

# Gonzalo Gaete Romeo

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## Education

2018 (Exp.)      Ph.D. in Economics, University of Warwick  
Supervisors: Clément de Chaisemartin, Roland Rathelot, Fabian Waldinger  
2012              M.Sc. in Economics, London School of Economics  
2010              M.A. in Public Policy, Universidad de Chile  
2003              B.S.E. in Industrial Engineering, Pontificia Universidad Católica de Chile

## Research Fields

Primary: Economics of Education, Labor Economics  
Secondary: Public Economics, Policy Evaluation

## Employment

2017 -              LSE Fellow, Department of Management, London School of Economics

## Working Papers

2017              “Follow the Leader: Student Strikes, School Absenteeism and Long Term Implications for Education Outcomes” (Job Market Paper) (Draft available upon request)  
2017              “Points to Save Lives: The Effects of Traffic Enforcement Policies on Road Fatalities” (with Miguel Almunia)  
2017              “Estimating Value-Added Models for Doctoral Teaching Assistants: Evidence from a Random Assignment Procedure at a UK University” (with Rocco d’Este and Giulio Trigilia)

## Work in Progress

“Still on Time? Preventing Drug Consumption at Schools and Educational Outcomes”  
“Brain Drain? Peer Effects and High Achiever Students”

## Teaching Experience

2017 - Business Analysis (M.Sc. in Management), London School of Economics  
2013 - 2017 Microeconomics I, University of Warwick  
2015 - 2017 Econometrics I, University of Warwick  
2016 Math and Stats Camp (M.Sc. in Economics), University of Warwick  
2014 Microeconomics (Warwick Economics Summer School), University of Warwick  
2009 Data Analysis (M.A. in Public Policy), Universidad de Chile

## Research Assistant

2013 - 2014 Research Assistant for Rocco Machiavello  
2014 - 2015 Research Assistant for Miguel Almunia

## Presentations

2017 CWIP Warwick Economics Department, LACEA-LAMES Meeting (Buenos Aires),  
Econometric Society Winter Meeting (Barcelona)  
2016 AMES Warwick Economics Department

## Awards and Fellowships

2016 - 2017 Teaching Fellowship, University of Warwick  
2012 - 2016 Ph.D. Scholarship (including full financial support), Becas Chile  
2011 - 2012 Master's Degree Scholarship (including full financial support), Becas Chile  
2010 “Academic Excellence Award” (Best graduated M.A. in Public Policy),  
Universidad de Chile

## Non-Academic Experience

2009 - 2011 Analyst at the Budget Office, Ministry of Finance, Chile  
2009 Consultant in Education Programs, Centro de Microdatos, Universidad de Chile  
2006 - 2008 Analyst at ProChile, Ministry of Foreign Affairs, Chile  
2005 - 2006 Program Manager in the Metropolitan Area, TECHO (NGO), Chile

## Other Skills and Personal Information

Languages: Spanish (native), English (fluent)

Software: Stata, L<sup>A</sup>T<sub>E</sub>X

Citizenship: Chilean

## References

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## Abstracts

### **“Follow the Leader: Student Strikes, School Absenteeism and Long Term Implications for Education Outcomes”** (Job Market Paper)

The 2011 Chilean student strikes, led by university students, but promptly joined by hundreds of thousands of secondary school students, triggered a major drop in public secondary school class attendance during that year: a decline of nearly 20% in all four grades. Attendance returned to normal levels in 2012. I show that, for public secondary school students, the strikes led to a persistent negative effect on both results in the high-stakes math exam taken after completing secondary education and university enrollment rates. This result holds even for the cohort that took these exams 4 years after the strikes, that is for the students who were enrolled in the first year of secondary education in 2011. The effect in the math exam fluctuates between 3.2% and 4% standard deviation. Associated university enrollment rates fell between 9.8% to 15.3%. I find no significant effect on the high-stakes language exam. I show that my results are neither driven by the sorting of students across schools or cohorts, nor by other factors such as disruptiveness at the time of the high-stakes exams, school environment, class size or teachers. Finally, using the school type that students attended during the strikes as an instrument for school attendance, IV estimations suggest that 10 percentage point decrease in attendance during secondary school is related to 9.5% standard deviation reduction in the math exam score, and a 3.2 percentage point reduction in the associated probability of university enrollment.

**“Estimating Value-Added Models for Doctoral Teaching Assistants: Evidence from a Random Assignment Procedure at a UK University”** (with Rocco d’Este and Giulio Trigilia)

This paper provides first “value-added” estimates for doctoral teaching assistants (DTAs). We focus on the undergraduate program of the Economics Department at a UK university, where the match between students and DTAs is random. We find that a one standard deviation change in DTAs quality increases students’ test scores by around 0.09 of a standard deviation. A novel feature of our data allows to examine within-course dynamics in the VA estimates: The analysis reveals larger “value-added” estimates for assessments taken during term-time. Estimates significantly drop for end-of-term tests, and are not different from zero for final exams. Various empirical tests suggest that timing of the evaluation, and its relative weight in determining students’ final mark might contribute to explain the decay of the estimates. Finally, we discuss why our results can inform the broader debate on the measurement of teachers’ quality via the “value-added” approach.

**“Points to Save Lives: The Effects of Traffic Enforcement Policies on Road Fatalities”**  
(with Miguel Almunia)

Traffic accidents cause more than one million annual deaths worldwide and yield substantial economic costs to society. This paper studies the effects of a penalty points system (PPS) introduced in Spain in 2006. We find a 20% decrease in cumulative road fatalities in the five years after the reform, compared to a synthetic control group constructed using a weighted average of other European countries. Evidence suggests that the persistent reduction in road fatalities might not only be driven by deterring risky-driving behavior, but also by taking reckless drivers out of the roads. Using estimates of the value of a statistical life, we calculate that the PPS yielded a net economic benefit of €4.6 billion (\$6 billion) over this period, equivalent to 0.43% of Spain’s GDP.