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Personal information

Pronouns: he/him
Citizenship: French & Spanish

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EDUCATION

Ph.D. in Economics [<i>expected</i>], Toulouse School of Economics	2022-2026
<i>Visiting Scholar</i> , University of Pennsylvania (Philadelphia, US)	Spring 2025
MRes. in Economics , Toulouse School of Economics	2021-2022
M.Sc. in Economic Theory and Econometrics , Toulouse School of Economics	2020-2021
M.Sc. in Economics , Toulouse School of Economics	2019-2020
B.Sc. in Economics , Universitat Pompeu Fabra (Barcelona, Spain)	2013-2017
<i>Visiting Student</i> , Aalto-yliopisto (Helsinki, Finland)	2015

REFERENCES

Prof. Olivier De Groote

Toulouse School of Economics
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Dr. François Poinas

Toulouse School of Economics
francois.poinas@tse-fr.eu

Dr. Ana Gazmuri

Toulouse School of Economics
ana.gazmuri@tse-fr.eu

Prof. Thierry Magnac

Toulouse School of Economics
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RESEARCH INTERESTS

Primary field: Labor Economics

Secondary fields: Education Economics, Applied Microeconomics.

TEACHING EXPERIENCE

Teaching Assistant Coordinator

Toulouse School of Economics

Program Evaluation, graduate

2024-2025

Teaching Assistant

Toulouse School of Economics

Program Evaluation, graduate

2022-2025

Applied Econometrics, graduate

2023-2024

Université Toulouse 1 Capitole

Microeconomics I

2022-2023

Macroeconomics II

2021-2023

RELEVANT POSITIONS

Research Stay at the Ministry of Education, Chile

Fall 2024

On-site access to administrative microdata for doctoral research.

Consultant at The World Bank

2021-2023

Research Assistant to Pepita Miquel-Florensa, Toulouse School of Economics

2020

Data Analyst at FocusEconomics, Barcelona (Spain)

2017-2019

FELLOWSHIPS AND AWARDS

Mobility grant, Toulouse School of Economics

2025

Doctoral contract, Université Toulouse 1 Capitole

2022-2025

MRes Funded Position, Toulouse School of Economics

2021-2022

M2 ETE Funded Position, Toulouse School of Economics

2020-2021

JOB MARKET PAPER

Effort Choices and Funding Instruments in Higher Education, with Juan Pal

This paper examines the effects of Free College policies on student enrollment and academic performance, with a focus on the 2016 Chilean reform that granted tuition-free higher education to students from the lowest five income deciles. Using a difference-in-differences approach, we find that Free College increased enrollment and persistence in higher education but had modest effects on graduation and dropout rates. To disentangle the role of student effort from selection effects, we develop a structural model in which students choose effort levels in response to financial incentives. Our results highlight that Free College expanded access, in particular for low-achieving students. Despite the removal of academic progress requirements, we found no evidence of weakening performance.

WORKING PAPER

Differences in returns to vocational and general education: evidence from a differentiated schooling system, with François Poinas

Returns to education literature has focused on the choice of major and years of schooling, but vocational education tracks have attracted less attention. In this paper, we study how the type of post-secondary education (general vs. vocational) affects occupational choices and wages in Germany. To do so, we develop a dynamic model of education and occupation choices, accounting for unobserved multidimensional ability. We find that after controlling for sorting of individuals with high cognitive ability in general tracks, non-cognitive ability can explain heterogeneity in wages.

WORK IN PROGRESS

Co-Residence, Housing and Labour Market Decisions

PROFESSIONAL ACTIVITIES

Service: ENTER network coordinator

2022-2025

PRESENTATIONS

UPenn Empirical Micro Lunch, ENTER Stockholm Jamboree, TSE Economics of Education Workshop, EEA Bordeaux, Simposio de la Asociación Española de Economía (upcoming).

2025

TSE Economics of Education Workshop.

2024

OTHER INFORMATION

Software R, Stata, Python, SQL.

Languages English (fluent), Catalan (native), French (native), Spanish (native).