

# Andreas de Barros

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CURRENT APPOINTMENT	<b>Massachusetts Institute of Technology (MIT), Department of Economics</b> Postdoctoral Associate, Teaching at the Right Level (TaRL) Africa initiative	Jun. 2020 –
EDUCATION	<b>Harvard University, Graduate School of Education &amp; Graduate School of Arts and Sciences</b> Ph.D. in Education Concentration: Education Policy and Program Evaluation. Dissertation: Essays on Teacher Effectiveness and Student Learning in Less-Developed Countries.	Sept. 2014 – May 2020
	<b>University of Konstanz, Department of Politics and Public Administration</b> M.A. in Public Administration B.A. in Political and Administrative Science	Oct. 2008 – Sept. 2010 Oct. 2005 – Sept. 2008
	<b>Exchange Studies, Rutgers University &amp; Princeton University</b> Ph.D.-level classes in Political Science M.A. in Political Science, from Rutgers University	Sept. 2009 – May 2010
PREVIOUS EMPLOYMENT	<b>Various Consulting and Part-Time Positions (Selection)</b> J-PAL Global. Research Transparency Graduate Fellow J-PAL South Asia. Pre-Doctoral Fellow The World Bank. Short-Term Consultant (STC)	Jul. 2017 – Jun. 2018 Jul. 2017 – Jun. 2018 May 2016 – Sept. 2017
	<b>Innovations for Poverty Action (IPA), New Haven, CT</b> Research Manager	Jul. 2013 – Aug. 2014
	<b>The Abdul Latif Jameel Poverty Action Lab (J-PAL), Santiago, Chile</b> Research Analyst	Aug. 2011 – Jan. 2013
	<b>United Nations Educational, Scientific and Cultural Organization (UNESCO), Paris, France</b> Author Assistant Programme Specialist Carlo-Schmid-Fellow	Aug. 2011 – Dec. 2011 Apr. 2011 – Jul. 2011 Oct. 2010 – Apr. 2011
ACCEPTED PAPERS	<b>Andreas de Barros, Johanna Fajardo-Gonzalez, Paul Glewwe, and Ashwini Sankar.</b> (Conditionally Accepted via Pre-Results Review.) <a href="#">“Learning by Doing? Experimental Evidence on Activity-Based Instruction in India.”</a> <i>Journal of Development Economics</i> .	

JOB MARKET  
PAPER

**Do Students Benefit from Blended Instruction? Experimental Evidence from India**

I conduct a large-scale, cluster-randomized trial across 240 public schools, in India. I thus 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. Embargoed; available upon request.

WORKING  
PAPERS

Barrera-Osorio, Felipe, **Andreas de Barros**, and Deon P. Filmer. 2018. “[Long-Term Impacts of Alternative Approaches to Increase Schooling: Experimental Evidence from a Scholarship Program in Cambodia.](#)” Working Paper WPS8566. Policy Research Working Paper. Washington, D.C.: The World Bank Group.

COMPLETED  
MANUSCRIPTS

**[Are You Smarter than a Fourth Grader? New Evidence on the Math Skills of Indian Children](#)**

With Alejandro Ganimian

We use large-scale, representative test data from India, for mathematics, to develop and estimate a Cognitive Diagnostic Model (CDM). We thus identify those particular mathematical skill areas in which learning levels lag behind.

**[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.

**[Which Students Benefit from Independent Practice? Experimental Evidence from a Math Software in Private Schools in India](#)**

With Alejandro Ganimian and Anuja Venkatachalam

We use a computer-assisted learning (CAL) software called “Mindspark” to randomly assign 4,461 students in grades 4-7 in 8 private schools to receiving or not receiving practice exercises after they learn a mathematical concept, and to assess the impact on their procedural knowledge and fluency.

**[Which Students Benefit from Personalized Learning? Experimental Evidence from a Math Software in Public Schools in India](#)**

With Alejandro Ganimian

We conduct a randomized experiment in 15 public “model” schools in Rajasthan, India, to evaluate the impact of personalized instruction for 1,528 students in grades 6 to 8, as delivered by a computer-assisted learning software.

RESEARCH IN  
PROGRESS

**[Changes – Mixed-methods evidence on determinants of shifts in teaching behaviors among Zambia’s public-school teachers](#)**

With Junita Henry and Jacqueline Mathenge

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.

**[Educational Opportunity and Prosocial Behavior](#)**

I exploit a randomized experiment in rural Cambodia to evaluate the long-run effects of a primary school scholarship program on individuals’ prosocial behavior in early adulthood.

## 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 avert learning loss, and potential complementarities of home-based learning solutions with schools' prior exposure to educational technology.

### OTHER PUBLICATIONS

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.

### RESEARCH FUNDING

#### Single Investigator

Post-Primary Education (PPE) Initiative. J–PAL. US\$55,710. Jul. 2021 – Oct. 2022.

U.S. Agency for International Development (USAID) DIV program (with Avanti Fellows). US\$301,090. Jan. 2020 – May 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.

Cheah Foundation Fund. Harvard University, Asia Center. US\$2,500 (declined). 2017.

#### Co-Investigator

U.S. Agency for International Development (USAID) DIV program. With Clément de Chaisemartin, Jalnidh Kaur, and Sabareesh Ramachandran. US\$392,924. Apr. 2021 – Mar. 2023.

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 distinction "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.

**INVITED TALKS** **Brown University,** Department of Education. 2021, 2020.  
**New York University,** Psychology and Social Intervention (PSI) program. 2019.

**CONFERENCE PRESENTATIONS** **Comparative and International Education Society (CIES),** Annual Conference. Paper: 2021\*, 2020.  
**Research on Improving Systems of Education (RISE),** Annual Conference/Presentation Series. Paper: 2020.  
**Society for Research on Educational Effectiveness (SREE),** Annual Meeting. Paper: 2020, 2019.  
**German Economic Association, Research Group on Development Economics,** Annual Meeting. Paper: 2019. Discussant: 2019.  
**Association for Education Finance and Policy (AEFP),** Annual Conference. Paper: 2018.  
**Latin American and Caribbean Economic Association (LACEA),** Annual Conference and Impact Evaluation Network (IEN) Meeting. Paper: 2020, 2018.  
**National Bureau of Economic Research (NBER),** Economics of Education Meeting. Paper: 2018\*.  
**Poverty Reduction, Equity and Growth Network (PEGNet),** Annual Conference. Paper: 2018.

\* Presented by co-author.

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

**TEACHING** **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). Held the course’s lecture on Regression Discontinuity. Spring 2017.

**J-PAL, Chile and India**

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

Instructor. Developed and conducted a class for J-PAL’s regional office for Latin America, covering all aspects of data-entry. Jan. 2013.

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 (no degree sought). 2006-10.

**AFFILIATIONS &  
SERVICE**

**Membership**

German National Merit Foundation Alumni Association (Studienstiftung).

Latin American and Caribbean Economic Association (LACEA).

Society for Research on Educational Effectiveness (SREE).

**Refereeing**

Career Development International.

Comparative Education Review.

Economía.

Innovations for Poverty Action Research Review Committee.

International Journal of Educational Development.

Journal of Applied Developmental Psychology.

Journal of Development Economics.

Journal of Human Resources.

U.S. Agency for International Development (USAID) DIV program.

**COMPUTER  
SKILLS**

Extensive use and teaching of Stata.

Good command of ArcGIS, CSPro, Git, ODK, R, and T<sub>E</sub>X.

Some use of Python.

**LANGUAGES**

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

ADVISORY  
COMMITTEE

**Felipe Barrera-Osorio** (Chair)  
Assoc. Prof. of Public Policy, Education and Economics  
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ADDITIONAL  
REFERENCES

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