

# AYA JIBET

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## EDUCATION

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**Ph.D. in Economics, New York University**      2020 - present  
**M.Phil in Economics, New York University**      - 2023  
**B.Sc. in Applied Mathematics, Pantheon Sorbonne University**      2017 - 2020  
*Highest Honors (Mention Très Bien)*  
**B.A. in Social Sciences and Economics, Sciences Po Paris**      2017 - 2020  
*Cum Laude (top 10% of graduates)*  
**Exchange Program, University of California Berkeley**      2019 - 2020

## REFERENCES

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Professor Debraj Ray  
19 West 4th Street, 6th Floor  
New York, NY 10012-1119  
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Professor Martin Rotemberg  
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New York, NY 10012-1119  
212-998-8926 (office)  
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Professor Raquel Fernández  
19 West 4th Street, 7th Floor  
New York, NY 10012-1119  
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Professor Petra Moser  
44 West Fourth St., 7th Floor  
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## RESEARCH FIELDS

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Applied Microeconomics, Economics of Education, Development Economics, Labor Economics

## TEACHING EXPERIENCE

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**Graduate Teaching Assistant in Econometrics**      Spring 2024  
Teaching Assistant to Timothy Roeper      *New York University*  
**Graduate Teaching Assistant in Strategic Decision Theory**      Spring 2022 – Fall 2022  
Teaching Assistant to Dilip Abreu      *New York University*

## RESEARCH EXPERIENCE AND OTHER EMPLOYMENT

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**Short-term Consultant and Data Analyst**      Spring 2025  
*Sciences Po's Directorate of Academic Affairs and Research*  
- Conducted applied data analysis on student performance and grading methods to assess equity and disparities.  
- Produced clear, accessible reports tailored for non-academic decision-makers to inform institutional policy.

**Visiting Researcher**

2023-2024 and Spring 2025

*Sciences Po Center for Research on Social Inequalities (CRIS)*

- Designed and implemented research on inequality, affirmative action and higher education access

**Research Assistant (URAP)**

Jan 2020 – March 2020

*University of California, Berkeley*

- Worked on evaluating “brain gain” tax policies in Italy and potential consequences on scientific productivity.

**Research Assistant (URAP)**

Sept 2019 – Dec 2019

*University of California, Berkeley*

- Worked on a system of equations for an economy with multiple sectors interacting through an Input-Output system. Defining special cases for uniqueness of solution

**AWARDS & FELLOWSHIPS**

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**Dean’s Dissertation Fellowship***New York University*

2025

**NAEd/Spencer Dissertation Fellowship***The National Academy of Education and the Spencer Foundation*

2024

**Chateaubriand Fellowship***French Embassy in the United States*

2023

**Graduate Research Institute Fellowship - Paris Institute***New York University*

2023

**MacCracken Fellowship***New York University*

2020

**Excellence-Major Scholarship***French Government and AEFEE*

2017

**First prize in the Mathematics Olympiad in Morocco**

2016

**RESEARCH PAPERS**

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**Breaking Barriers to Elite Education: Evidence from Sciences Po’s Affirmative Action Policy**

with Nagui Bechichi (Job Market Paper)

**Abstract:** This paper examines whether affirmative action in elite higher education can expand access for disadvantaged students without generating mismatch or efficiency losses. We study Sciences Po’s Conventions Éducation Prioritaire (CEP) program which reserves seats for students from disadvantaged high schools. Leveraging quasi-random assignment of oral examiners with varying leniency levels, we implement a judge-based instrumental variable strategy to estimate the causal effect of admission on students’ academic and early career trajectories. Using newly linked administrative data combining Sciences Po admissions with national education records, we find no evidence of mismatch: CEP students admitted through the program are as likely to complete their degrees as comparable non-admitted applicants. Admission generates larger gains for CEP than for regular applicants, including higher access to selective master’s programs and improved predicted earnings. Within Sciences Po, early performance gaps narrow over time, suggesting institutional support and adaptation. Overall, the CEP policy expanded access to elite education without reducing efficiency. Beneficiaries not only succeeded once admitted but also achieved higher marginal returns to admission, implying that broadening access can enhance, rather than compromise, the efficiency of elite higher education.

**Aspirations and Upward Reallocation: Indirect Effects of an Affirmative Action Partnership.**

**Abstract:** This paper studies the indirect (spillover) effects of Sciences Po’s Conventions Éducation Prioritaire (CEP), an institution-specific affirmative-action partnership with disadvantaged high schools. I link Ministry administrative records to newly available Sciences Po applications and admissions (separating CEP and Regular Admission tracks) and exploit staggered school adoption, including the post-2020 expansion, using heterogeneity-robust event-study estimators with matched-student comparisons. Three results emerge. First, CEP sharply increases targeted applications to Sciences Po via the CEP track and raises Sciences Po admissions and enrollment;

Regular admission applications are unchanged. Second, CEP reallocates students up the selectivity ladder: application and enrollment at more selective institutions rises, while total application wishes do not. Third, the social composition of the receiving-institution becomes more advantageous, while the baccalauréat performance is unchanged. The effects appear after 1 to 2 years.

#### **Peer Effects and Social Diversity at Sciences Po**

**Abstract:** This paper examines how the introduction of CEP students—who are more socio-economically and racially diverse—affects their more privileged peers at Sciences Po. Using a natural experiment from the random assignment of students into small groups (triplettes), we employ a difference-in-difference approach to assess changes in academic outcomes and social behaviors. I run surveys to measure shifts in students' social consciousness and friendship networks, identifying whether contact with CEP students increases awareness of inequality. This study aims to disentangle the effects of short interactions/social contact in class and the effects of friendships.

### **RESEARCH IN PROGRESS**

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**Chlordecone Poisoning, Health Behavior and Mistrust of the French Caribbean population.**

**Conformity and Homophily in Networks**

### **SEMINARS AND OTHER PROFESSIONAL ACTIVITIES**

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**Seminars:** Development Seminar, New York University; Student Applied Micro Seminars, New York University; National Academy of Education and Spencer Foundation Conference; CRIS and LIEPP Seminar, Sciences Po

**Departmental Service:** Co-Organizer, Student Micro Theory Seminars, New York University (2022 - 2023)

### **PROGRAMMING SKILLS**

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Python, R, Stata, C++, LaTeX

### **LANGUAGES**

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Moroccan Arabic (native), French (native/bilingual), English (full proficiency/bilingual), Modern Standard Arabic (full proficiency), Spanish (advanced)

### **OTHER INFORMATION**

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Citizenship: Morocco

Born in 1999

Gender: Female