

Raphaelle Aulagnon

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🌐 <https://sites.google.com/essec.edu/raphalleaulagnon>

Applied microeconomist with experience in RCTs, microdata analysis, and policy evaluation, with additional background in macroeconomic and financial analysis. Skilled in R, Stata, Python. experienced in communicating empirical insights to policymakers and international organisations.

Education

Bocconi University

PhD in Economics

Visiting Fellow at Harvard CID (2024) and at University of Chicago (2025).

Focus: development, education, and labor economics.

Italy

2021–June 2026

Yale University

MA in International and Development Economics

USA

2019

ESSEC Business School

MSc in Management

Exchange at Universidad Torcuato Di Tella (2017).

Focus: math and economics tracks.

France & Singapore

2014–2018

Lycée Janson de Sailly

Undergraduate Studies in Mathematics and Geopolitics

France

2012–2014

Policy and Professional Experience

Collège de France

Research Associate

○ Analyzed fiscal and survey data to assess inequality and mobility in France.

○ Produced evidence to inform public policy discussions.

France

Sep. 2020– July 2021

Good Business Lab

Research Associate

○ Designed and implemented RCTs on labor market programs with a major garment firm.

○ Generated policy-relevant evidence on worker financial inclusion, well-being, and productivity, engaging with private sector and NGOs.

India

July 2019– July 2020

EDF

Asset and Liabilities Analyst

○ Built financial risk models and advised portfolio strategy for a leading European utility.

France

Jan. 2018 – June 2018

Triodos Finance

Credit Analyst

○ Evaluated investment projects for financial, social, and environmental impact.

France

Sep. 2016 – Feb. 2017

Alcatel-Lucent España

Financial and Macroeconomic Analyst

○ Conducted macroeconomic and financial analysis to support telecom strategy in Southern Europe.

Spain

June. 2015 – Dec. 2015

Languages and Skills

Languages: Native French; Fluent in English, Spanish, Italian; Intermediate German.

Technical: R, Stata, Python, LaTeX, SurveyCTO.

Strengths: Quantitative analysis, program evaluation, machine learning.

Grants and Fellowships

J-PAL ESII Research Grant, LEAP Student Grant, EoF Academy Research Grant, Unicredit Fellowship.

Selected Projects

Working Paper

Streaks to Success: The Effects of Highlighting Streaks on Student Effort and Achievement

Peru

- RCT on habit formation in online learning.
- Accepted at *Economics of Education Review*.
- With Ofer Malamud (Northwestern), Julian Cristia (IADB), Santiago Cueto (GRADE).
- See also: [IDB Research Insight](#).

(Over)-Confidence and Fairness Views

US

- Behavioral experiment linking inflated feedback to meritocracy perceptions through confidence.
- With Timm Gries (Bocconi).
- See also: [Harvard CID Voices Blog](#).

Digital Remittances for Female Migrant Workers

India

- Field study on financial inclusion and digital transfers among female migrant workers.
- With Achyuta Adhvaryu (UCSD), Anant Nyshadham (UMich), Ishita Batra (GBL), Karan Nagpal (IDInsight).
- See also: [IDInsight Policy Brief](#).

Work in Progress

Perceived Returns to Education and School Retention

Peru

- RCT on perceived returns to education and school retention in public schools.
- With Julian Cristia (IADB).

From Static to Adaptive: Messaging Strategies in Student Online Engagement

Peru

- RCT comparing static vs. adaptive nudges to increase student engagement online.
- With Julian Cristia (IADB), Nicolas Bottan (Cornell), Mauricio Romero (ITAM).

With Julian Cristia (IADB), Nicolas Bottan (Cornell), Jose Luis Montiel (Cornell), Mauricio Romero (ITAM).

Political Sorting in Higher Education

France

- Survey and administrative study on ideological sorting across universities and its implications for access.
- With Nina Nikiforova (Bocconi).

Reference Points in College Admissions

Chile

- Quasi-experimental analysis of reference dependence in admissions decisions.
- With Cristóbal Ruiz-Tagle (Bocconi).

In the Field

The Effects of AI Feedback: Evidence from a Large-Scale Math Experiment

Peru

- We evaluate how different forms of feedback delivered through a large-scale digital math platform affect the learning outcomes of primary school students in public schools in Peru. The platform “Apprendemos” currently provides weekly math activities consisting of 30 exercises to students across Peru in grades 3–6. In a one-week experiment, students will be individually randomized into one of two feedback conditions when completing the 30-item exercises: (i) status quo feedback indicating only whether an answer is correct or incorrect; (ii) AI-generated feedback, which provides explanations produced using a generative AI chatbot. For all students, items 1–5 will serve as a pre-test and items 26–30 as a post-test, while items 6–25 will be used to deliver the differentiated feedback..
- With Ofer Malamud (Northwestern), Julian Cristia (IADB), Santiago Cueto (GRADE).