

# Alexandra de Gendre

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## Education

2015-2021 PhD in Economics. Maastricht University, the Netherlands  
Dissertation title: *Behavioral Barriers to Success in Education*  
Advisor: Prof. Olivier Marie, Erasmus University, Rotterdam  
Committee: Profs. D. Cobb-Clark, D. Fouarge, H. Oosterbeek, D. Webbink, I. de Wolf

2013-2014 M.Sc. Economics. Humboldt University, Berlin, Germany

2011-2014 M.Sc. Statistics. Ensaï (*Grande Ecole*, National School For Statistics and Information Analysis), Bruz, France

2008-2011 *Classe Préparatoire aux Grandes Ecoles, B/L Lettres et Sciences Sociales (with highest honors)*.  
Sainte-Marie de Neuilly, Neuilly-sur-Seine, France  
Note: Conferred B.Sc. in Economics and B.A. in History from Université Paris X, Paris, France

## Academic Positions & Affiliations

2019-Present Post-Doctoral Research Associate, The University of Sydney, Australia.

2018-Present Research Affiliate, IZA Institute of Labor Economics.

2018-Present Research Affiliate, The Australian Research Council Centre of Excellence for Children and Families over the Life Course (the Life Course Centre).

## Research Interests

Applied Micro-econometrics; Economics of Education; Education policy; Higher Education Public Finance

## Research

*Job Market Paper: "Class Rank and Sibling Spillover Effects"*

**Abstract:** Siblings are perhaps the most important childhood peers, yet we know little about sibling spillover effects on school achievement and their potential mechanisms. I estimate the effect of children's rank in primary school on their younger sibling's schooling outcomes using administrative records from the Netherlands. In this setting, variation in sibling rank is credibly exogenous and isolates sibling spillovers driven by behavioral and psychological mechanisms, as opposed to direct transmission of human capital. A 1SD increase in child rank in test scores increases their younger sibling's test scores by 4.3 percent of a standard deviation, showing that behavioral mechanisms in sibling spillovers are empirically relevant. Child rank also increases the chance that their sibling is recommended for the academic school track by 5 percent, even after accounting for younger sibling's test scores. This recommendation is given exclusively by teachers, suggesting that teachers track children based on arguably meaningless information on their siblings. I argue that this is a form of teacher bias in expectation formation and show that it only occurs for non-migrant children. This points towards cultural proximity as an important factor in the formation of biased expectations, widening achievement gaps between migrant and non-migrant children. Overall, my findings show that school inputs can be important drivers of within-family human capital spillovers.

*Submitted and Under Review*

1. *“On the Mechanisms of Ability Per Effect”*, with Nicolas Salamanca.

**Abstract:** Studying with higher ability peers increases student performance, yet we have little idea why. We exploit mandated random assignment of students to classrooms and find positive peer effects on test scores. With rich data on nineteen potential mechanisms, we then estimate how effects on attitudes, parents, and teachers could drive these results. Higher-achieving peers reduce student effort, increase student university aspirations, increase parental time investments and parental strictness, and have precise null effects elsewhere. None of these mechanisms, however, explain our peer effect on test scores. Our novel method to detect cluster violations of random assignment is of independent interest.

2. *“Child Health and Parental Responses to an Unconditional Cash Transfer at Birth”*, with John Lynch, Aurelie Meunier, Rhiannon Pilkington, and Stefanie Schurer.

**Abstract:** We estimate the impact on child health of the unanticipated introduction of the Australian Baby Bonus, a \$3,000 one-off unconditional cash transfer at birth. Using regression discontinuity methods and linked administrative data from South Australia, we find that treated babies had fewer preventable, acute, and urgent hospital presentations—medical care available without co-payments—in the first two years of life. The payment later increased demand for elective care, which requires planning, medical referrals, and often co-payments. Our effects are strongest for disadvantaged families. Our findings suggest that up to 34% of the payout were recouped within the first year.

3. *“From Subsidies to Loans: The Effects of a National Student Finance Reform on the Choices of Secondary School Students”*, with Jan Kabatek.

**Abstract:** We analyse the effects of a national reform of higher education financing on the decision making of secondary school students in the Netherlands. The reform eliminated a universal subsidy for higher education students and replaced it by a low-interest loan, causing a substantive increase in the private costs of higher education. We show that the reform had a large impact on students’ decision making, decreasing the share of secondary school students following college-preparing tracks by 6.8 percentage points. The reform also affected students’ subject specialization choices, and the living arrangements of new college entrants. We show that secondary school students respond to the costs of higher education well ahead of their graduation, which has important consequences for the design of empirical studies of higher education financing. It also shows that policy uncertainty regarding financial aid is sufficient to deter many students from pursuing higher education.

*Other Projects*

1. *“Quantifying Aspirational Poverty Trap”*, with Nicolas Salamanca.
2. *“The Impact of Low-Income Priority Priority Points on School Choice and Student Outcomes”*, with Shushanik Margaryan and José Montalban Castilla.
3. *“A meta-analysis on role of models in education”*, with Jan Feld, Ulf Zölitz and Nicolas Salamanca.

*Awards and Funding*

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| 2020 | Chief Investigator, <i>“Building Resilience: Communities, Schools and Parental Investment”</i> . Life Course Centre Research Funding (5,000 dollars AUD).  |
| 2018 | Chief Investigator, <i>“Student Finance and Educational Choice”</i> . Research Centre for Education and the Labor Market, Maastricht University (5,000 euros).   |
| 2018 | Travel Grant, Graduate School of Business and Economics, Maastricht University.  |
| 2017 | Chief Investigator, <i>“A Real-Effort Task Experiment On Goal-Setting and Effort Provision Under Uncertainty”</i> . Research Centre for Education and the Labor Market, Maastricht University (5,000 euros). |
| 2015 | PhD Grant, Graduate School of Business and Economics, Maastricht University.   |

## Conference & Seminar Presentations

- 2021 Swedish Institute for Social Research (SOFI) Seminar - Stockholm University, The University of Sydney MPP Seminar Series, ESPE, 11th International Workshop on Applied Economics of Education (IWAAE), HCEO-NES-CREC Virtual Summer School on Socioeconomic Inequality 2021, 23rd Australia/New Zealand Labour Econometrics Workshop (LEW), European Society of Labour Economics (EALE)
- 2020 The University of Sydney MPP Seminar Series (*Sydney, Australia*)
- 2019 2nd IZA/Briq Behavioral Economics of Education Workshop (*Bonn, Germany*), University College Dublin (*Dublin, Ireland*), European University Institute Workshop on The Effectiveness of Children's Education Around the Globe (*Florence, Italy*), IWAAE (*Catanzaro, Italy*), University of Potsdam 6th PhD Workshop in Empirical Economics (*Potsdam, Germany*).
- 2018 3rd IZA Economics of Education Workshop (*Bonn, Germany*), The University of Melbourne Applied Micro Brewery Workshop (*Melbourne, Australia*), The University of Melbourne (*Melbourne, Australia*), RMIT Seminar Series (*Melbourne, Australia*), IWAAE (*Catanzaro, Italy*), ESPE (*Antwerp, Belgium*), IZA 21st Summer School in Labor Economics (*Buch am Ammersee, Germany*), IZA World Labor Conference (*Berlin, Germany*), 21st Labor Econometrics Workshop (*Sydney, Australia*)
- 2017 Victoria University (*Wellington, New Zealand*), IWAAE (*Catanzaro, Italy*), ESPE (*Glasgow, Scotland*), EEA-ESEM (*Lisbon, Portugal*)
- 2016 Melbourne Institute (*Melbourne, Australia*), Maastricht University (*Maastricht, the Netherlands*), DynIper (*Berlin, Germany*), Berlin Interdisciplinary Education Network (*Berlin, Germany*)

## Teaching

### *Maastricht University*

- 2015-2018 Behavioral Economics (Graduate) Teaching assistant for Thomas Dohmen.  
Teaching evaluation: 8.8/10 (N=21).
- 2015-2017 Personnel Economics (Undergraduate) Teaching assistant for Steffen Kuenn.  
Teaching evaluation: 9.3/10 (N=70).

### *Teaching Awards*

- 2018 Excellent Tutor Award, School of Business and Economics, Maastricht University

## Other Scientific Activities

### Refereeing Service

Health Economics, Labour Economics, IZA Journal of Labor Economics

### Seminar Organizer

Maastricht University PhD Brown Bag, 2016-2017

### Research Visits

Visiting PhD Student, Jacobs Center & Department of Economics, The University of Zurich, Switzerland (April-September 2019)

Visiting PhD Student, Melbourne Institute, The University of Melbourne, Australia (March 2018-March 2019)

Visiting PhD Student, IZA Institute, Germany (Summer 2016)

### Sponsored Research

Contract research at Australian Super. "Goal-setting and Super savings intentions", a field experiment with Dr. Edwin Ip. (September 2018-March 2019)

Commented reading for Colfuturo, Colombia (March 2021)

## Miscellaneous

### *Non-Academic Employment History*

2014	Statistician Consultant, Ekimetrics, Paris, France
2013	Trainee Statistician, OECD, Paris, France
2012	Trainee Statistician, PSA Peugeot-Citroen, Paris, France

### *Skills*

Programming	Stata, R, Python, C++, SQL, HTML/CSS, JavaScript, Qualtrics
Languages	French, English, German (fluent), Spanish (fluent), Russian (advanced beginner)