

FRANCISCO PARDO

University of Texas at Austin
Department of Economics
2225 Speedway C3100
Austin, TX 78712

cell: (+1) 202-412-3049
fpardo@utexas.edu
<https://francisco-pardo-pajuelo.github.io/>

EDUCATION

Ph.D., Economics, University of Texas at Austin	May 2026 (Expected)
B.A., Economics, Pontificia Universidad Católica del Perú	2011

RESEARCH FIELDS

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

REFERENCES

Leigh Linden (Co-Chair)
Department of Economics
University of Texas at Austin
leigh.linden@austin.utexas.edu

Scott Carrell (Co-Chair)
Department of Economics
University of Texas at Austin
scott.carrell@austin.utexas.edu

Richard Murphy
Department of Economics
University of Texas at Austin
richard.murphy@austin.utexas.edu

C. Kirabo Jackson
Department of Economics
Northwestern University
kirabo-jackson@northwestern.edu

PUBLICATIONS

What is a Good School, and Can Parents Tell? Evidence on the Multidimensionality of School Output

(with Diether Beuermann, C. Kirabo Jackson, and Laia Navarro-Sola)

Review of Economic Studies, June 2022

JOB MARKET PAPER

When the Household Becomes the School: Siblings, Parental Attention, and School Closures

This paper examines how family structure shapes educational outcomes when school closures shift instructional responsibilities to households. First, I document a new global stylized fact: children with siblings experienced substantially larger learning losses than only children during COVID-19 school closures. Using administrative data from Peru, I show that students with siblings lost 0.05 standard deviations more in GPA and standardized test scores, than only children, with effects increasing in family size and persisting years after reopening. Second, I show that these differences reflect a causal effect of siblings rather than correlated factors. To do this, I leverage a difference-in-differences approach that compares children with and without siblings before, during, and after school closures, and find that the estimates remain stable when controlling for observable heterogeneity. Instrumental variable estimates on exogenous changes in family size corroborate these results. Third, I show that parental time constraints is the key mechanism, with effects strongest in families who typically invest more time in their children. A regression discontinuity design exploiting school-entry age cutoffs shows that when younger siblings start school and spend less time at home, older siblings' performance and parental support improve. These spillovers disappeared during school closures when all children remained home. Overall, these results reveal how parental time dilution during school closures disproportionately disadvantaged larger families and highlight the essential role schools play in mitigating household constraints in education production.

WORKING PAPERS AND SELECTED WORK IN PROGRESS

Long-Run Experimental Impacts of the “One Laptop Per Child” Program in Peru

(with Diether Beuermann, Julian Cristia, Santiago Cueto and Ofer Malamud)

Conditionally accepted at the Journal of Public Economics

This paper examines a large-scale randomized evaluation of the One Laptop Per Child (OLPC) program in 531 rural primary schools, as implemented by Peru starting in 2009. We use administrative data on academic achievement and grade progression through 2019 to estimate the long-run effects of greater computer access on i) school performance over time and ii) students' educational trajectories from primary school to university. Results suggest negative effects on grade progression and no improvement in academic achievement for treated schools over time. In turn, treated students had lower on-time primary and secondary completion, no higher academic achievement in secondary school, and no significant differences in university enrollment. Survey data from 2013 indicate that computer access significantly improved students' computer skills but not their cognitive skills; treated teachers received some training but did not improve their digital skills and showed limited use of technology in classrooms, suggesting the need for additional pedagogical support.

Sibling Spillovers from Decentralized College Admissions: Performance and Parental Expectations

Family and social networks play a critical role in shaping educational decisions, with sibling influence being particularly significant. This paper examines the spillover effects of older siblings' college admission on the educational trajectories of their younger siblings, from school performance and completion to college application decisions and outcomes during both the admissions process and college attendance. I leverage admission cutoffs in Peru's decentralized public college system, where each institution administers its own entrance exam and application process, to isolate exogenous variation in college entry. The results show that younger siblings improve their academic performance in school and are significantly more likely to apply to four-year colleges when an older sibling is admitted. Using complementary survey data, I find that increased parental expectations are a key channel driving these effects. These findings suggest that in environments where college access is limited and admission processes are complex, siblings play an especially important role in bridging information gaps and serving as aspirational role models.

The Effect of Partisan Poll Watchers in Presidential Runoff Elections: Three Close Elections in Peru

The legitimacy of election results is key to democracy and political stability, and party poll watchers play an important role in this. I study elections in Peru, where parties are allowed to assign poll watchers to monitor the electoral process and vote count. I find effects of up to 0.3 percentage points on the vote margin, significant in an election won by less than 0.5%. I also find evidence of smaller but significant cross-party effects and poll watchers' effect cancel each other out when both are present. Once I control for site-fixed effects, poll watchers assignment behaves as if random, which is tested using results from a first round two months earlier with the same group of voters but no poll watchers. Finally, the results are consistent with poll watchers influencing invalid votes, especially by making votes for their party count. There is some suggestive evidence that poll watchers play a role in preventing fraud when in areas dominated by the rival party.

Joint Decisions over Health Insurance: Spouses in the ACA and Medicare Part D

Spillovers of Going to a Better School on Older and Younger Siblings

(with Diether Beuermann, Patricio Dominguez, C. Kirabo Jackson and Diego Vera-Cossio)

RESEARCH EXPERIENCE

Research assistant at the Inter-American Development Bank.	2016-2020
Research assistant and Consultant	2012-2016
(International Labour Organization, Group of Analysis for Development, Ministries of Education & Production)	

TEACHING EXPERIENCE

Introduction to Microeconomics (Assistant Instructor)	Summer 2022, 2023, 2024
Introduction to Microeconomics (TA to Prof. Dirk Mateer)	Spring 2021
Microeconomic Theory (TA to Prof. Gerald Oettinger)	Fall 2021, 2022
Development Economics (TA to Prof. Leigh Linden)	Spring 2022, Spring 2023-Fall 2025

CONFERENCE PRESENTATIONS

Southern Economics Association	2023, 2025
Texas Applied Microeconomics Student Workshop	2023, 2024, 2025
Stata Texas Empirical Microeconomics Conference [Poster]	2023, 2025

WORKSHOPS

Price Theory Summer Camp (organized by Kevin Murphy)	2023
Russell Sage SI in Behavioral Economics (organized by David Laibson and Matthew Rabin)	2022
UC Davis Summer School on the Economics of Migration (organized by Giovanni Peri)	2022

HONORS AND FELLOWSHIPS

Research Excellence Award by the Peruvian Economic Association	2024
Fellowship from the Economics Department at UT-Austin	2020-2026
Prima AFP Excellence Award for outstanding academic performance	2012

ACADEMIC SERVICE

Referee for *Economics of Education Review*
Founder and Organizer of the Texas Applied Microeconomics Student Workshop

PROGRAMMING AND LANGUAGES

Programming: Stata (Proficient), Python, R, LaTeX
Languages: English (Fluent), Spanish (Native)