

Andreas de Barros

University of California, Irvine
Education Building
Office 2042
Irvine, CA 92697
USA

✉ adb@uci.edu
🏠 de-barros.com
☁ [andydebarros](#)
🐦 [andydebarros](#)
🔄 [de-barros](#)

ACADEMIC APPOINTMENTS

University of California, Irvine (UCI), *School of Education*
Assistant Professor, Educational Policy and Evaluation

Jul. 2023 –

University of California, Irvine (UCI), *Department of Economics*
Assistant Professor (by courtesy)

Aug. 2023 –

Massachusetts Institute of Technology (MIT), *Department of Economics*
Postdoctoral Associate, Abdul Latif Jameel Poverty Action Lab (J-PAL)

Jun. 2020 – Jun. 2023

AFFILIATIONS

Abdul Latif Jameel Poverty Action Lab (J-PAL)
Invited Researcher

Oct. 2023 –

Association for Education Finance and Policy (AEFP), *Education in Developing Countries Community Group*
Co-chair

Mar. 2022 – Mar. 2024

Society for Research on Educational Effectiveness (SREE), *Educational Effectiveness in Global Contexts program*
Chair

Feb. 2024 –

University of California, Irvine (UCI), *Center for Population, Inequality, and Policy*
Faculty Affiliate

Aug. 2023 –

U.S. Agency for International Development (USAID), *Evidence Consortium, Office of the Chief Economist and Development Innovation Ventures program*
Invited Member

Jan. 2024 –

EDUCATION

Harvard University, *Graduate School of Education & Graduate School of Arts and Sciences*
Ph.D. in Education

Sept. 2014 – May 2020

Concentration: Education Policy and Program Evaluation.

Dissertation: Essays on Teacher Effectiveness and Student Learning in Less-Developed Countries.

University of Konstanz, *Department of Politics and Public Administration*

M.A. in Public Administration

Oct. 2008 – Sept. 2010

B.A. in Political and Administrative Science

Oct. 2005 – Sept. 2008

Exchange Studies, Rutgers University & Princeton University
M.A. in Political Science from Rutgers University

Sept. 2009 – May 2010

**RESEARCH
FUNDING**

Single Investigator

U.S. Agency for International Development (USAID) DIV program. With Avanti Fellows.
US\$301,090. Jan. 2020 – Jun. 2024.
Post-Primary Education (PPE) Initiative. J–PAL. US\$55,710. Jul. 2021 – Oct. 2022.
Post-Primary Education (PPE) Initiative. J–PAL. US\$49,925. May 2019 – Mar. 2022.
Eric M. Mindich Research Fund for the Foundations of Human Behavior. Harvard University,
Department of Economics. US\$4,820. Feb. 2017 – Jan. 2019.

Primary Investigator

Learning for All Initiative (LAI). J–PAL. With Sarah Deschênes, Marc Gurgand, Hosam Ibrahim,
and Rebecca Thornton. US\$398,091. Aug. 2023 – Jul. 2025.
The Agency Fund. With Irma Arteaga, Alejandro Ganimian, and Dost Education. US\$271,104.
Jun. 2022 – Oct. 2023.
U.S. Agency for International Development (USAID) DIV program. With Jalnidh Kaur and
Sabareesh Ramachandran. US\$92,632. Apr. 2021 – Jul. 2022.
Omidyar Network. With Johanna Fajardo-Gonzalez, Paul Glewwe, and Ashwini Sankar. US\$256,000.
Sept. 2018 – Jun. 2021.
Dean's Venture Fund. Harvard University, Graduate School of Education. With Felipe Barrera-
Osorio. US\$2,300. Nov. 2016 – Nov. 2017.

**HONORS &
AWARDS**

Horowitz Foundation: Grant for “outstanding social policy research”; Martinus Nijhoff Award
for most outstanding research project in science, technology, and medicine. 2020.
Harvard University: PEPG Doctoral Fellowship. 2019–20.
Harvard University: Presidential Scholarship; Ph.D. Scholarship. 2014–19.
**Studienstiftung (German National Merit Foundation) and DAAD (German Academic Exchange
Service):** Carlo-Schmid-Fellowship. 2010–11.
University of Konstanz: Best Master's degree in Political Science, obtained with the highest dis-
tinction “excellent”. 2010.
Studienstiftung: Scholarship, full membership. 2009–10.
Zeitverlag and McKinsey & Company: e-fellows Scholarship. 2008–18.
DAAD and Rutgers University: ISAP Scholarship. 2009–10.
DAAD and Shanghai Jiao Tong University: IPCS Scholarship. 2007.

**PREVIOUS
EMPLOYMENT**

Various Consulting and Part-Time Positions (Selection)

J–PAL Global. Research Transparency Graduate Fellow	Jul. 2017 – Jun. 2018
J–PAL South Asia. Pre-Doctoral Fellow	Jul. 2017 – Jun. 2018
The World Bank. Short-Term Consultant (STC)	May 2016 – Sept. 2017

Innovations for Poverty Action (IPA), New Haven, CT
Research Manager

Jul. 2013 – Aug. 2014

The Abdul Latif Jameel Poverty Action Lab (J-PAL), Santiago, Chile
Research Analyst

Aug. 2011 – Jan. 2013

United Nations Educational, Scientific and Cultural Organization (UNESCO), Paris, France

Author

Aug. 2011 – Dec. 2011

Assistant Programme Specialist

Apr. 2011 – Jul. 2011

Carlo Schmid Fellow

Oct. 2010 – Apr. 2011

PUBLICATIONS &
ACCEPTED
PAPERS

de Barros, Andreas, Johanna Fajardo-Gonzalez, Paul Glewwe, and Ashwini Sankar. “[The Limitations of Activity-Based Instruction to Improve the Productivity of Schooling](#).” *The Economic Journal* (November 2023): online first.

Barrera-Osorio, Felipe, Andreas de Barros, and Deon Filmer. “[Long-Term Impacts of Primary School Scholarships: Evidence from Cambodia](#).” *Journal of Policy Analysis and Management* (October 2023): online first.

Danon, Alice, Jishnu Das, Andreas de Barros, and Deon Filmer. “[Cognitive and Socioemotional Skills in Low-Income Countries: Measurement and Associations with Schooling and Earnings](#).” *Journal of Development Economics* (June 2023): online first.

de Barros, Andreas, and Alejandro Ganimian. “[Which Students Benefit from Computer-Based Individualized Instruction? Experimental Evidence from Public Schools in India](#).” *Journal of Research on Educational Effectiveness* (March 2023): online first.

de Barros, Andreas, and Alejandro Ganimian. “[The Foundational Math Skills of Indian Children](#).” *Economics of Education Review* (February 2023): 102336.

de Barros, Andreas, Alejandro Ganimian and Anuja Venkatachalam. “[Which Students Benefit from Independent Practice? Experimental Evidence from a Math Software in Private Schools in India](#).” *Journal of Research on Educational Effectiveness* (April 2022): 279-301.

Angrist, Noam, Andreas de Barros, Radhika Bhula, Shiraz Chakera, Chris Cummiskey, Joseph DeStefano, John Floretta, Michelle Kaffenberger, Ben Piper, and Jonathan Stern. “[Building Back Better to Avert a Learning Catastrophe: Estimating Learning Loss from COVID-19 School Shutdowns in Africa and Facilitating Short-term and Long-term Learning Recovery](#).” *International Journal of Educational Development* 84, 102397 (July 2021): 1-14.

Barrera-Osorio, Felipe, Andreas de Barros, Sarah Dryden-Peterson, Bethany Mulimbi, Nozomi Nakajima, and Paola Uccelli. “[Levers for Learning: Relationships between School-Level Factors and Literacy Outcomes in Low-Income Schools in Colombia](#).” *Comparative Education Review* 64, no. 2 (May 2020): 269–98.

UNDER
REVIEW

Evaluating Teacher Evaluation – Evidence from Chile

I use large-scale data and a quasi-experimental research design to evaluate the effects of Chile's national teacher evaluation system on teaching behaviors, teacher beliefs, and student learning.

Explaining the Productivity Paradox: Experimental Evidence from Educational Technology

Annenberg EdWorkingPaper

I conduct a large-scale, cluster-randomized trial across 240 government schools in India. I study the causal effects of a teacher capacity-building program that promotes blended instruction on student learning in mathematics and science in grades nine and ten.

What Drives Teachers to Change Their Instruction? A Mixed-Methods Study from Zambia

With Junita Henry and Jacqueline Mathenge

R&R, *Comparative Education Review*

We conduct 78 in-depth interviews with education personnel in Zambia's public schools and combine thematic coding with unsupervised machine learning to explore determinants of changes in teachers' instructional practices.

RESEARCH IN
PROGRESS

Does Continuous Professional Development Improve Teaching at the Right Level? Experimental Evidence from Public Primary Schools in Zambia

I conduct a large cluster-randomized trial across 273 schools to measure the effects of Zambia's "Teaching at the Right Level" program, with and without an additional continuous professional development intervention for teachers. Data collection ongoing.

Helping Students Learn at Home: Experimental Evidence from a Technology-based Covid-19 Response Strategy in Indian Government Schools

I conduct a cluster-randomized trial to study the effectiveness of a large-scale effort to reverse learning losses and the potential complementarities of home-based learning solutions with schools' prior exposure to educational technology. Data collection ongoing.

Identifying Scalable and Cost-effective Approaches to Improving Parenting Practices for Young Children in Developing Settings

With Irma Arteaga and Alejandro Ganimian

We conduct a randomized evaluation of a program developed by an Indian non-profit that provides mothers with regular audio recordings with guidance on how to offer psychosocial stimulation to children from 6 to 30 months. Data collection ongoing.

Stemming Learning Losses in Morocco's Public Primary Schools

With Sarah Deschênes, Paul Glewwe, and Hosam Ibrahim

In collaboration with Morocco's Ministry of Education, we conduct a prospective difference-in-differences study to evaluate the impact of the country's flagship primary-school program on children's foundational numeracy and literacy skills. Data collection ongoing.

Teacher Trainees as Tutors: Improving Foundational Skills in Morocco

With Sarah Deschênes, Marc Gurgand, Hosam Ibrahim, and Rebecca Thornton

In collaboration with Morocco's Ministry of Education, we conduct a randomized trial to measure the effects of a new teacher trainee internship program on student learning and future-teacher retention and productivity. Funding secured.

**INVITED TALKS
(EXCLUDING
JOB TALKS)**

Columbia University, Committee on the Economics of Education. 2024.
University of California, Santa Barbara, Orfalea Center for Global & International Studies. 2024.
Brown University, Department of Education. 2023, 2022, 2021, 2020.
Indian Institute of Management Ahmedabad. 2023.
Harvard University, Kennedy School of Government. 2022.
United Nations University, World Institute for Development Economics Research. 2022.
VATT Institute for Economic Research. 2022.
New York University, Psychology and Social Intervention program. 2019.

**CONFERENCE
PRESENTATIONS**

Association for Education Finance and Policy (AEFP), Annual Conference. 2023, 2018.
Association for Public Policy Analysis & Management (APPAM), Annual Conference. 2023, 2022.
North East Universities Development Consortium (NEUDC), Annual Conference. 2023.
Research on Improving Systems of Education (RISE), Annual Conference/Presentation Series. 2023, 2022, 2020.
Comparative and International Education Society (CIES), Annual Conference. 2023*, 2021*, 2020.
Society for Research on Educational Effectiveness (SREE), Annual Meeting. 2022, 2020, 2019.
Latin American and Caribbean Economic Association (LACEA), Annual Conference and Impact Evaluation Network (IEN) Meeting. 2020, 2018.
German Economic Association, Research Group on Development Economics, Annual Meeting. 2019.
National Bureau of Economic Research (NBER), Economics of Education Meeting. 2018.*
Poverty Reduction, Equity and Growth Network (PEGNet), Annual Conference. 2018.

* Presented by co-author.

**OTHER
ACADEMIC
PRESENTATIONS**

Harvard University, Graduate School of Education. 2020, 2018, 2017.
Institute for Financial Management and Research, J-PAL South Asia. 2020, 2019, 2018, 2017.
IDinsight. 2019.
MIT, J-PAL Global. 2018.

TEACHING

University of California, Irvine, U.S.
 Instructor for the graduate-level class "[Applied Regression Analysis](#)". Winter 2024.
 Instructor for the undergraduate-level class "[Educational Research and Evaluation](#)". Fall 2023.

Harvard University, U.S.
 Teaching Fellow for the graduate-level class "The Political Economy of the School" (Paul Peterson). Fall 2019.

Teaching Fellow for the graduate-level class “Program Evaluation” (David Blazar). Spring 2017.

J-PAL, Chile and India

Instructor. At J-PAL South Asia’s Executive Education program, trained participants on the principles of randomized evaluations, sampling, and power calculations. Sep. 2020, Jul. 2019.

Teaching Fellow. At the J-PAL / Inter-American Development Bank (IDB) International Workshop on Surveys and Impact Evaluation, tutored participants on the use of Stata for experimental and quasi-experimental methods. Jan. 2012.

Innovations for Poverty Action, Ghana, India, Kenya, Peru, Sierra Leone, and the U.S.

Instructor. Trained staff on theoretical and practical aspects of Randomized Controlled Trials and field research, in developing countries. 2013-14.

University of Konstanz, Germany

Teacher Trainee. Prepared for a high-school teacher certification. 2006-10.

Service

Grant reviewing

J-PAL Learning for All Initiative (LAI); National Science Foundation (NSF) Economics Program; U.S. Agency for International Development (USAID) DIV.

Refereeing in economics and public policy

American Economic Review: Insights; Economía; Economic Development and Cultural Change; Economics of Education Review; Journal of Development Economics; Journal of Economic Behavior and Organization; Journal of Human Resources; Journal of Policy Analysis and Management; Journal of Public Economics; World Development.

Refereeing in education and psychology

AERA Open; American Educational Research Journal; Career Development International; Child Development; Comparative Education Review; Educational Researcher; Education Finance and Policy; International Journal of Educational Development; Journal of Applied Developmental Psychology; Journal of Research on Educational Effectiveness; Nature Human Behaviour; npj Science of Learning; Review of Educational Research.

Other service

Invited member of the 2021/22 Expert Committee advising the State Government of Haryana on its efforts to provide public schools with 1m tablets and personalized adaptive learning software.

**COMPUTER
SKILLS**

Extensive use and teaching of Stata.
Advanced user of ArcGIS, CSDPro, Git, ODK, R, and T_EX.
Some use of Python.

LANGUAGES

English (fluent), French (intermediate), German (native), Spanish (fluent).