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<b>Fields</b>	Development, Labor, Education	
<b>Education</b>	Ph.D., Economics, Northwestern University (expected) 2020 <i>Dissertation:</i> Essays on Human Capital in Developing Countries <i>Committee:</i> Matthew Notowidigdo (Co-Chair), Christopher Udry (Co-Chair), Seema Jayachandran, Jonathan Guryan M.A., Economics, Northwestern University 2016 M.A., Economics, Barcelona Graduate School of Economics 2014 B.A., Economics, Pompeu Fabra University 2013	
<b>Fellowships &amp; Awards</b>	Northwestern University Dissertation Fellowship 2019–2020 Distinguished Teaching Assistant Award 2018 Susan Schmidt Bies Prize for Research on Economics and Public Policy 2017 La Caixa Foundation Doctoral Fellowship 2014–2016 SEBAP Master Fellowship 2013–2014 Caixa Manresa Undergraduate Fellowship 2009–2010	
<b>Teaching Experience</b>	Teaching Assistant, Northwestern University Economics of Education, Prof. Scott Ogawa Spring 2018 Economic Development in Africa, Prof. Christopher Udry Winter 2018 Economics of Developing Countries, Prof. Seema Jayachandran Fall 2017	
<b>Research Experience</b>	Research Intern, Innovations for Poverty Action, Ghana Summer 2017 Research Assistant, Prof. Kirabo Jackson, Northwestern University Fall 2016–Spring 2017 External Consultant, PowerMyLearning 2016 Research Assistant, Prof. Caterina Calsamiglia, Autonomous University of Barcelona 2012	
<b>Presentations</b>	2019: Bank of Mexico ( <i>scheduled</i> ), North East Universities Development Consortium Conference, Northwestern University, APPAM International	
<b>Refereeing</b>	American Economic Journal: Economic Policy, Journal of Human Resources	
<b>Other</b>	Empirics and Methods in Economics (EMCON) Conference Organizer, Northwestern University and University of Chicago 2016, 2017 Development Lunch Seminar Organizer, Northwestern University Fall 2017 Member of the Human Capital and Economics Opportunity (HCEO) group 2016–present	
<b>Languages</b>	Spanish (native), Catalan (native), English (fluent), French (basic)	

**Job Market Paper****“Secondary School Expansion through Televised Lessons: The Labor Market Returns of the Mexican Telesecundaria”**

Delivering instruction through technology as a substitute for face-to-face teaching may solve the problem of providing education in areas lacking qualified teachers. This paper analyzes the impacts of a large-scale expansion of junior secondary education in Mexico through *telesecundarias*—schools using televised lessons serving 1.4 million students in 2016. To isolate the effects of telesecundarias, I exploit their staggered rollout from 1968 to present. I show that for every additional telesecundaria per 50 children, ten students enroll in junior secondary education and two pursue further education. Using the telesecundaria expansion as an instrument, I find that an additional year of education induced by telesecundaria enrollment increases average income by 17.6%. This increase in income comes partly from increased labor force participation and a shift away from agriculture and the informal sector. Due to the sequential nature of schooling decisions, the estimated returns combine the direct effect of attending telesecundarias and the effects of further schooling. I decompose these two effects by interacting the telesecundaria expansion with baseline access to upper secondary institutions. I find that roughly 84% of the estimated returns come directly from attending junior secondary education, while the remaining 16% are returns to higher educational levels.

**Working papers****“What is a Good School, and Can Parents Tell? Evidence on the Multidimensionality of School Output”** with Diether W. Beuermann, C. Kirabo Jackson and Francisco Pardo

(Submitted)

Is a school’s impact on high-stakes test scores a good measure of its overall impact on students? Do parents value school impacts on tests, longer-run outcomes, or both? To answer the first question, we exploit quasi-random school assignments and data from Trinidad and Tobago. We construct exogenous instruments for each individual school and estimate the causal impacts of individual schools on several short- and longer-run outcomes. Schools’ impacts on high-stakes tests are weakly related to impacts on low-stakes tests, dropout, crime, teen motherhood, and formal labor market participation. To answer the second question, we link estimated school impacts to parents’ ranked lists of schools. We propose a modified multinomial logit model that allows one to infer preferences for school attributes even in some settings where choices are strategic. Parents of higher-achieving students value schools that improve high-stakes test scores conditional on average outcomes, proximity, and even peer quality. Parents also value schools that reduce crime and increase formal labor market participation. Most parents’ preferences for school impacts on labor-market and crime outcomes are, as strong, or stronger than those for test scores. These results provide a potential explanation for recent findings that parent preferences are not strongly related to test-score impacts. They also suggest that evaluations based solely on test scores may be very misleading about the welfare effects of school choice.

**Work in Progress****“Capturing the malleability of social and interpersonal skills in educational and organizational settings”** with Caterina Calsamiglia

*Brief abstract:* It has been demonstrated that good social and interpersonal skills foster academic success and adaptation to the labor market, and help improve the individual’s wellbeing throughout life. The main challenge is to find objective measures of these non-cognitive skills that can be used extensively to test the malleability of such traits. The first purpose of this study is to develop a set of measures that can be implemented on large populations and that have predictive power on future schooling and life outcomes. The second objective of this study is to provide evidence on the best performing practices to develop good social and interpersonal skills in educational and organizational environments, both in developed and developing country settings.

**“The Effects of School Discipline: Evidence from North Carolina”** with Samuel Norris

*Brief abstract:* Overly harsh discipline practices (particularly zero-tolerance policies) may harm children by reducing instructional time, inducing dropout, and bringing children into contact with law enforcement. Conversely, non-punished students may benefit from fewer classroom distractions. We study the effect of discipline policies using principal moves between schools as an instrument for school discipline levels. We find that harsher principals reduce test scores for students near the margin of punishment, but have no effect on students unlikely to misbehave.

**References**

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