate increased by 14 p.p. and the school authorities attribute this result to the success of the program.

“Shifts and high-school graduation” with Natalia Cantet, Santiago Hermo, and Juan Pedro Ronconi
We study the effects of randomization of school shifts (morning or afternoon) at the beginning of secondary school on academic achievement and behavior. Evidence on this question is mixed, with some papers suggesting that later shifts benefit from improved sleeping, whereas others emphasizing that later shifts induce risky behavior in the students earlier in life, harming academic achievement. We will analyze the complete entire trajectory of these students while in high school to determine the impact of school shift at each age, and assess the role of peers and parents.