WAKE FOREST UNIVERSITY

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Dear organizers,

My name is Fabiola Alba Vivar, and I am an applied microeconomist specializing in labor and health economics, with a particular focus on developing countries. I am currently an Assistant Professor of Economics at Wake Forest University. I earned my Ph.D. in 2024, and my job market paper examined how transportation infrastructure influences college access, choice, and subsequent labor market outcomes. Other chapters of my dissertation explored the impact of licensing regulations on graduates' labor market trajectories and evaluated interventions designed to foster STEM aspirations among young girls.

In addition to my dissertation work, I study the broader effects of large-scale public policies. My ongoing projects examine how restrictive citizenship policies affect health outcomes in the Dominican Republic and how public school infrastructure investments shape competition in Peru's education market. A common thread across my work is the use of rich administrative and survey data, accessed through long-standing collaborations with policymakers in Latin America.

Attending the NBER Summer Institute would allow me to receive feedback from and connect with leading scholars working on issues central to my research agenda. Given that I am in the early stages of a tenure-track position, the opportunity to build research collaborations is especially important. I also hope to refine ongoing projects and receive constructive feedback before preparing them for submission.

I am particularly interested in the Labor Studies, Children, Health, Gender, Education, and Development Economics sessions, which align closely with my research agenda. I would also be excited to attend sessions that explore the application of machine learning and causal inference techniques in microeconomic research. I aim to deepen my understanding of cutting-edge empirical methodologies, particularly as they relate to causal inference in applied microeconomic contexts.

I am excited about the possibility of joining the NBER Summer Institute through the REStat Fellowship. As a faculty member at a liberal arts institution that has been historically underrepresented at NBER conferences, I am particularly drawn to the fellowship's mission to broaden participation. I believe my research contributes meaningfully to diversifying both the topics and perspectives represented at the Summer Institute. Thank you for considering my application.

Sincerely,

Fabiola M. Alba Vivar

FABIOLA M. ALBA VIVAR

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Office Contact Information

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EMPLOYMENT

Assistant Professor of Economics — July 2024 -Present
Wake Forest University, Department of Economics

EDUCATION

Ph.D. Economics and Education, Columbia University — May 2024
M.Phil Economics and Education, Columbia University — 2023
M.A. Economics, Brown University — 2019
B.A. Economics, Pontificia Universidad Catolica del Peru — 2014

WORKING PAPERS

Opportunity bound: Transport and Access to Higher Education in a Megacity.

College Licensing and Reputation Effects on the Labor Market. With Jose Flor and Matteo Magnaricotte.

Empowering the future of Science: Experimental evidence on STEM skills and attitudes in Peru.

Citizenship Policy and the Spread of Communicable Diseases: Evidence from the Dominican Republic. With Eduardo Campillo and Jose Flor.

Spillover Effects of School Infrastructure Upgrade: Evidence from Peru. With Sarita Ore-Quispe

WORK IN PROGRESS

Femicides and Human Capital Investment in Latin America. With Marcela Mello and Fernanda Sobrino

Higher Education Reforms and Political Outcomes. With Matteo Magnaricotte

Domestic violence and mental health centers in Peru. With Bilge Erten, Pinar Keskin, Maria Rosales Rueda, and Micaela Sviatschi.

POLICY WORK

What is the impact of infrastructure investments on educational markets? With Sarita Ore, Denys Casiano and Juan Cisneros. Revista Economia y Sociedad, CIES, December 2023.

Factors limiting the transition to higher education: Current situation and recommendations for public policy. With Jose Flor and Matteo Magnaricotte. Peruvian Ministry of Education, December 2020.

TEACHING EXPERIENCE

Wake Forest University
Applied Econometrics, Instructor — Fall 2024, 2025
Economic Growth and Development, Instructor — Fall 2024, Spring 2025

School of International and Public Affairs, Columbia University
Economics of Education Policy, TA — Spring 2024
Macroprudential Policies and Regulations, TA — Spring 2022
Macroeconomic Policy Management, TA — Fall 2021, 2022

Teachers College, Columbia University
Education and Economic Development, TA — Spring 2022
Microeconomic Theory Applications to Education, TA — Fall 2021

Barnard College, Columbia University
Empirical Development Economics, TA — Spring 2023

Pontificia Universidad Catolica del Peru
Education and Development Economics (Undergrad Level), Instructor — Spring 2022, Summer 2023, Fall 2023
Thesis Seminar, Undergrad Advisor — Spring 2022 - Spring 2024
Applied Economics I, Applied Economics II and Introduction to Economics, TA — Spring 2013, 2014

GRANTS AND AWARDS

Education Policy Dissertation Fellowship, *EPSA at Teachers College* — 2023
XXVI Concurso Anual de Investigacion CIES ($\sim 20,000$ USD) — 2022
Student Research Grant, *Center for Development Economics and Policy at Columbia University* — 2022
Student Research Grant, *EPSA at Teachers College* — 2022,2023
Roe L. Johns Award, *Association for Education Finance & Policy* — 2021,2022,2023
Seed Grant for Creating Female Scientists Project, *Rutgers University* (6,000 USD) — 2020
Seed Grant for Teenage Pregnancy Project, *Overderck Foundation and Princeton University* (5,000 USD) — 2017
Outstanding Teaching Evaluation, *Social Sciences Department at PUCP* — Spring 2022
Best Teaching Assistant, *Business Department Distinction, PUCP* — 2013
Best Undergrad Research Paper, *Social Sciences Department Award, PUCP* — 2012

CONFERENCES, PRESENTATIONS AND INVITED TALKS ⋆

2025: Barnard College, Montana State University, Duke University (IPHD), MWIEDC (Urbana-Champaign), University of Delaware, SEED (Georgia Tech), PPGE - Universidade Federal da Paraiba (*online*), RIDGE Gender (Lima)*, LSE CEP Education*, Tecnológico de Monterrey* (**scheduled*)

2024: PUC Chile, Bucknell University, Oberlin College, Tecnologico de Monterrey (virtual), Wake Forest University, Rutgers University, ifo Institut Munich, World Bank Urbanization and Poverty Reduction Research Conference, World Bank Conference on Transport Economics, SOLE, NBER SI Education (attendee), NBER SI Health (attendee), APE (Universidad de Lima), CREED (UNC Charlotte), NEUDC (Northeastern), LACEA-LAMES (Uruguay), SEA.

2023: ASSA (discussant), AEFP, UNMSM, Seminario MAP, WEAI Grad. Student Workshop, UEA North America (U of Toronto), PUCP, NEUDC (Harvard), SEA, LAUrban LACEA (FGV, Rio de Janeiro)

2022: AEFP, 9th UDEP-UBC Workshop for Young Economists, LACEA-LAMES, NEUDC (Yale)

2021: AEFP, PUCP

⋆ *Not including additional presentations by coauthors.*

WORK EXPERIENCE

Graduate Research Assistant Experience — Sep 2020 - 2023
Prof. Laura Boudreau — Summer 2023
Prof. Alex Eble — 2020, 2022-2023
Prof. Micaela Sviatschi — 2021

Senior Research Specialist — Jul 2015 - Jul 2018
Industrial Relations Section, Department of Economics — *Princeton University*
RA to Prof. Ilyana Kuziemko, Suresh Naidu and Hank Farber
RA to Prof. Chris Neilson

Research Associate — Aug 2014 - Jun 2015
Abdul Latif Jameel Poverty Action Lab JPAL Latin America and the Caribbean — *Peru*

REFEREE SERVICE

Review of Economics and Statistics, Transportation Safety and Environment, Journal of Human Resources, PLOS Mental Health, Economics of Education Review, Journal of Policy Analysis and Management

CONFERENCE AND RESEARCH PROPOSAL REVIEWER

2024: SREE, APE (Universidad de Lima), Seminario MAP, NSF

OTHER ACADEMIC SERVICE

2024: AMIE Mentor

SKILLS

Programming	Stata, R, Python, and MATLAB.
Survey Design and Editors	SurveyCTO, ODK and LaTeX.
Languages	English (Professional), Spanish (Native), Italian (Intermediate), Quechua (Basic)
Citizenship	Peruvian

Opportunity Bound: Transport and Access to College in a Megacity

Fabiola M. Alba-Vivar *

March 21, 2025

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Abstract

This paper examines the causal effect of new transportation infrastructure on college enrollment and choice. Leveraging novel geolocated administrative data and a difference-in-differences approach, I exploit the phased rollout of two public transportation lines in Lima, a megacity of 12 million people. I find that a 17% reduction in commuting time to college increases enrollment rates by 6%, with no significant differences in enrollment rates by gender. However, female students are more likely to enroll in low-quality private colleges along the new lines—particularly those living in high-risk areas, as measured by local femicide rates. In contrast, male students are more likely to enroll in connected public colleges, which are more geographically dispersed and offer more STEM programs. A college choice model suggests that for a one standard deviation increase in expected wages, male students are willing to commute up to 55% longer than female students.These findings suggest that while better transportation enhances access to higher education, gender differences in willingness to commute can shape the distribution of these benefits.

Keywords: College Access, College Choice, Transport, Commuting, Gender
JEL Codes: I24, I25, O18, R41

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"I have spent so many hours sitting on a combi, and it is a waste of time. On average, I spend 3 hours per day going back and forward to school, and I am not even counting the rush hour. Living so far away is difficult; it means waking up very early and I cannot stay up late at night. It means not being able to eat well, that I skip meals and I cannot choose early morning classes because I know I will not make it on time." - A female college student in Lima (2023)

1 Introduction

The majority of the world's college students—over 500 million—live in cities and depend on transportation infrastructure that is often slow, unsafe, and unreliable. This challenge is especially pronounced in low- and middle-income countries, where transportation systems lag behind those in high-income nations in both coverage and quality (Gonzalez-Navarro and Zarate, 2023). These challenges are even greater for women, who often face higher safety risks and greater costs in poorly designed transport systems that fail to accommodate their mobility needs (Borker, 2024). While extensive research links distance from school to various educational outcomes (Acton et al., 2024; Agarwal and Somaini, 2019; Card, 2001; Kane and Rouse, 1995), much less is known about the direct impact of transportation policies that reduce commuting time on college access[1] —a key driver of economic mobility (Chetty et al., 2017). What is more, gender differences in travel behavior, often shaped by safety concerns and social norms, may unintentionally affect college decisions, potentially making transportation upgrades regressive for women.

This paper examines the causal impact of major public transportation improvements on college access, decisions, and their gendered effects. The study focuses on Lima, Peru—a megacity of 12 million people ranked among the worst in the world for women's mobility, comparable to Mexico City or Jakarta. To identify these effects, I leverage the phased rollout of two mass public transportation systems in the early 2010s: a rapid bus transit line and

[1]Most of the studies related to policies that increase college enrollment focus on targeting financial constraints or granting affirmative action to secure equal opportunities for minorities (Page and Scott-Clayton, 2016).

an elevated train line. These new transit options significantly reduced commuting time to college for thousands of college students. Prior to their introduction, students in Lima spent an average of two hours per day commuting to and from school.[2]

I construct a novel dataset that integrates college and student locations with transit options, capturing variation in commuting time and educational decisions over time. By geocoding both colleges and students' households and linking them to data on the locations and opening dates of new public transit stations, I track the impact of improved transportation access. To estimate the causal effect of these improvements on college enrollment and decisions, I employ a difference-in-differences (DiD) approach. This strategy leverages variation across cohorts and neighborhoods, as well as the staggered rollout of stations, comparing educational outcomes for cohorts in neighborhoods exposed to new stations with those in neighborhoods where stations were planned but never built.[3] This method follows a placebo strategy similar to that of Donaldson (2018).

I find that students in neighborhoods that are connected to new lines reduce their time commuting to college by 17%,[4] which leads to a 6.3% increase in college enrollment rates. This increase is mostly driven by private colleges, while the results for public colleges remain positive but significantly lower. In Peru, public colleges are tuition free, are highly selective, and have limited ability to expand enrollment, which may explain why the effects are low.[5] These effects are also driven by non-poor neighborhoods, and I do not observe significant differences in the effects by gender.

First, I find that students in neighborhoods connected to the new transit lines reduce

[2]According to the 2010 National University Census, students living on the city's outskirts commuted an average of 1.5 hours one way, while those in central Lima traveled about 40 minutes—similar to commute times for college students in Delhi, as documented by Borker (2020).

[3]I collected data from Lima's strategic city plans and multiple transportation studies used in designing the Metro de Lima, which originally included eight lines connecting various parts of the city. However, only six were formally studied, and just one was ultimately constructed.

[4]This reduction in average commuting time to any college is equivalent to almost 30 minutes per day.

[5]Flor-Toro and Magnaricotte (2021) document the disparities among the admissions systems for both private and public colleges in Peru. They highlight the different probabilities of admissions that students face, where the likelihood of being admitted to a public college is less than a private one.

their commuting time to college by 17%,[6] leading to a 6.3% increase in college enrollment rates. This increase is primarily driven by private colleges, while the effects on public college enrollment, though positive, are significantly smaller. In Peru, public colleges are tuition-free, highly selective, and have limited capacity to expand enrollment, which may explain the weaker impact.[7] However, the effects do not differ significantly by gender.

Second, I examine how commuting time influences college choice decisions. Since data on student preferences and abilities are unavailable, I use machine learning techniques to predict which students, in the absence of the policy, were highly likely or unlikely to attend college. I also classify if they are likely to enroll in a low-quality private college, a high-quality private college, or a public college. This approach allows me to distinguish between effects at the extensive margin (*new* students entering college) and the intensive margin (*typical* students who were likely to attend college regardless).I find that changes in college choice differ significantly by gender. Among *typical* students, women's enrollment patterns remain unchanged, while men shift from low-quality private colleges to public institutions. Among new students, women are more likely to enroll in low-quality private colleges, whereas men predominantly choose public colleges. That women disproportionately enter lower-quality private institutions while men opt for tuition-free public colleges—which offer higher labor market returns—is particularly striking in the context of Peru's large gender wage gap.

To understand gender differences in college choice, I explore potential mechanisms driving these disparities. First, I leverage variation in whether a college is directly connected to the new transit lines. The results indicate that both male and female students respond to improved connectivity. However, while men are more likely to enroll in connected public colleges, women increasingly choose low-quality private colleges along the new transit routes. Safety concerns and social norms may be key factors behind these gendered enrollment patterns. Using femicide rates as a proxy for risky environments, I find that the effects on women

[6] This reduction translates to nearly 30 minutes per day.

[7] Flor-Toro and Magnaricotte (2021) documents disparities in the admissions systems of private and public colleges in Peru, showing that students face much lower chances of admission to public institutions.

are more pronounced in high-risk areas. These findings suggest that women navigate an educational landscape shaped by safety and convenience, reinforcing evidence from Borker (2020), which shows that women in Delhi often opt for lower-quality colleges to minimize safety risks. Third, I also examine institutional characteristics, such as the share of female students and the availability of STEM versus non-STEM programs. Low-quality private colleges typically offer non-STEM majors, such as Law and Business, which tend to attract more female students. I find that women are not only more likely to enroll in non-STEM programs but also less likely to attend colleges with a low share of female students. This suggests that beyond connectivity, female students respond to institutional characteristics, further reinforcing existing gender gaps in higher education.

Motivated by the differential results by gender in terms of college choice, I use a simple random utility model to explore the relationship between commuting time to college and college quality, measured by the expected wages of recent graduates. I estimate a mixed logit model separately by gender for two types of students, those who are likely to attend public colleges and those who are likely to attend private ones. For students likely to choose private colleges, I find that men are willing to commute 55% more than women for one additional standard deviation in post-graduation wage returns. For public college, the gap narrows: on average, men are willing to commute 7% more than women. These differentials in willingness to commute align with my reduced-form findings, which suggest that women tend to enroll in lower-quality colleges near the new stations compared to men.

Additionally, I explore medium-term outcomes using the 2017 Peruvian Census, seven years after the opening of the first station. Through a cohort-exposure analysis, I find that improved public transportation access increases the likelihood of college completion by 12% among students living in affected areas. This suggests a significant reallocation of time and resources, particularly given that most Peruvian college students take more than five years to graduate. However, when disaggregating by gender, I find that male students induced to attend college by the policy are more likely than their female counterparts to complete their

degrees and secure white-collar jobs. This suggests that while improved connectivity expands educational access for both men and women, gender disparities persist in college completion and labor market outcomes, potentially due to differences in college choices, field of study, or additional barriers faced by female students in transitioning from education to employment.

This paper contributes to several strands of the literature. Despite the lack of data and identification challenges, evidence indicates that reduced transportation costs affect human capital investment, specially in the K-12 setting in developing countries. Bicycles, for instance, bolster women's access to education and improve schooling outcomes and aspirations (Fiala et al., 2022; Muralidharan and Prakash, 2017).[8] Moreover, reduced transportation costs can reduce gaps between low- and high-skill students (Asahi and Pinto, 2022), as families with reduced transportation costs often travel further (Herskovic, 2020). However, in places with meritocratic systems, only high-achieving students with highly educated parents take advantage of reduced transportation costs (Dustan and Ngo, 2018). My results show that living in a neighborhood connected to new lines not only increases college enrollment rates but also influences college selection among students. I also find differential responses by gender: male students become more likely to enroll in public colleges spread across the city, while female students enroll in low-quality private colleges that now connect to the new lines.

Travel safety and social norms are closely linked to transportation costs. In Lima, informal transportation is widely considered unsafe due to frequent accidents, sexual harassment, and muggings (Dominguez Gonzalez et al., 2020). This situation mirrors that of other large cities in the developing world, where women face significantly higher rates of harassment and crime than men, leading to gender-specific responses when travel costs change. The new transportation systems I study offer a safer alternative to the informal buses that circulate the city. Thus, I expect that the opening of these new lines also represents an expansion of safe travel options for women. There is a small but growing literature on this issue, with

[8]Both papers study a similar policy: providing bicycles to female students so they can mobilize easily and therefore reduce transportation costs.

most findings indicating that women have a higher demand for safe transportation (Borker, 2024; Kondylis et al., 2020), which in turn can directly influence their labor supply (Field and Vyborny, 2022; Martinez et al., 2020).[9] Beyond employment, travel safety can also shape human capital investment. In Delhi, Borker (2020) documents how women often choose lower-quality colleges over more prestigious but less safe institutions. Lima, the setting of this study, is considered one of the most dangerous large cities in the world for women's mobility and transportation, comparable to Delhi, Mexico City, and Jakarta.[10] My findings align with Borker (2020)'s results in India but provide causal evidence on the effects of a policy that reduces commuting time and, plausibly, exposure to harassment and crime. This reduction in risk led female students to enroll in lower-quality private colleges located near the new stations, prioritizing safety and convenience over institutional prestige. The effect is particularly pronounced for women living in high-risk areas, as indicated by higher femicide rates in their districts.

Finally, this paper also contributes to the literature studying the impact of improving or building new transportation in large cities in developing countries. Some evidence shows positive effects on labor market opportunities and welfare in the medium and long run (Balboni et al., 2021; Tsivanidis, 2022; Zarate, 2022). However, Severen (2023) finds no impact on local productivity or amenities for the Los Angeles Metro Rail. Warnes (2021) shows that the BRT line in Buenos Aires increased segregation between high- and low-skill workers and a similar result is found by Lee and Tan (2024) on the Downtown Line in Singapore.[11] Nevertheless, less is known about the direct causal effects on human capital investment. More specifically, in terms of higher education, and to the best of my knowledge, this paper is the first to study the causal effects of a city transportation upgrade on college access. I document how neighborhoods experience reduced commuting time to any college in the city and how

[9] In Lima, the new transit stations have been shown to positively impact women's labor supply (Martinez et al., 2020).

[10] See the ranking on women's safety in transportation in a Reuters study here.

[11] Research on different types of transportation such as railroads and roads (Brooks and Donovan, 2020; Donaldson, 2018; Donaldson and Hornbeck, 2016) shows long-run, positive effects on trade and economic growth.

this boosts college enrollment rates.[12]

The rest of the paper is organized as follows. Section 2 describes the background, Section 3 describes the data, and Section 4 presents the empirical strategy. Section 5 presents the short-term results, and Section 6 introduces a college choice model to explore the trade-off between college quality and commuting time to college. Section 7 shows the medium- and long-term results, and Section 8 concludes.

2 Background

In this section, I describe the college education system in Peru along with the state of transportation for students in the city.

2.1 College Education in Peru

The Peruvian Education system is based on three levels: primary education (6 years), secondary education (5 years), and the higher education level, which often lasts from 2 (technical school) to 10 years (medical school). On average, college students graduate in 5 to 7 years. According to the 2017 Peruvian Census, 4 out of 10 recent high school graduates (between 17 and 21 years old) have access to some type of higher education. More specifically, 15% enroll in a technical school or community college, 22% enroll in college, and the remaining 63% lack access to any type of higher education (Alba-Vivar et al., 2020). Following trends similar to those in middle- and high-income countries, Peruvian women access college at slightly higher rates than men.

Several additional aspects of the college education system are worth highlighting, as they

[12] I also find not only reduced commuting time but also that the new system provides better labor market opportunities, as it connects people from the outskirts of the city to downtown Lima (where most white-collar jobs are located). In this sense, potential college students might also anticipate better job prospects after graduating. Adukia et al. (2020) find that children stay in school longer and perform better on standardized exams in rural areas that get connected to roads. In this paper, I show reduced-form results that combine both channels: increased labor market opportunities (both for current jobs and those obtained after graduation) and reduced commuting times.

are relevant to understanding students' college choices. Unlike the US, Peru has no general standardized exams like the SAT, making it difficult to assess students' abilities. Also, unlike Chile or Brazil, there is no centralized admission system to enroll in college, as each college maintains its own distinct procedure to admit students. Students typically face a decision tree of college choice as depicted in Figure 1. A student might choose to attend college, community college, or no college at all (and either stay home or work, which accounts for approximately 60% of recent high school graduates). If a student chooses to attend college, they might choose either a private or public college.

There are several differences between private and public colleges. On the one hand, public colleges offer free tuition and have a decentralized admission system (i.e., each university organizes its own admission exam). They also receive a significant number of applicants each year, making them more selective (about 20% of applications at public colleges are successful (Flor-Toro and Magnaricotte, 2021)). This makes the process more uncertain for students, but it is compensated by the prestige that these public schools have, especially the STEM-oriented institutions.

On the other hand, private colleges have a greater variance in price and quality. Their admission process is very straightforward, and students face less or no uncertainty about the probability of enrolling, as only a few elite private colleges tend to have more selective admission exams. For simplification, I assume there are two types of private institutions: high- and low-quality private colleges. High-quality colleges tend to charge higher tuition fees compared to low-quality colleges (college fees range from 150 USD monthly up to 1,300 USD. For reference, the minimum monthly wage in Peru was 180 USD in 2010). For private universities, prestige is correlated with prices given the selection of their students. Graduates from low-cost and low-quality colleges enjoy fewer returns in the labor market compared to their peers in high-cost and high-quality institutions. Appendix Figure A.5 shows the expected wages after graduation for all available choices, which provides evidence that higher-quality colleges yield significant higher returns in the labor market.

Another relevant fact is that 90% of college students attend a college located in their province of birth, suggesting that most do not move to go to college. In Lima, housing for students is almost nonexistent, and the housing that is available is reserved exclusively for out-of-state students. This means that most students live at home with their parents and commute to college. Appendix Figure A.1 shows the average travel time from home to their college campus in minutes using data from the 2010 National University Census. Students living on the outskirts of the city travel an average of 80 minutes, whereas those living in downtown Lima (city center) travel an average of 40 minutes. In this setting, where students spend a significant part of their day commuting to college, it is expected that reduced commuting time can switch both their decisions to attend college and which college to attend.

2.2 Public Transportation in Lima

Lima's population is comparable to other large cities around the world, such as New York City, Paris, Xi'an, Chennai, Jakarta, Bogota, and Los Angeles. However, Lima is not nearly as dense (8,000 hab/mi2 compared to New York City's 29,302 hab/mi2), and commuting across the city can take up to three hours during rush hour. During the 1990s, market liberation policies allowed used cars and mini-buses to be imported, which became the basis of the new transportation system for commuters. These privately operated mini-buses, known as *combis*, partially alleviated the demand for transportation across the city. However, their poor quality and the lack of transit regulations made this mode of transportation unsafe for commuters and even more for young students. In 2010, 57% of people who were in a traffic accident were under 25 years of age.

In July 2010, the city opened Metropolitano, a single bus rapid transit line that connected the north and south of the city. The Metropolitano was the very first mass transportation public system in Peru, connecting 12 city districts out of the 44. Regular commuters had to pay a flat fee of 1.50 PEN, approximately 0.50 USD for regular commuters, but college

students received a 50% discount.[13] A year after the Metropolitano opened, the Peruvian president inaugurated the first line of the Metro de Lima, which was built on an elevated viaduct.[14] This train connected the northeast side of the city with the southeast side and over two million people.

The Metro de Lima took almost 40 years to complete. During the 1970s, the Peruvian Ministry of Transport designed a complete metro system for the city, aiming to connect multiple districts, especially emerging neighborhoods in the outskirts. The original plans for the city included eight lines, but as years passed, only six were properly studied and evaluated (Appendix Figure A.4 shows these lines). A very small part of the project was initiated in the 1980s during the first government of President Alan Garcia, but it remained incomplete for more than 20 years and never opened to the public. Peru's major economic crash avoided future developments of this project until it was revived in 2006, during Garcia's second presidential term (Campos et al., 2021).

Due to budgetary restrictions and President Garcia's wish to inaugurate the project he had promised in the 1980s, the first line (Linea 1) was rushed to open before it was completed, before the end of Garcia's term in 2011. The remaining half was subsequently inaugurated in 2014. Until today, no other lines have opened to the public, and the second line has been under construction since 2014. These delays are mostly due to several corruption scandals involving Garcia's government and Odebrecht, the consortium in charge of the first line's construction, which allegedly paid more than 20 million USD in bribes for this project. Appendix B provides more information on the history of these projects.

In this paper, I focus on the first line of the Metro de Lima and the Metropolitano's new stations. Both provided a faster and safer service compared to combis, reducing transportation costs and time for thousands of students in Peru's capital. Notably, both systems crossed the city from north to south, connecting several neighborhoods to downtown Lima,

[13]The original fee was 1.50 PEN, but it was raised in December 2012 to 2.00 PEN and then raised again by February 2015 to 2.50 PEN.

[14]It was the longest metro-type train viaduct in the world for six years, until it was overtaken by the Wuhan Metro in 2017.

which is the hub of several college campuses as seen in Figure A.2.

3 Data

This paper uses multiple sources of data that include administrative data from college records, geocoded stations, and the Peruvian census at the block level.

College Enrollment. Data on college enrollment come from the Peruvian Ministry of Education, which annually compiles enrollment data for every college in the country. These records contain information about students' year of enrollment, college, home address, major, age, and gender. I restrict my sample to students whose home addresses are located within the Lima and Callao region boundaries (Lima's metropolitan area). I use Google Maps API to collect GPS coordinates for their home addresses. For less than 5% of the total cases, where the algorithm failed, I impute GPS coordinates at the block or neighborhood level.[15] Additionally, I refine the sample by including only recent high school graduates or students under 20 years old for the analysis. The study's time frame ranges from 2006 to 2014.[16]

Geocoded College Campuses. I manually collect and geocode the locations of 44 college campuses in Lima's metro area. The addresses are obtained from the 2010 university census compiled by the Ministry of Education and the National Institute of Statistics and Informatics (INEI), verified using Google Maps API. Figure A.2 plots the resulting GPS coordinates in red dots.

Peruvian Census. The 2007–2017 Peruvian Census data come from the INEI. Both datasets are geocoded at the block level.[17] I use the data from 2007 to obtain block-level counts by age and use this as the denominator for college enrollment rates at the block level.

[15] Students self-declare their home address at age 18, when they obtain their national ID. This is typically validated with utility bills by the National Identification Agency in Peru (RENIEC).

[16] I do not include information after 2014 since it marks the beginning of a significant higher education reform in Peru. During the following years, the Ministry of Education changed the format in which they collected enrollment data. It also started a licensing process in 2016 that denied operational licenses to one-third of colleges in the country for failing to meet basic quality standards (Alba-Vivar et al., 2023). This could have changed the way students make their college decisions.

[17] Specifically, I use the *manzana* level, which is a unit bigger than a block but smaller than a ZIP code.

Then, I use the 2017 data to explore long-term outcomes such as college completion and employment status. Here, I restrict my sample to individuals living in Lima's metro area and between 17 and 28 years old.

Transportation. All data on stations from the new transportation systems come from the Autoridad de Transporte Urbano para Lima y Callao (ATU). This includes the GPS location and address of all stations. Data on Metro de Lima's planned-but-not-executed lines come from the national government's (Ministry of Transport) multiple technical records (for details, see Appendix B). I geocode all planned stations from six routes as seen in Figure A.4.

Commuting Time. A key variable in this paper is how much time students travel when commuting to college. I first calculate the average commuting time from a student's household to any college in the city, with and without the new systems in place. I then use the road network data from OpenStreetMap API,[18] which includes information on road type (highway, motorway, etc.). Then, I calculate the optimal route, defined as the shortest possible route from households to each college in the city. I follow Velásquez (2023)'s procedure and data to impute velocities for major highways and the new lines, and then complement it with the Google Maps API data to obtain primary and secondary highway speeds. With this information, I compute commute times with and without the new lines. Additional details including in Appendix C. [19]

Adverse enviroment for women. I use data on femicides collected by the Peruvian Ministry of Women Affairs and Vulnerable Populations (Aurora Program). Femicides, defined as the intentional killing of women motivated by gender-based reasons, represent the most severe and extreme form of violence against women and girls. My analysis relies on femicide counts at the district level for 2009 and 2010, prior to the introduction of new lines. Due to the lack of alternative data on women's safety or social norms, femicides serve as a proxy,

[18] These data are publicly available; I use the package *osmnx* available on Python.

[19] Given computational restrictions, I compute this travel time for a random subset of households across the city that are representative at the district level, and I use it for the entire sample.

though this likely underestimates other safety issues such as street harassment or social norms that limit women's mobility. Appendix Figure **??** illustrates the distribution of femicide rates across Lima and Callao. In this paper, districts highlighted in red are identified as areas with high risk for women.

Labor Market Outcomess. I use data compiled by the Peruvian Ministry of Labor (Planilla Electronica) which includes monthly labor market outcomes for recent graduates.[20] It also includes college information such as major, gender, and college. I restrict my sample to students who graduated in 2014 and 2015, and collapse the data at the college × major × gender cell. This information in used in Section 6.

3.1 Descriptive Statistics

Table 1 shows the summary statistics for the main sample using information before the stations' openings. Panel A shows the college enrollment rates using two measures: (1) the logarithm of enrollment counts and (2) the rate of students of a year-cohort that enroll in any college at the block level. In my sample, fewer than one student per block enrolls in college. By accounting for the population of the same age, it becomes apparent that an average of 17% of students under 19 years old enroll in college. The college enrollment rates are defined as the following: $Rate_{it} = \frac{TotalEnroll_{it}^{16-19}}{TotalPop_{it}^{16-19}}$. Furthermore, the table indicates that, on average, women enroll in college at higher rates than men and that private college enrollment is higher than public college enrollment. Importantly, the average distance from students' homes to college is quite similar for both neighborhoods, whether they are connected to new lines or to the planned-but-not-executed lines.

Panel B shows average statistics using the 2007 census, which includes the total population and education levels obtained for individuals over 25 years old. There is no significant difference in terms of the population size for affected versus non-affected neighborhoods. However, the population over 25 seems to be slightly more educated in the treatment group

[20]For more details about this dataset, see Alba-Vivar et al. (2023).

[21].

4 Empirical Strategy

In this section, I lay out the empirical strategy which leverages a difference-in-differences methodology that exploits neighborhood exposure to new lines and variation across student cohorts. I also explain in detail the estimation for both short-term and medium-term outcomes. Subsequently, I outline the empirical challenges associated with quantifying the impact of new transit lines on students' college access and choices. Finally, I explain the methodology I use to identify students who were very likely to attend college regardless of the policy as well as their anticipated likelihood of enrolling in a specific college type.

The empirical strategy I use is a difference-in-differences approach and a flexible event study framework, to exploit neighborhood exposure to new lines and variation across student cohorts. One concern comes from selection and establishing a proper control group of never-treated neighborhoods. In this sense, simply comparing connected neighborhoods to non-connected ones within the city might overestimate my results since the allocation of the new routes is not completely random. For example, poor individuals in the city live in remote areas where the implementation of a new line is unlikely. One way to address this concern is using a placebo group as in Donalson(2018). In this paper, the control group comes from the neighborhoods that could have been affected by the new transportation system due to planned-but-not-executed lines, as explained in Section 2.2. Figure 2 shows the neighborhoods in the treatment and never-treated groups. I define a neighborhood as exposed to the executed lines if it is within 1.5 kilometers (about a 20-minute walk) from the nearest station, as seen in Figure 2. The never-treated group is defined as neighborhoods within 1.5 kilometers of planned-but-not-executed stations. I also exclude neighborhoods that are simultaneously exposed to both opened and planned-but-not-executed lines, as indicated by the yellow shaded areas in 2. By restricting the never-treated neighborhoods connected

[21] For this reason, I control for the share of the population with higher education in main estimates.

to planned-but-not-executed lines, I reduce the selection bias that might arise from potential correlations between the placement of new lines and unobserved shifts in access to college. The event study specification is the following:

$$y_{t,i} = \sum_{\tau=-4}^{-1} \alpha_\tau D_i^{pre} \mathbb{1}(\tau = t - T^*) + \sum_{\tau=1}^{4} \phi_\tau D_i^{post} \mathbb{1}(\tau = t - T^*) + X\beta_{t,i} + \psi_t + \mu_i + e_{t,i}, \quad (1)$$

where Y_{it} represents the outcome of interest, such as college enrollment rates, at the block level i in year t. The binary treatment variable, D_i, equals one if the block is connected to a newly executed line and zero if the neighborhood is connected to the planned-but-not-executed line. $\mathbb{1}(\tau = t - T^*)$ consists of event-year dummies that represent the four years before and after the new routes opened. The coefficients of interest, ϕ_τ, show how the outcomes evolve over time after new stations are opened, allowing for the possibility of heterogeneous effects. α_τ indicates the pre-treatment effects in eventually treated neighborhoods relative to untreated ones, enabling me to test for the presence of pre-trends. μ_i are the block fixed effects, and ψ_t are the year fixed effects.

A few additional empirical challenges arise when using this strategy. First, the staggered nature of the treatment might raise some concerns given the potential heterogeneous and dynamic effects. The very first opening was the Metropolitano in 2010, the second opening was half of the Linea 1 in 2011, and the other half was opened in 2014. In this setting, heterogeneous treatment effects are likely to arise from heterogeneity in how the Metropolitano and Metro de Lima connect to different colleges in the city. To address these potential issues, I draw upon recent advancements in the DiD literature,[22] following Borusyak et al. (2024). I implement their imputation estimator, which allows for treatment-effect heterogeneity and dynamic effects. The estimation process begins by employing Ordinary Least Squares (OLS) regression exclusively on the untreated observations, accounting for any fixed effects at both

[22]Several papers show that using the two-way fixed effects estimator in a staggered design might yield biased estimates given the presence of both heterogeneous and dynamic effects. See Borusyak et al. (2024); Callaway and Sant'Anna (2021); de Chaisemartin and D'Haultfœuille (2020); Sun and Abraham (2020).

the unit and time period levels. This step helps establish a baseline of the data before introducing any treatment variables. Next, in the second step, the estimator extrapolates the data to impute the potential outcome in the absence of the treatment, denoted as $Y_i t(0)$. This allows for a comparison between the observed outcome and the imputed counterfactual, providing a treatment effect estimate for each treated unit. Finally, in the third step, the outcome of interest is estimated by combining these treatment effect estimates. This is achieved through a weighted summation of each estimated effect. I estimate the ATT using the administrative data and Census data at the block level.

For medium-term outcomes, I use individual-level data from the 2017 census and estimate an exposure DiD as in Equation 2. As in the previous section, I also rely on the Borusyak et al. (2024) imputation estimator. Age cohorts are considered treated if their residency block was exposed to the executed lines by the time they were 17 years old, the age at which most high school students graduate in Peru. I also restrict the analysis to those individuals born between 1991 and 2000.[23]

$$y_{c,i} = \sum_{\tau=-4}^{-1} \alpha_\tau D_i^{pre} \mathbb{1}(\tau = c - T^*) + \sum_{\tau=1}^{4} \phi_\tau D_i^{post} \mathbb{1}(\tau = c - T^*) + X\beta_{c,i} + \psi_c + \mu_i + e_{c,i}. \quad (2)$$

4.1 Identification Challenges

In an ideal experimental scenario, one would randomly allocate a reduction in commuting time for students. Yet, determining the impacts of policies that universally reduce commuting times for all individuals can be notably challenging.

First, even when using the placebo lines to reduce selection bias, another potential issue can arise in this setting. For example, neighborhoods located in the city center (which is both economically and geographically central in Lima) might experience higher enrollment growth since they are more likely to have a new line than those in the outskirts. In this

[23]For this analysis, I also exclude the opening of the second half line in 2014 since students affected by this event are not on time to graduate college by 2017.

sense, other determinants of the outcome of interest (college enrollment rates) are still not random (recent work by Borusyak and Hull, 2023 highlights this issue). This could happen since families living in these areas are also much more educated, which is a strong predictor of college enrollment (see Appendix Figure A.8).[24] In this paper, I use variation not only in the location of new lines but also in the timing of the opening. Nevertheless, to avoid issues related to neighborhoods located in the geographical center of the city, that were going to receive the treatment regardless of the allocation of newly opened lines exclude those located in downtown Lima.[25]

Another concern arises from having general equilibrium effects, which refer to the broader economic impacts that result from families having improved access to better job opportunities, potentially leading to an increased ability to afford college education. However, these effects are typically observed over an extended period. In my analysis, I focus on short-term effects, specifically within a time frame of up to four years. Additionally, a study by Velásquez (2023) did not find significant effects on factors like rent or household income for the same shock.

Finally, another concern arises from the fact that the new lines might also increase labor market opportunities, as the trade-off between the long-term advantages of education and the more immediate gains from engaging in the labor market might arise Adukia et al. (2020). A student who gets connected to new lines might experience both of these effects simultaneously and this can bias my estimates of a reduction of commuting time to college on college enrollment. Even when I am not able to clearly disentangle both effects, I show evidence that this bias is relatively small in my setting. First, in Peru, students are only legally authorized to work at 18 years old, partially ruling out the option of working immediately in the formal sector after high school graduation (16 or 17 years old in this context). Second, most formal jobs (high-skill) are located in the geographical center of the city while most

[24] Borusyak and Hull (2023) propose using a recentered treatment as an instrument that removes bias from the non-random shock exposure.

[25] I define downtown Lima as all neighborhoods in the following districts: Lima (historical center), Lince, Jesus Maria, San Isidro, Miraflores, Breña, La Victoria, and Rímac.

informal jobs (low-skill) are typically located in the outskirts. However, it could be the case that the long-term advantages of education become more salient as students can now access better formal jobs that will hire high-skill workers. In Section 5.2.1, I show how the effects vary on how close students are to where most high-skill jobs are located, suggesting most of the effects are actually coming from students who already had access to these formal jobs and not those who might have experienced an increase in future labor market opportunities.

4.2 Identifying the intensive and extensive margins

I expect that reducing commuting time to college will influence both college enrollment rates and students' college choices, as some institutions become more accessible. Ideally, I would have access to detailed information about students' abilities and preferences, which is critical for predicting both who is likely to attend college and which colleges they might choose. For example, in countries with centralized admissions systems, this information is often available through standardized admission exams (as a proxy for ability) and reported college preferences. However, as noted earlier, Peru's decentralized admissions system lacks standardized testing, so there is no uniform measure of student ability when applying to college.

To overcome this limitation, I use machine learning as a second-best tool to recover students' choices. I first measure whether a student is likely to go to college using rich data on neighborhood characteristics at the block level. Then, I estimate the probability of attending a certain type of college. Using the k-nearest neighbors algorithm, I predict the probability of attending college for each neighborhood based on the pre-treatment data, before the opening of the new transit lines. I further refine the algorithm using a k-fold validation strategy and choose an optimal k parameter using GridSearch.[26] I predict whether students are likely to enroll in a high-quality private college, a low-quality private college, or a public college at the individual level.[27] High-quality private colleges are defined as those whose graduates in

[26] See Appendix D for details.

[27] I also predict if a student is likely to enroll in an elite college, a licensed college, or a non-licensed college

2014 earned over 2,200 PEN (placing them in the top 25% of the wage distribution), roughly double the minimum monthly wage. In contrast, low-quality private colleges are those where graduates earned less than 1,450 PEN (the bottom 25% of the wage distribution). All other private universities are considered medium-quality private colleges. Appendix Figure A.6 shows the distribution of college wage returns and the thresholds used.

5 Impact of Transportation Upgrade on College Education

In this section, I examine the impact of the new lines on commuting time to college, college enrollment, and college choice. I also provide evidence of the mechanisms behind these results.

5.1 Effects on Commuting Time to College

In this section, I investigate whether the new stations reduce the average commuting time from students' households to any college in the city. To do this, I use a simple 2-by-2 differences-in-differences strategy that leverages the opening of new stations and the treatment status of living in a district connected to either the executed or planned-but-not-executed lines.[28] The results can be considered a lower bound or conservative since i) informal routes (*combis*) are not included due to lack of information and ii) I assume students are commuting by car, which is an overestimate of their actual transportation time.

The average commuting time to any college in these neighborhoods, before the new systems are introduced, is estimated to be around one hour. This aligns with the self-reported

and if a student is likely to study a STEM major. Licensed colleges are ones that obtained an operational license between 2016 and 2021. The Ministry of Education closed one-third of colleges that did not comply with basic quality standards (Alba-Vivar et al., 2023). Most of these colleges are located in downtown Lima and are connected to the new stations.

[28] Appendix Figure A.7 visualizes the before-and-after variation. Notably, residents in the northeastern part of the city appear to benefit the most from the new transportation system.

data from the 2010 National University Census, as illustrated in Appendix Figure A.1, which shows a similar number.

The results in Table 2 suggest that the new system reduced the average commuting time to any city college by 17% (a 13-minute reduction from a baseline commute of 66 minutes per trip), which translates to almost 30 minutes per day saved on commuting. The results for private colleges are even higher, a 20% reduction in commuting time in contrast with a 14% reduction in commuting time for public colleges relative to the baseline. Note that these findings are based on the most conservative estimate, and the actual impact on commuting time could be even higher.

5.2 Effects on College Enrollment

Using block-level administrative enrollment data, I estimate the post-treatment effects from Equation 1 for up to four years after the new lines opened. I find positive effects on college enrollment rates at the block level (Table 3, Column (1)). The coefficient indicates that neighborhoods connected to new lines exhibit a 1 percentage point (pp) increase in enrollment rates from a baseline enrollment of 14% (pre-treatment),[29] measured as the number of students enrolled in a block divided by the number of people of the same age living in that block. Column (2) shows higher effects when enrollment is measured in logarithms, showing an increase of 1.2%. Nevertheless, the magnitude of the estimated coefficients is significantly smaller compared to policies that aimed to directly increase college enrollment rates. For instance, initiatives like providing information (which resulted in an 8 pp increase in FAFSA applications, as demonstrated by Bettinger et al. (2012)), early commitment to free tuition (leading to a 15 pp increase for high-achieving low-income students in a flagship university, as studied by Dynarski et al. (2021)), or offering scholarships (resulting in a 10 pp increase in Colombia's Ser Pilo Paga program, as outlined by Londoño-Vélez et al. (2023)) have shown more substantial effects.

[29]The sample for this estimate is restricted to recent high school graduates or individuals up to 19 years old.

I also investigate the effects by type of institution, as public and private colleges in this context have different admission systems. Column (3) presents the impact on private college enrollment rates, indicating a 1% increase relative to the baseline. In contrast, Column (4) displays the impact on public college enrollment, which shows a 0.3% increase. This aligns with the fact that public colleges in Peru are generally more competitive than private colleges. As a result, reduced commuting time may have a limited impact on enrollment due to the influence of students' abilities in the admissions process and decision-making. In contrast, private colleges, which have more streamlined admissions processes and the ability to quickly adapt, can more readily accommodate an influx of new students. Columns (5) and (6) indicate that there is no significant difference in college enrollment between women and men, with both groups demonstrating positive and statistically significant results.

When examining the dynamics of the effects using the event study specification, I observe that college enrollment rates increase since the first year after station openings, and the magnitude of the effects doubles up to a 2.5 percentage point increase after three years (see Figure 3a). Additionally, the pre-treatment coefficients validate my findings as they show no prior trends before the implementation of the new lines.

Analyzing the dynamic effects within sub-groups reveals that the majority of the impacts stem from enrollment in private colleges, which continue to experience growth over time, as seen in Figure 4a. Although the effects for public colleges are also positive, they are significantly smaller in magnitude. When examining enrollment rates by gender, I observe that the positive impacts on women accelerate more rapidly over time compared to those on men, as illustrated in Figure 4b. This suggests that women initially faced a lag in fully capitalizing on the benefits of the new system. Additionally, it highlights that the advantages of the new transportation system extend beyond merely reducing commuting time; they also enhance travel safety, which is particularly important for women in this city.

5.2.1 Robustness Checks

Alternative Specifications and Estimators. Figure 3a presents the event study results using the Borusyak and Hull (2023) estimator and shows no significant trends in the pre-treatment period. I test another functional form, using the hyperbolic sine transformation (Figure 3b), and the results are similar. Furthermore, in line with recent advances in the DiD literature, I use an estimator distinct from that of Borusyak and Hull (2023). Using the Callaway and Sant'Anna (2021) estimator, as seen in Appendix Figure A.9, I find similar results.

Sample Including Downtown Lima. In Section 4, I noted that the main specification excludes districts in downtown Lima, as they were highly likely to benefit from any potential transportation line. This area of the city also has greater market access compared to the outskirts. Similar to the results in Table 3, adding these districts does not significantly change the results, as seen in Appendix Table A.3. I still observe positive effects on college enrollment rates at the block level, with a 1 pp increase. The results from Columns (2)–(6) reveal a similar pattern to the main results in Table 3, albeit with slightly lower magnitudes, indicating that neighborhoods in downtown Lima experience minimal impact.

Distance to Stations and Distance to High-Skill Jobs. It is expected that the effects will be higher for students living closer to the new stations. Appendix Figure A.14 confirms that this is the case. Additionally, in Section 4, I noted a potential confounder: students may be motivated to pursue college due to a reduction in commuting time to high-skill job opportunities. Therefore, I would expect the effects to be greater for students living farther from these job locations. However, Appendix Figure A.15 demonstrates that this is not the case; in fact, most of the observed results are driven by students who already live closer to such jobs, showing that the results are driven by reductions in commuting time to college and not commuting time to potential jobs.

5.3 Effects on College Choice

I anticipate that the effects of the new transit lines will impact both the extensive margin (college enrollment) and the intensive margin (college choice). This expectation is primarily driven by previous findings indicating that students are more inclined to enroll in private institutions rather than public ones, along with the additional variation created by the colleges that are connected to the new lines. Appendix Figure A.10a illustrates these trends over time, showing that colleges linked to the new stations experience a significant increase in enrollment rates, while other colleges see a decline. This suggests that students are weighing their options and adjusting their choices accordingly. Furthermore, Appendix Figure A.10b indicates that the colleges connected to the new lines may have expanded the number of majors they offer, suggesting that colleges are also adapting to the influx of new students. Additionally, the increase in enrollment varies by gender, with women showing a higher propensity to enroll in connected colleges compared to men, as illustrated in Appendix Figure A.11.

As previously mentioned, an ideal scenario would provide insight into students' abilities and college preferences. [30] However, in this context, as is the case in many education systems around the world, this information remains unavailable due to the absence of standardized testing or centralized admission processes. To overcome this limitation, I utilize the extensive data I have collected and employ machine learning techniques, (described in Section 4.2 and Appendix D in more detail) to predict students' college choices, using a non-parametric algorithm, k-nearest neighbors (KNN). Using this tool enables me to exploit non-linear relationships, unlike other similar methods. I feed this algorithm with all the data available before the policy takes place (both neighborhood and student characteristics). I then obtain the predicted probability θ_i that a student i will attend any college and θ_i^m, the predicted probably that a student will enroll in college type m, where m = [High-Quality Private, Medium Quality Private, Low-Quality Private, Public].

A close example of the use of machine learning to identify groups can be found in (Black

[30] For instance, such information is typically available in a centralized admission system where students disclose their preferences and their abilities are assessed via standardized exams.

et al., 2023), where a random forest method was employed to distinguish between students who met and did not meet the eligibility criteria for the Texas Top 10 policy given data limitations that prevented them to directly identify eligibility. In my case, I use θ_i, the predicted probability of attending college,to differentiate results across two samples: students who are unlikely to enroll in college (*new student sample*) and those who are very likely to attend college regardless of the policy (*typical student sample*), but may now be changing their choices. Additionally, I also use θ_i^m to explore whether students who are likely to attend a college type m are driving the effects on the probability of enrolling in such colleges.

I estimate the results on the likelihood of enrolling in college type m using the enrollment data at the individual level. Table 4 shows the results for different types of colleges. Column (1) shows that students residing in neighborhoods connected to the new stations are less likely to enroll in a high-quality college. I find a statistically significant 11% reduction in the probability of enrolling in high-quality colleges relative to the baseline. Students are also less likely to enroll in a medium-quality private college by 10% (Column 2). In contrast, students become more likely to enroll in a low-quality college by 2.6 pp (16% increase from the baseline) as seen in Column (3). When examining the likelihood of enrolling in a public college, I also find positive results. Column (4) shows an increase of 3 pp in the likelihood of enrolling in public colleges (7% increase from the baseline).

To differentiate between the extensive and intensive margins, I examine how the previous results are influenced by the *new* student sample (extensive margin) versus the *typical* student sample (intensive margin). Figure 5 illustrates these effects. For the *typical* student sample, I observe a higher likelihood of enrolling in public colleges. In contrast, *new* students exhibit a trade-off, shifting from high and medium-quality private colleges to lower-quality private and public institutions. Appendix Table A.1 shows the results in a Table format. [31]

[31]I also explore the effects on a student's likelihood of enrolling in a college based on their probability, θ, of attending a specific type m college. I assess the heterogeneous impacts by quintiles of θ, where θ^{q1} represents the lowest quintile and θ^{q5} the highest for enrolling in school m. Appendix Figure A.12a panel (a) shows the results for high-quality private colleges by quintile and also broken down by either the *new* or *typical* student sample. In the *typical* student sample, no noticeable effects are observed, even among those who are very likely to go to a high-quality college. In the *new* students sample, only those who were unlikely to enroll are

5.3.1 Heterogeneous Effects by Gender

I next explore whether these effects are heterogeneous by gender. Figure 6 illustrates the impacts on college choice by gender. The results suggest that male and female students respond differently to the same shock of reduced commuting time, both for the *new* students and *typical* students sample. Figure 6a shows that female students in the *typical* sample do not exhibit any significant changes in their college selection patterns. However, in the *new* student sample, women are significantly more likely to attend low-quality colleges, while their likelihood of attending public institutions or high- to medium-quality private colleges decreases significantly. In contrast, male students in the typical sample are more likely to attend public colleges and less likely to enroll in low- or medium-quality institutions. Similarly, men in the *new* student sample also show a higher likelihood of enrolling in public colleges but are less likely to attend high- or medium-quality colleges. These different results in terms of college choice have important implications for the gender wage gap, as male students seem to be steering toward educational paths that are more financially advantageous, specifically by enrolling in schools with higher wages, compared to women.[32]

showing negative effects. In Panel (b), only those who were very likely to enroll in a medium-quality private college are less likely to enroll in one, both in the typical and *new* students sample. Conversely, Appendix Figure A.12c Panel (c) shows the breakdown for the probability of enrolling in a low-quality private college. While there are no effects for the *typical* students, it is interesting that all types of *new* students (both with high and low probability of enrolling) are attracted to these colleges. Turning to public institutions as in Panel (d), the figure shows no significant differences between the typical and *new* student sample. The increase in the likelihood of enrolling comes from both groups. This suggests that not only are students who were already likely to attend a public college incentivized, but even some who were initially less inclined to opt for a public college.

[32] I also examine the role of income, though this measure is available at the block level rather than the household/student level. Figure A.13 presents the effects by socioeconomic status (SES). In this analysis, students from neighborhoods with household incomes below the median are classified as poor, while those from neighborhoods above the median are considered non-poor. Among students in the *typical* sample, income does not appear to be a significant factor in college choice, as shown in Figure A.13a. However, for students in the *new* sample, the results suggest that poor students are less likely to enroll in high-quality colleges and more likely to attend public institutions. Notably, the increase in enrollment at low-quality colleges is similar for both poor and non-poor students.

5.3.2 Robustness Checks

I use an alternative specification to estimate the effects on college choice. Instead of estimating the likelihood to enroll in college type m, I use it as an outcome of a dummy variable equal to 1 if a student is likely to enroll in a college type m relative to what is predicted at baseline (probability $\theta_m > 0.5$). The effects in Appendix Table A.4 show a similar pattern to the main results.

I also test alternative definitions of college quality, such as whether a college is deemed elite or is part of an elite college consortium,[33] or if it received an operational license after the 2014 Higher Education Reform. The results consistently show that students are less likely to enroll in these institutions. Appendix Table A.2 shows these results, by testing the probability of enrolling in an elite or a licensed university (Columns 1 and 3). In the same table, I show if students changed their choices relative to the probability of attending these colleges (Columns 2 and 4), and results suggest that students who were likely to attend an elite or licensed college are less likely to enroll in one.

5.4 Mechanisms

Distance to college and connectivity. I first explore whether the students who enroll in college are now opting for colleges that are located farther away in terms of distance. The rationale behind this is that since transportation becomes less of an issue, students have higher incentives to travel further and select better colleges that are more distant from their homes. Table 5, Column (1) evaluates this hypothesis and shows the impact of the new routes on the distance between home and college. Contrary to what is expected, I find that students connected to new lines are more likely to enroll in colleges that are 9% closer to them, suggesting they are not taking advantage of traveling longer distances within the city.

I also explore whether students enroll in a college that is connected to the new lines. Table 5, Column (2) shows that students connected to new lines are 10% more likely to enroll in

[33] I define elite colleges in Peru as those that are affiliated with the Consorcio de Universidades.

a college that is connected to the new lines as well. However, when breaking these results down by whether the college is public or private, I find that students are 14% more likely to enroll in private colleges that become connected to new lines (and 16% more likely to enroll in a low-quality private college that is connected), while I find no significant effects for enrolling in public colleges that become similarly connected. These results are consistent with previous results suggesting that most of the effects on college enrollment rates are coming from enrollment in private colleges.

Additionally, I examine the heterogeneous effects of connectivity by gender across both the new and typical student samples. Figure 7 presents these results, where Panels (a) and (b) show that both female and male students respond to improved connectivity. However, female students are more likely to enroll in connected private colleges, whereas male students tend to choose connected public institutions. These findings underscore how transportation improvements intersect with institutional choices, inadvertently reinforcing existing gender imbalances in higher education.

Adverse enviroment for women. Given that the results suggest strong differences by gender, a potential factor that could be driving the results is safety. I use the femicides rate as a proxy for safety for women as detailed in Section 3. Figure 8 shows the results on college choice by gender and if the student resides in a district with relatively high femicide rate (low safety). Panel (a) presents the findings for *typical* students—those highly likely to enroll in college—highlighting some gender disparities in college choice influenced by safety concerns. However, none of them are statistically significant.

In comparison, the *new* student sample—comprised of those induced by the policy—exhibits even more pronounced and significant effects of safety on college choice among women, as seen in Panel (b). The elevated femicide rates (low-safety) in their residency areas are strongly associated with a higher likelihood of enrolling in low-quality private colleges, which are not only centrally located but also present a more accessible option amid safety concerns. What is more, female students are trading off these colleges with public and high-quality private

colleges. Their distance and the associated commute pose barriers that seem to discourage enrollment for those women living in unsafe areas. In contrast, male students in this group show a tendency to gravitate toward public institutions. Overall, the trend indicates that new entrants, especially women, are navigating an educational landscape heavily influenced by safety and convenience. This reinforces the idea that local femicide rates, coupled with the logistical challenges of distance and commuting, play a crucial role in shaping educational choices. These findings also echo those of Borker (2020), which illustrate that women in Delhi frequently select colleges in the lower half of the quality distribution for safety reasons, while their male counterparts tend to choose higher-quality institutions. This highlights the broader implications of safety on women's educational and career outcomes, underscoring the need for policies that enhance safety in public spaces.

College Characteristics. Potentially certain college characteristics may help explain the gender differences observed in college choice decisions. One mechanism is the share of female students enrolled. Figure 9a Panel (a) shows that female students are less likely to enroll in institutions with a low proportion of female students, whereas the opposite pattern is observed for male students. Notably, one of the few public colleges connected to the new transit lines—the National University of Engineering—has an enrollment that is 80% male, further emphasizing this trend. In addition to enrollment composition, I examine major choice mechanisms. Since students make simultaneous decisions about both college and major, the availability of specific programs can significantly influence their academic trajectories. To investigate this further, I focus on the choice of STEM majors, given their association with higher post-graduation earnings. Figure 9b Panel (b) illustrates that, among both typical and new students, women are less likely to enroll in STEM programs, while men are more likely to do so. Public schools tend to be more selective in admitting students into STEM programs, making them competitive and potentially riskier choices. In contrast, private institutions often have the flexibility to expand non-STEM enrollment and are generally less selective, which may make them more attractive to female students. Together, these results

show that college characteristics—ranging from the gender composition of student bodies to the availability of specific academic programs— also play a critical role in shaping when commuting costs are reduced.

6 Trade-Off Between College Quality and Travel Time to College

The reduced-form results for college choice suggest discernible gender-specific responses. Specifically, reduced travel time to college leads to a higher probability of women opting for low-quality private institutions, while men tend to lean toward opting for public colleges in response to the same change. Understanding the valuation of commuting time by gender holds significant importance for policymakers since these differences can shape the impact of any public transportation upgrade on students' choices of educational institutions. This in turn can influence the distribution of students in different colleges, affecting educational outcomes and labor market opportunities in the future.

To understand such differences, I estimate key parameters such as a student's willingness to pay for commuting time in terms of college returns (or the wage premium of attending school c). I outline a simple model of college choice to recover students' preferences,[34] using a random utility model, which recognizes that individuals have different preferences and utilities for different options. This allows for a more realistic representation of decision-making in situations where students have diverse tastes and priorities. In this model, each student i maximizes an indirect utility function denoted as

$$\begin{aligned} U_{ic} = &\quad \beta_i V_{ic} + \epsilon_{ic} \\ = &\quad \beta_i^w W_{ic} + \beta_i^t T_{ic} + \delta_c + \epsilon_{ic}. \end{aligned} \tag{3}$$

[34] I follow Borker (2020), who implements a similar model, although she incorporates more sophistication by including a safety component and her estimation is at the college route level.

Each student i chooses over a choice set of mutually exclusive colleges available in the city, $C_i = C_{i1}, C_{i2}, ...C_{iN}$. V_{ic} captures the part of the utility that varies with the student's observed characteristics, and ϵ_{ic} captures part of the utility explained by unobserved variables. V_{ic} can take a linear combination of W_{ic} wage premiums of graduating from college c; T_{ic}, which represents travel time to college c; and δ_c college fixed effects. A student i will choose a college c that maximizes their utility over the set of colleges available. The probability that a student i chooses college c, as in follows:

$$\begin{aligned} P_{ic} = \quad & Pr(U_{ij} > U_{ik}) \quad \forall j \neq k \\ & Pr(V_{ij} + \epsilon_{ij} > V_{ik} + \epsilon_{ik}) \quad \forall j \neq k \\ & Pr(\epsilon_{ik} - \epsilon_{ij} > V_{ij} - V_{ik}) \quad \forall j \neq k. \end{aligned} \tag{4}$$

I am interested in measuring the trade-off between college quality and travel time to college. Similar to Borker (2020), I use the marginal rate of substitution to measure how much travel time to college (measured in minutes) a student is willing to give up for an additional unit of expected wages. This relationship is represented with the following equation:

$$MRS_i^{WT} = \frac{\Delta T_{ic}}{\Delta W_{ic}} = \frac{\beta_i^w}{\beta_i^t}. \tag{5}$$

To obtain β_i^w and β_i^t, I estimate the model using a mixed logit framework with random coefficients. I assume that ϵ_{ic} is i.i.d extreme value and also assume normally distributed coefficients for both T_{ic} and W_{ic}. This mixed logit model is highly flexible and can approximate any random utility model (McFadden and Train, 2000), as it relaxes the independence of irrelevant alternatives property. In that sense, this model overcomes the limitations of standard logit models by allowing for random taste variation and unrestricted substitution patterns (Train, 2009). In particular, having random taste variation is useful since I expect heterogeneity in students' observables. The mixed logit probabilities are integrals of standard

logit probabilities over a density of parameters, as seen in the following equation, where f is the mixing distribution:

$$P_{ic}(\delta) = \int \frac{exp(V_{ic}\beta_i)}{\sum_{c=1}^{N} exp(V_{ic}\beta_i)} f(\beta_i|\delta)d\beta. \tag{6}$$

Given my interest in assessing distinct responses from both female and male students as suggested by the reduced-form results, I proceed to estimate this model separately by gender. Additionally, I conduct separate estimations based on the baseline likelihood that students go to either private or public colleges since these two types of colleges attract different types of students. Public colleges in Peru typically impose more stringent admission criteria, attracting high-ability students who cannot afford private universities. In contrast, selection into private universities is mostly explained by the household's ability to cover the tuition fees rather than student ability. To help with interpretation, I standardize college returns (wage premium) to have a mean of zero and a standard deviation of one. I measure travel time from home to college in minutes.

6.1 Results

Table 6 shows the results of estimating the mixed logit model. Column (1) shows the results for female students enrolling in private colleges. As expected, they are less likely to choose a college that demands a longer commute and are more likely to choose one that provides higher wage returns. Column (2) shows the results for women enrolling in public colleges, and similar to Column (1), they dislike long commutes to college. However, in this case, they are less likely to choose public colleges that provide higher returns. This not surprising for this context, where the National University of Engineering provides the highest wages in the market (19% female enrollment in 2019), while the National University of Education, a majority-female college, provides some of the lowest wages. The results for male students

are similar for both public and private colleges: they dislike long commutes, especially public colleges, and they are more likely to enroll in colleges that provide higher returns, especially private ones.

To evaluate the trade-off between college quality measured by wage returns and commuting time to college, I compute Equation 5 after calculating individual-level parameters corresponding to the coefficients of T and W, using the method proposed by Revelt and Train. (2000). In general, I find that students are less willing to commute to attend public colleges than private ones, and the gender differences are even more striking. On the one hand, Figure 10a illustrates the marginal rate of substitution for students who are likely to attend private colleges, categorized by gender. As anticipated, both male and female students are willing to commute differently for a one standard deviation increase in returns. Specifically, men are willing to commute 55% more minutes per one standard deviation increase in returns compared to women. It is then expected that reduced commuting time will yield differential results by gender, as seen in Section 5.3, suggesting that when new lines open, men are less likely to attend low-quality colleges compared to women. In this case, since most low-quality colleges become connected, they become relatively more attractive for women.

On the other hand, Figure 10b shows that the Marginal Rate of Substitution (MRS) for public colleges is lower for both male and female students compared to those likely to attend private colleges. The difference by gender is statistically significant but in a lower magnitude. Male students show a 7% higher willingness to travel compared to women, measured in minutes per one standard deviation in returns. With this, it is expected that reduced transportation time have relatively similar impacts for men and women. However, the results in Section 5.3 show that only men take advantage of the reduced commuting time. Is it important to highlight that among the public colleges that become connected is the National University of Engineering, which mostly attracts male students, while others like the National University of Education do not become connected and attract more female students. In this sense, since public colleges are more specialized, they are also only attracting

students who are likely to enroll in such majors. The STEM differences emerge quite strongly as women tend to stay away from such majors.

7 Medium- and Long-Term Effects

7.1 College Completion

When assessing the medium-term impacts, the new transportation lines are anticipated to enhance college access, improve students' overall college experience, and increase their likelihood of graduating on time. These effects can materialize through two key channels: (i) reduced commuting time can positively impact academic performance (as documented in Tigre et al., 2017), and (ii) the new lines can increase access to internship opportunities, which is a crucial requirement for graduation in several programs.

Given the lack of data on each channel, I estimate the overall reduced-form effect using the 2017 census (seven years after the stations opened) and a DiD stretegy that exploits cohort-exposure variation. The results show a positive impact on college completion rates (12%) compared to the baseline rates, as shown in Table 7, Column (1). The estimated coefficients are similar to whether downtown Lima is included or not (Column (2)).

When I break down the results by student sample (new versus typical) and by gender as seen in Figure 11, I find that females in the *typical* student sample are more likely to complete college compared to their male peers. In contrast, among *new* students, females are less likely to complete college relative to males. This pattern suggests that the shift in college choice—where women increasingly attend low-quality private institutions rather than public colleges—may contribute to lower completion rates for female students.

7.2 Employment Rates

Using the same cohort-exposure strategy detailed previously, I explore how the new stations affect employment rates captured in the 2017 Peruvian Census for students who enroll

in college. Table 8 shows a 10 percentage point increase in employment rates relative to the baseline. However, when breaking down these effects by job quality measured as blue- or white-collar jobs, I find a statistically significant 17 percentage point increase, or a 6% increase.

Once again, when I break down the results by student sample (new versus typical) and by gender—as shown in Figure 11—I find that females in the *new* student sample are more likely to be employed than their male counterparts. However, job quality differs significantly: men are more likely to secure white-collar positions. This suggests that attending lower-quality institutions may have lasting implications, extending beyond graduation to affect labor market outcomes.

8 Conclusion

This paper studies the relationship between urban features and higher education, making it the first exploration of the causal effects of improved public transportation on both college access and college choice. The focus on college education is particularly relevant in the developing world, where access to K-12 education is becoming universally available and there is an increasing demand for higher education. The results also resonate with large cities in the developed world, where access to college, especially access to high-quality colleges for poor students, is still limited. As nations actively re-design and re-imagine their transportation systems, it is important to understand the economic consequences of inefficient, unsafe, or unreliable public transportation. Recent studies in the literature highlight the importance of having the most efficient transportation routes within urban areas. For instance, Kreindler et al. (2023) show that adopting a less concentrated network can improve commuter well-being in cities like Jakarta. However, incorporating access to college education, a crucial driver of an individual's productivity, can be integrated into the planning of optimal transportation networks within cities.

The results of this paper can guide on future research in this matter. I show that access to improved public transit significantly increases college enrollment rates among recent high school graduates living in connected neighborhoods. Specifically, a 17% reduction in commuting time to any city-based college can increase college enrollment rates by 1 percentage point in connected neighborhoods. This increase is mostly driven by private colleges, which in this context include low-cost and low-quality institutions. Students connected to the new lines choose to travel less distances and opt for colleges connected to the new system, even when these colleges are of lesser quality and will affect their future wages.

The results also hold particular significance in the context of large cities where disparities in access by gender are especially pronounced. I show that men and women have different responses in terms of their college choices. Women appear to be more inclined toward choosing lower-quality colleges that are conveniently located along new transportation routes, suggesting a willingness to compromise on the quality of education for the sake of a shorter commute. Using a random utility model, I quantify these trade-offs and show that compared to women, men are willing to travel up to 55% more minutes to attend a college where graduates earn salaries that are one standard deviation higher. These findings suggest that the advantages of attending college may be limited when students opt for institutions that do not offer the best possible career prospects post-graduation. Choosing lower-return colleges can impede their progress in breaking through the existing glass ceiling.

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Main Figures and Tables

Figure 1: Decision Tree of College Choice

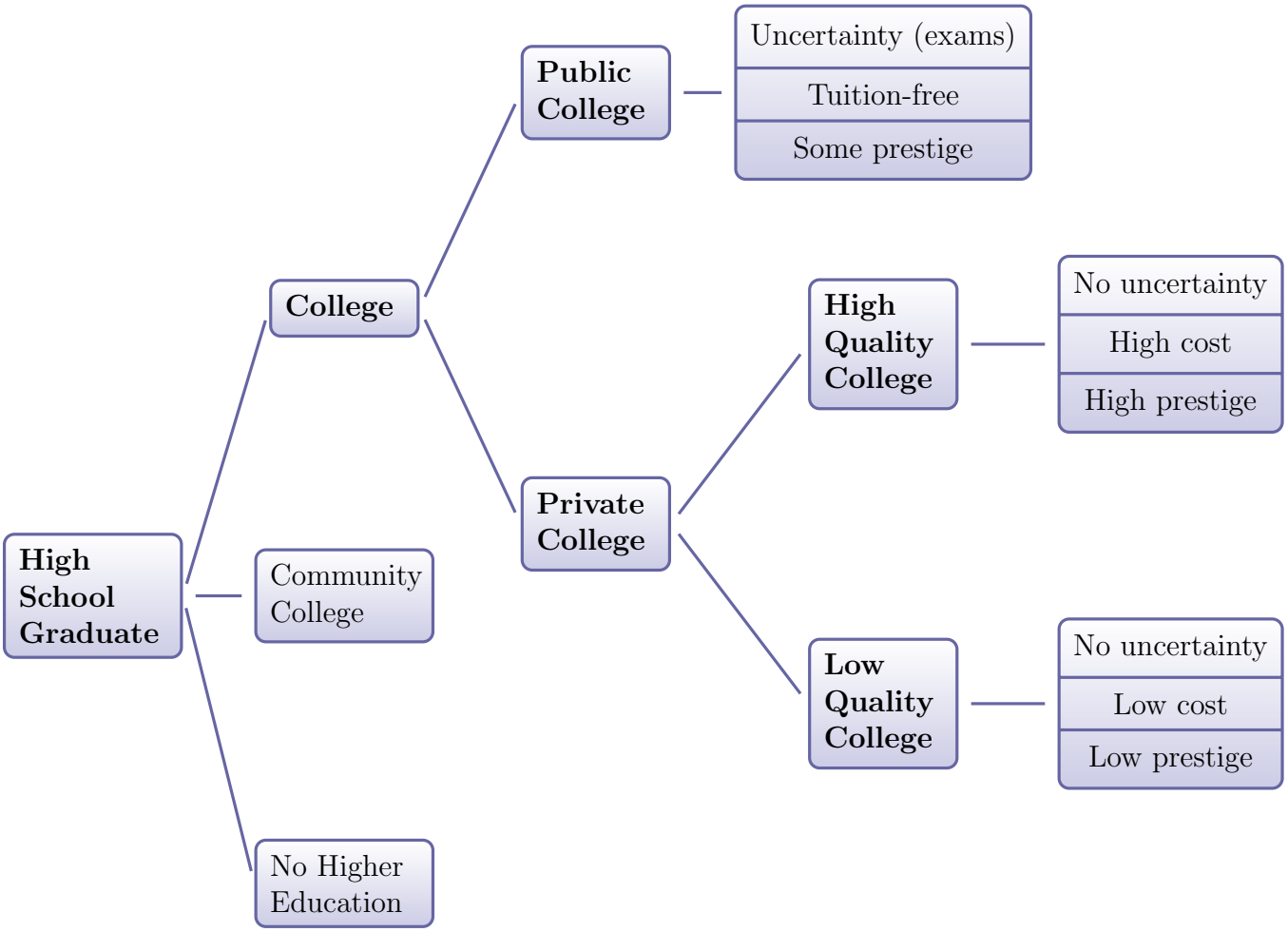
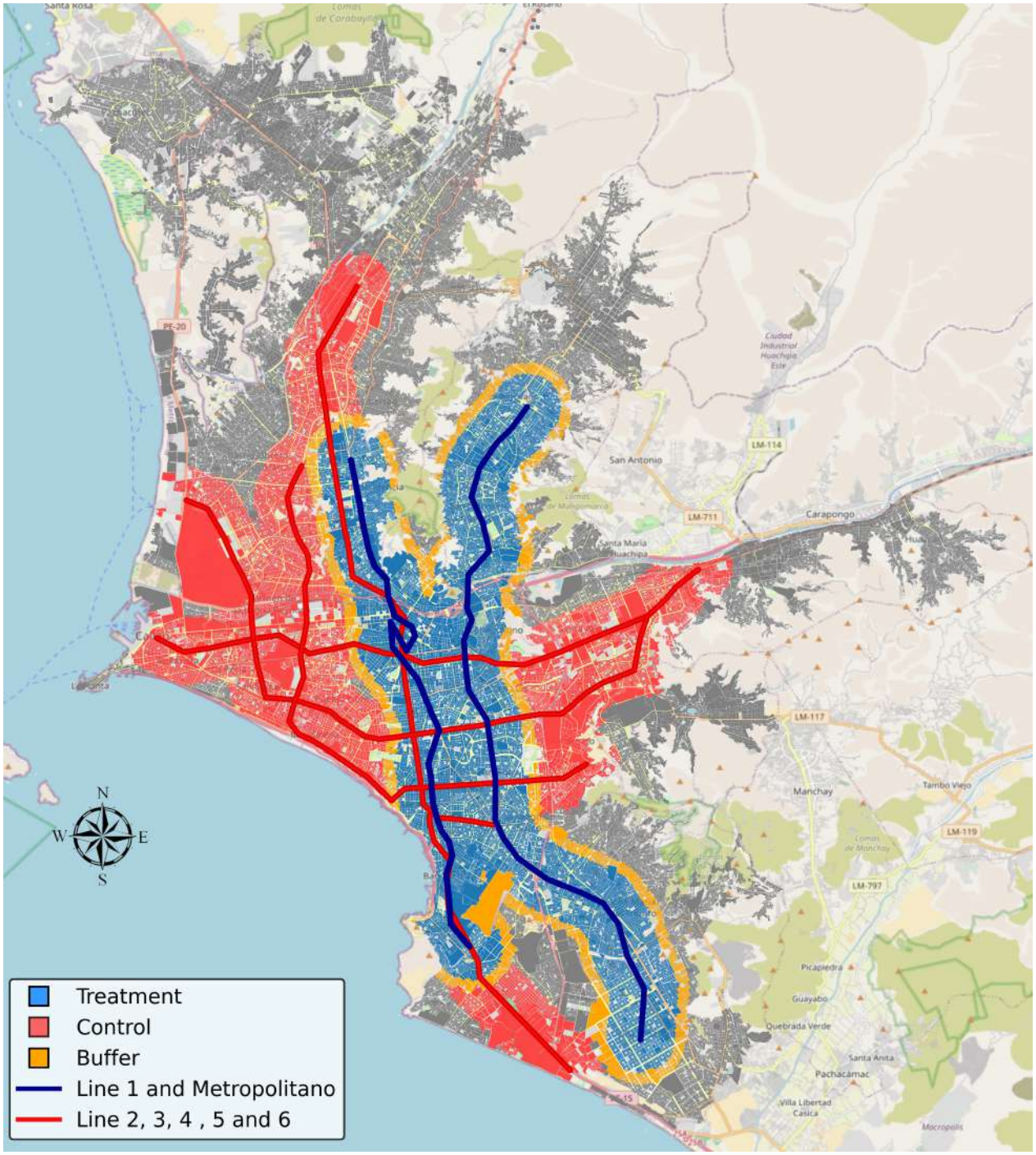


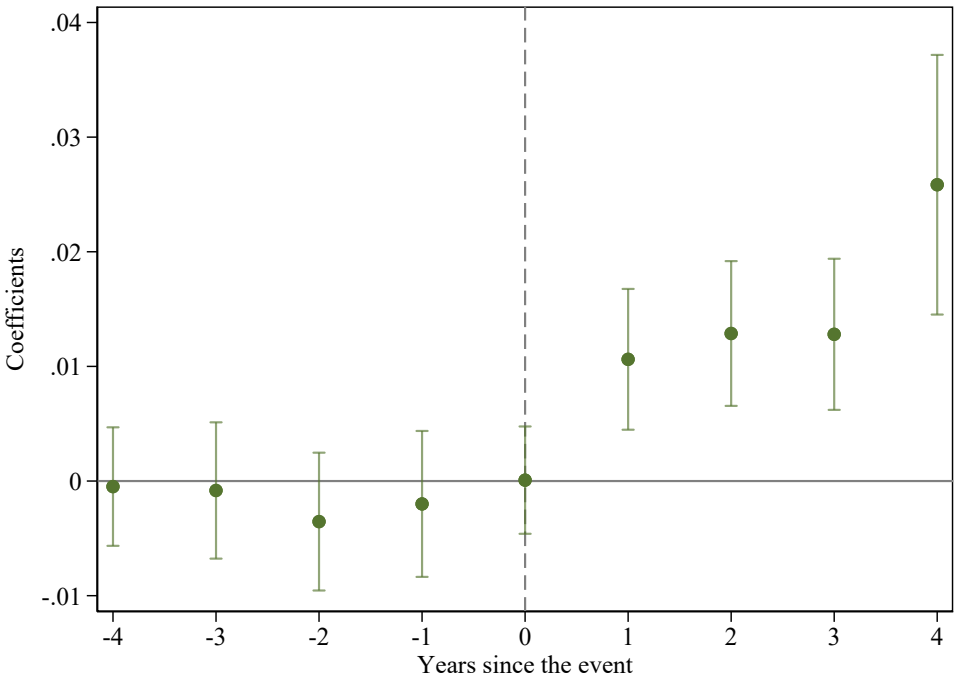
Figure 2: Neighborhoods Exposed to the Executed and Planned but Not-Executed Lines



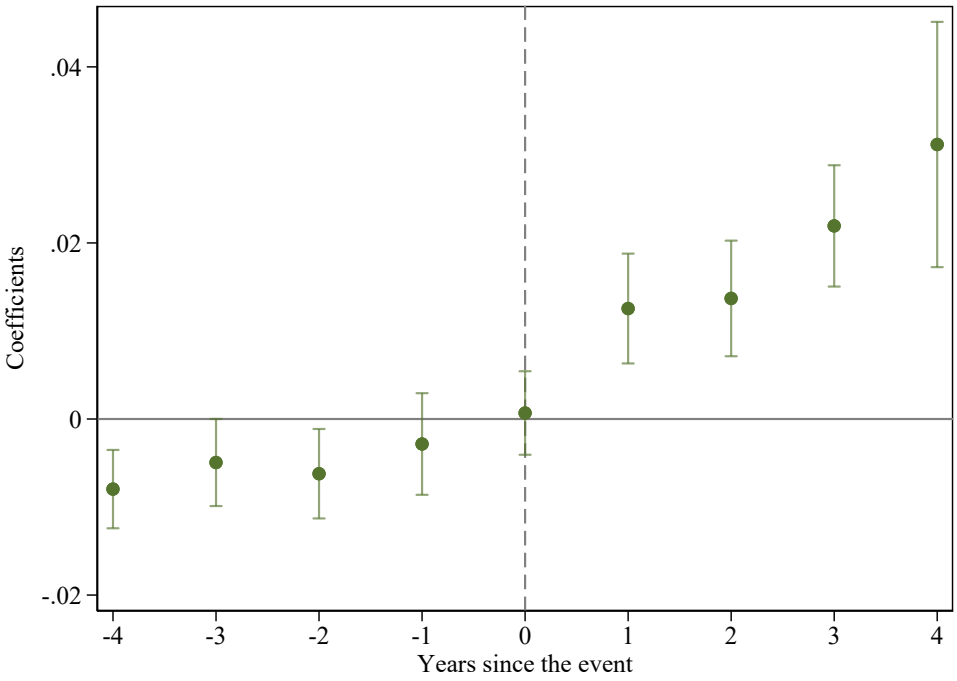
Notes. Blue-shaded areas are neighborhoods within 1.5 km distance from the nearest executed stations while red-shaded areas are neighborhoods within 1.5 km distance from the planned-but-not-executed stations. Yellow-shaded areas are 0.5 km buffer zones that are excluded from the main sample.

Figure 3: Dynamic Effects on College Enrollment Rates

(a) Enrollment Rates



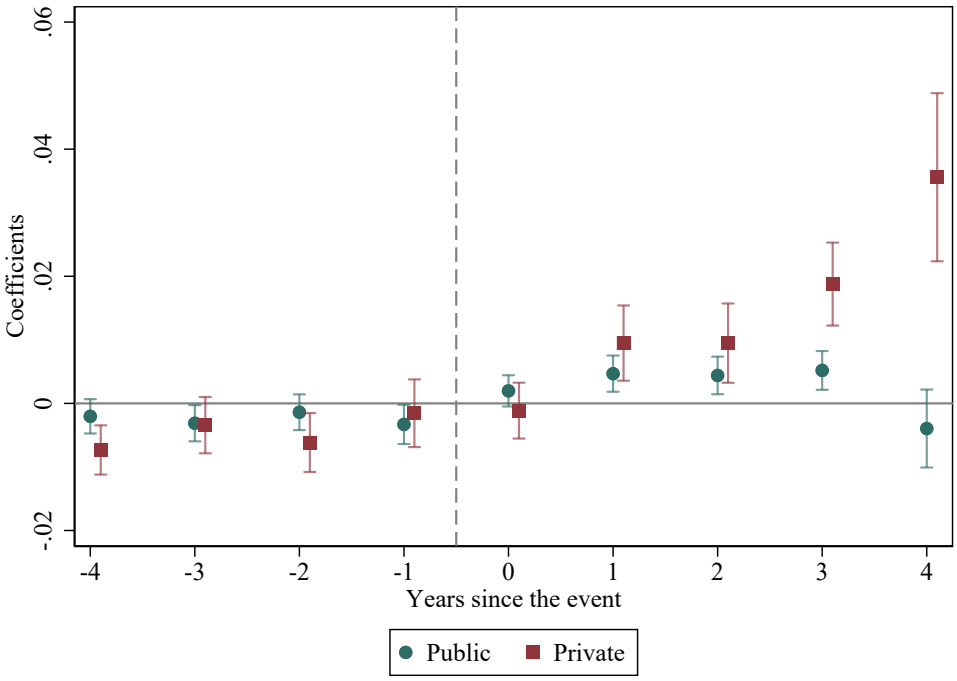
(b) Log(Enrollment Counts)



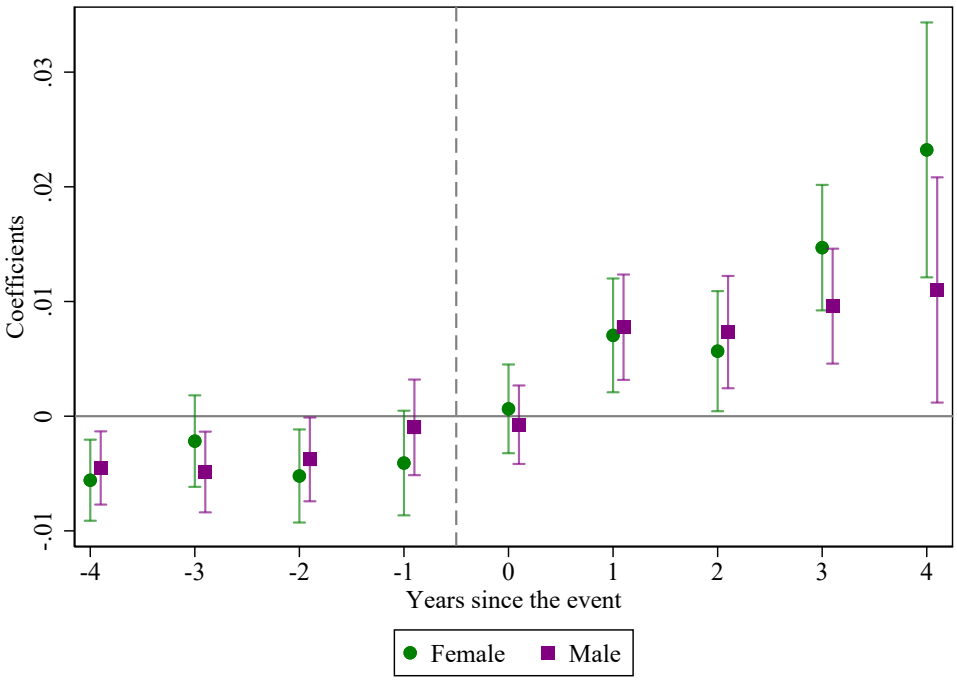
Notes. Regressions include block and cohort-fixed effects. The event study estimates are calculated using the Borusyak et al. (2024) estimator. Panel (a) shows the enrollment rates where the denominator is the total count of students enrolled divided by the total population of (potential) students of the same cohort. Panel (b) shows the logarithm transformation of enrollment counts using the hyperbolic sine.

Figure 4: Dynamic Effects of New Lines on College Enrollment Rates by Groups

(a) By College Type

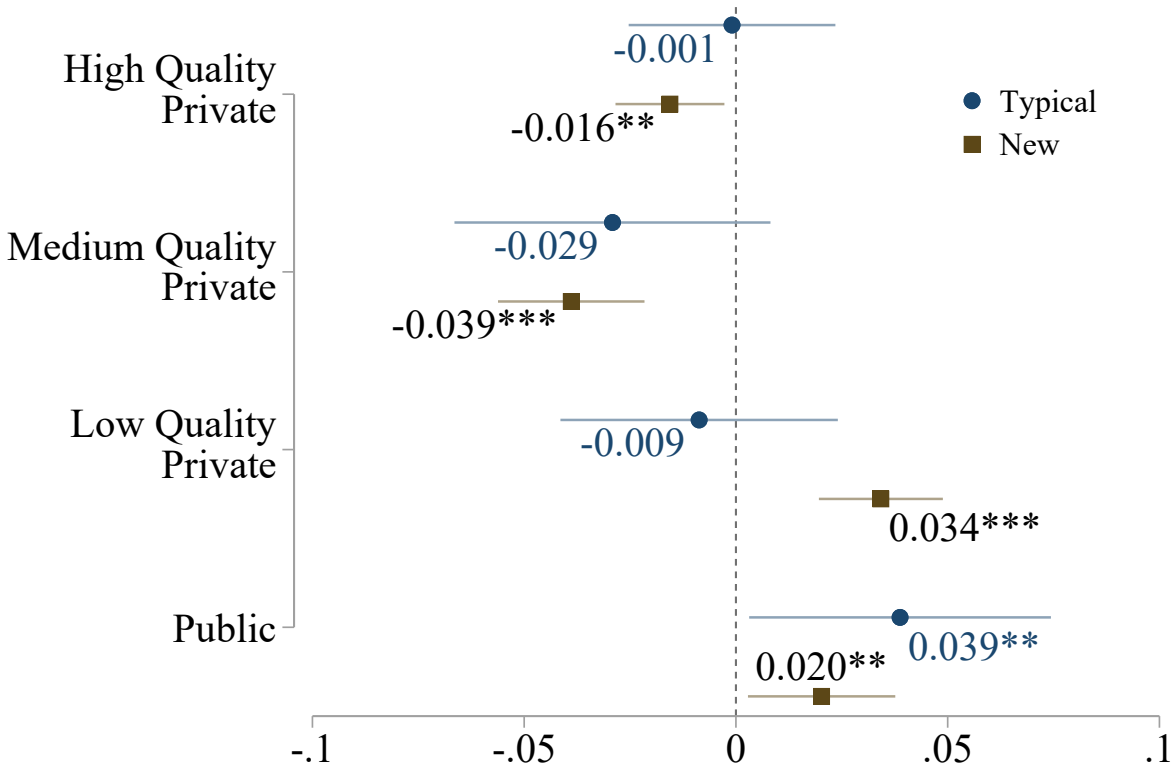


(b) By Gender



Notes. Regressions include block and cohort-fixed effects. The event study is calculated using the Borusyak et al. (2024) estimator. Panel (a) and Panel (b) shows the logarithm transformation of enrollment counts.

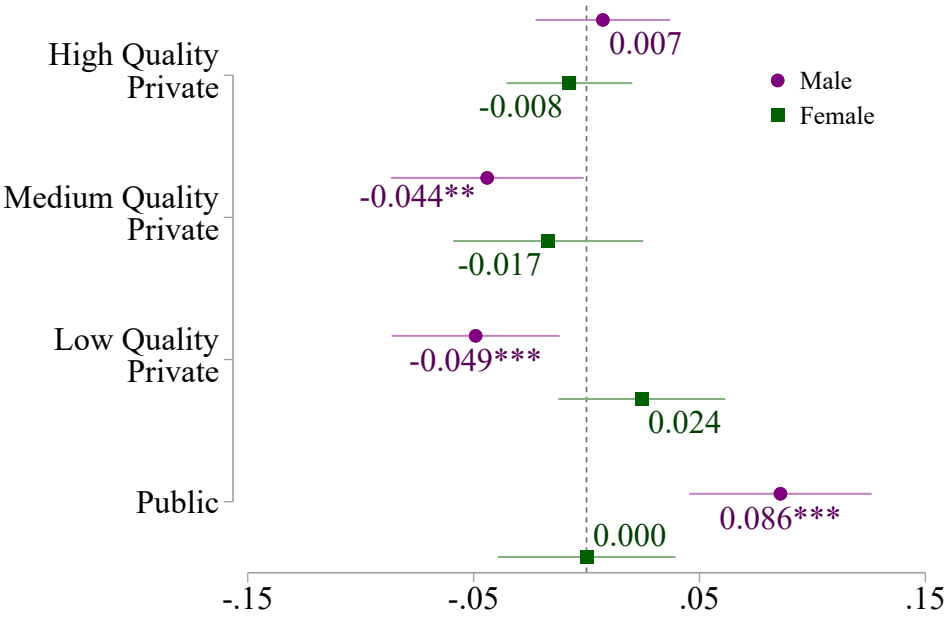
Figure 5: Effects on the Likelihood of Enrolling in College by Access to College



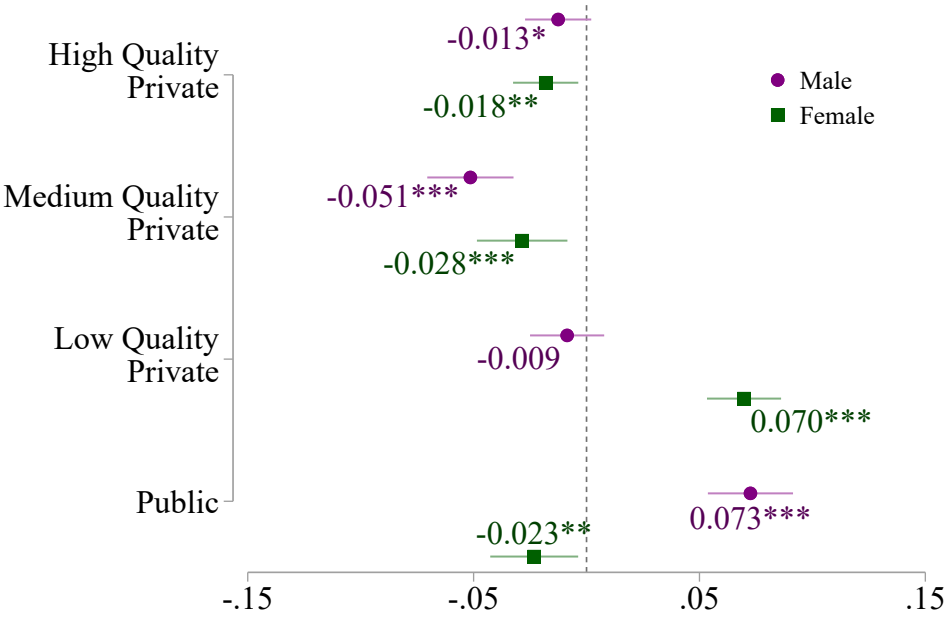
Notes. *** $p < 0.01$, ** $p < 0.05$,* $p < 0.10$. Regressions include block and year fixed effects. High-quality private colleges are all private colleges whose graduates earn more than 2200 PEN while Low-quality private colleges are the ones whose graduates earn less than 1450 PEN using administrative data from wage records in 2014. *Typical* is the sample of students whose baseline probability of attending college was higher relative to the *New* students' sample, whose baseline probability of attending college was low.

Figure 6: Effects on the Likelihood of Enrolling in College Type m by Gender

(a) *Typical Students*



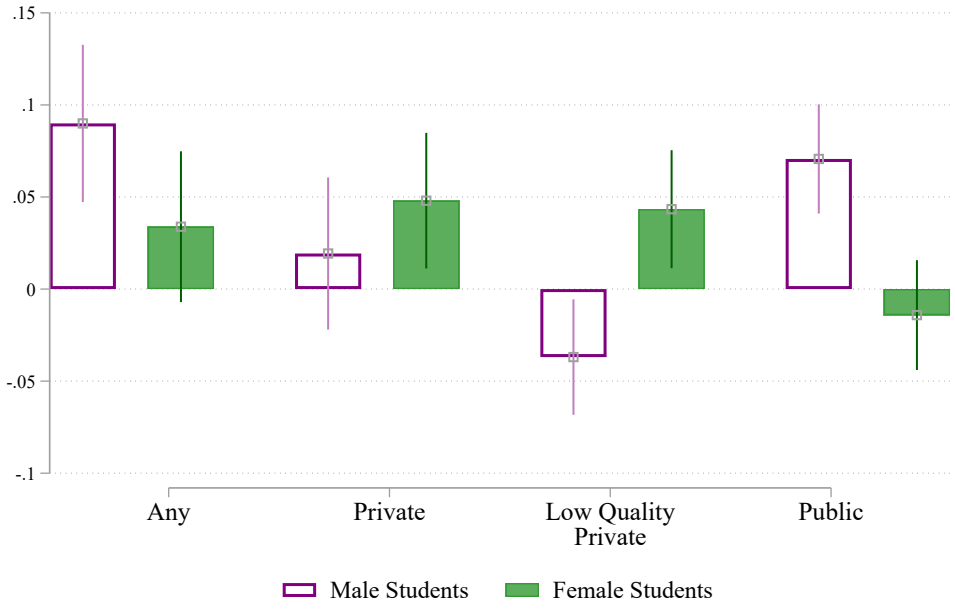
(b) *New Students*



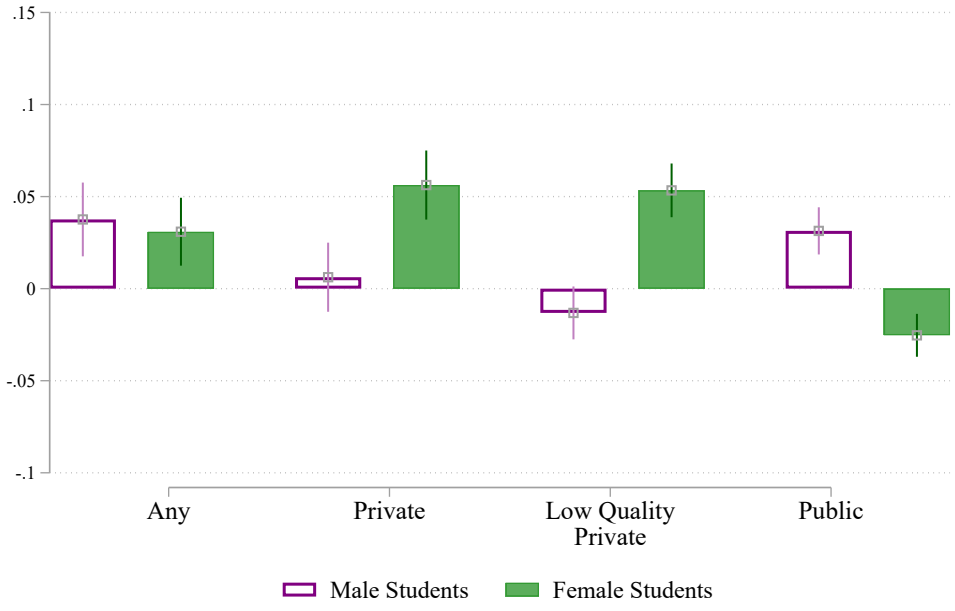
Notes. *** $p < 0.01$, ** $p < 0.05$,* $p < 0.10$. Regressions include block and year-fixed effects. High-quality colleges are all private colleges whose graduates earn more than 2200 PEN, low-quality private colleges are the ones whose graduates earn less than 1450 PEN, and medium-quality private colleges are those whose graduates earn in between. *Typical students* is the sample of students who were very likely to attend college while *new students* is the sample of students with a low probability of attending college.

Figure 7: Effects on the Likelihood of Enrolling in a Connected College Type m by Gender

(a) *Typical Students*



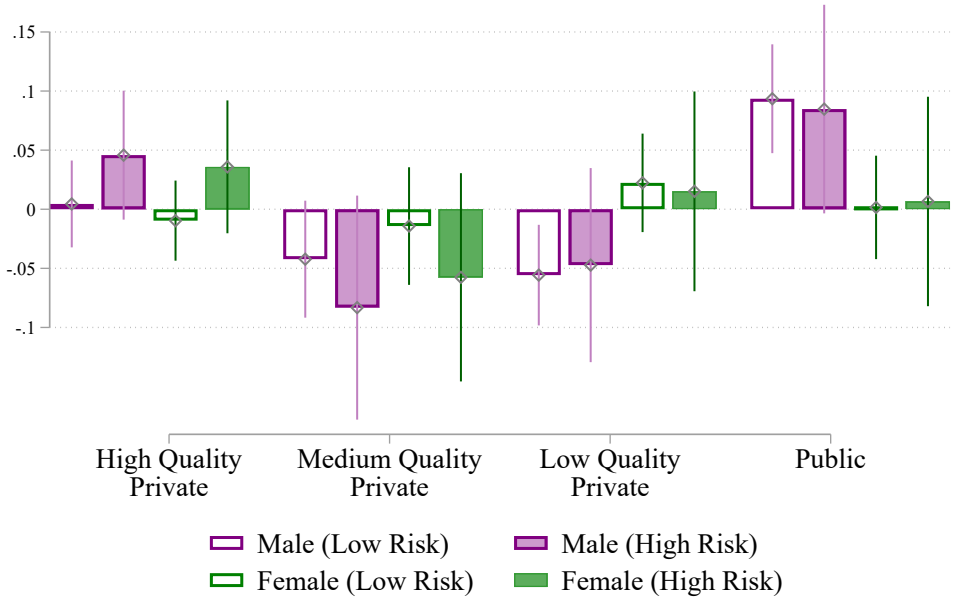
(b) *New Students*



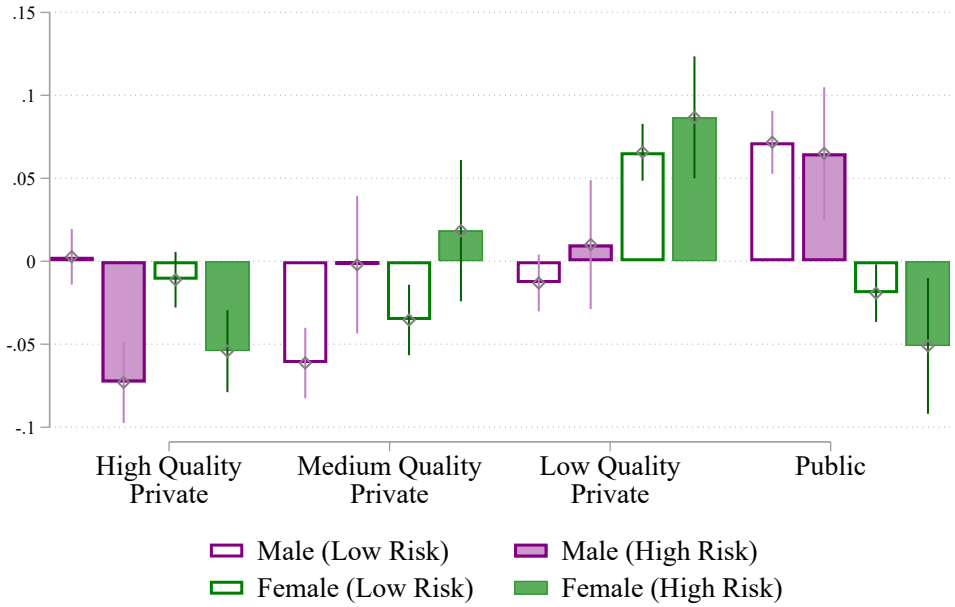
Notes. *** $p < 0.01$, ** $p < 0.05$,* $p < 0.10$. Regressions include block and year-fixed effects. High-quality colleges are all private colleges whose graduates earn more than 2200 PEN, low-quality private colleges are the ones whose graduates earn less than 1450 PEN, and medium-quality private colleges are those whose graduates earn in between. *Typical students* is the sample of students who were very likely to attend college while *new students* is the sample of students with a low probability of attending college.

Figure 8: Effects on the Likelihood of Enrolling in College Type m by Gender and Adverse Enviroment for Women

(a) *Typical Students*



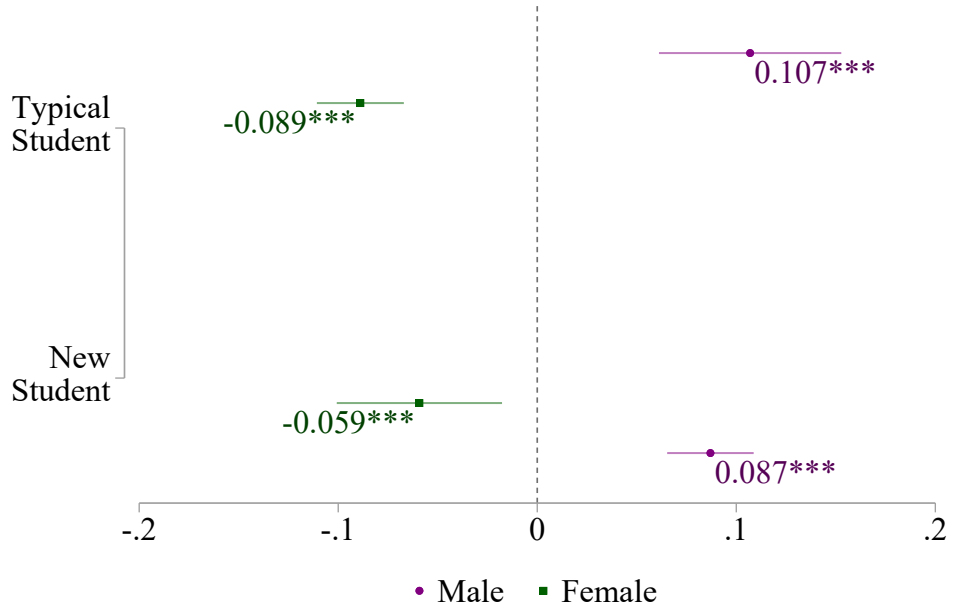
(b) *New Students*



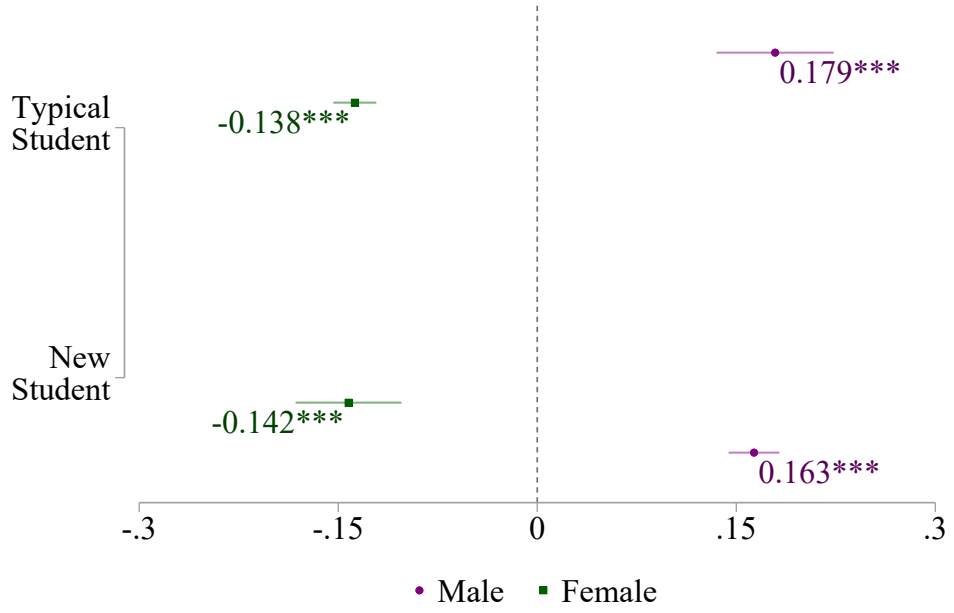
Notes. *** $p < 0.01$, ** $p < 0.05$,* $p < 0.10$. Regressions include block and year-fixed effects. High-quality colleges are all private colleges whose graduates earn more than 2200 PEN, low-quality private colleges are the ones whose graduates earn less than 1450 PEN, and medium-quality private colleges are those whose graduates earn in between. *Typical students* is the sample of students who were very likely to attend college while *new students* is the sample of students with a low probability of attending college. Low-safety districts are defined as those with the highest rates of femicide, whereas high-safety districts are characterized by lower femicide rates.

Figure 9: Effects on the Likelihood of Enrolling a College with a Low Share of Female Students and Enrolling a STEM Major by Gender

(a) *College with a Low Share of Female Students*



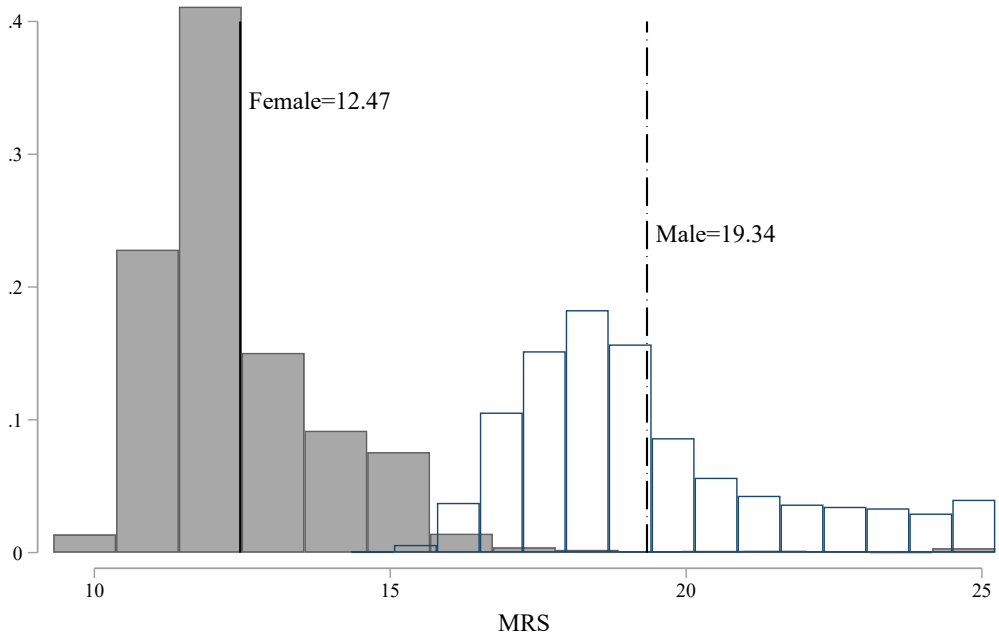
(b) *STEM Major*



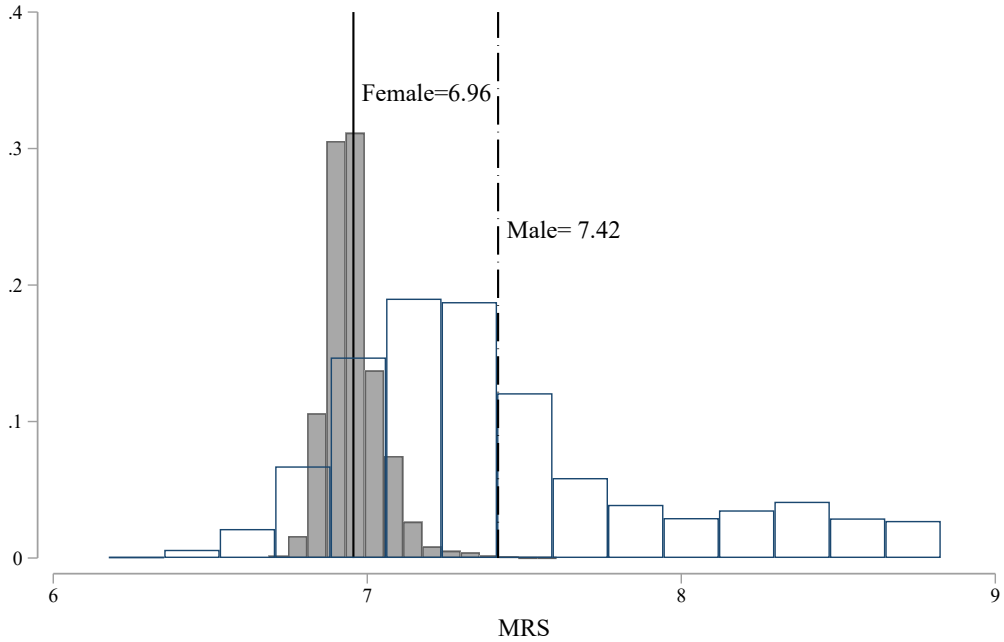
Notes. *** $p < 0.01$, ** $p < 0.05$,* $p < 0.10$. Regressions include block and year-fixed effects. High-quality colleges are all private colleges whose graduates earn more than 2200 PEN, low-quality private colleges are the ones whose graduates earn less than 1450 PEN, and medium-quality private colleges are those whose graduates earn in between. *Typical students* is the sample of students who were very likely to attend college while *new students* is the sample of students with a low probability of attending college.

Figure 10: Marginal Rate of Substitution by Gender

(a) Students with High Prob. of Attending Private Colleges



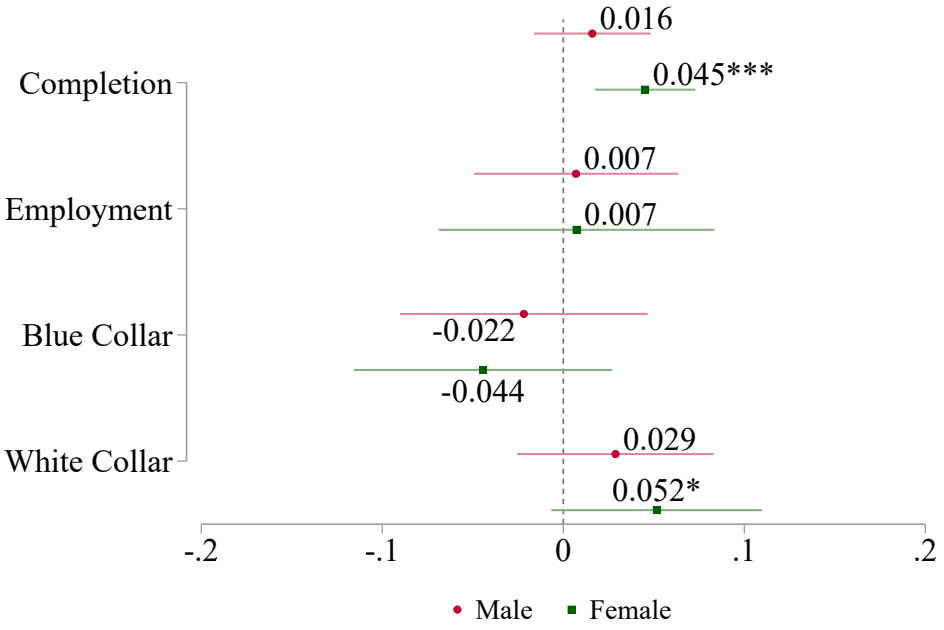
(b) Students with High Prob. of Attending Public Colleges



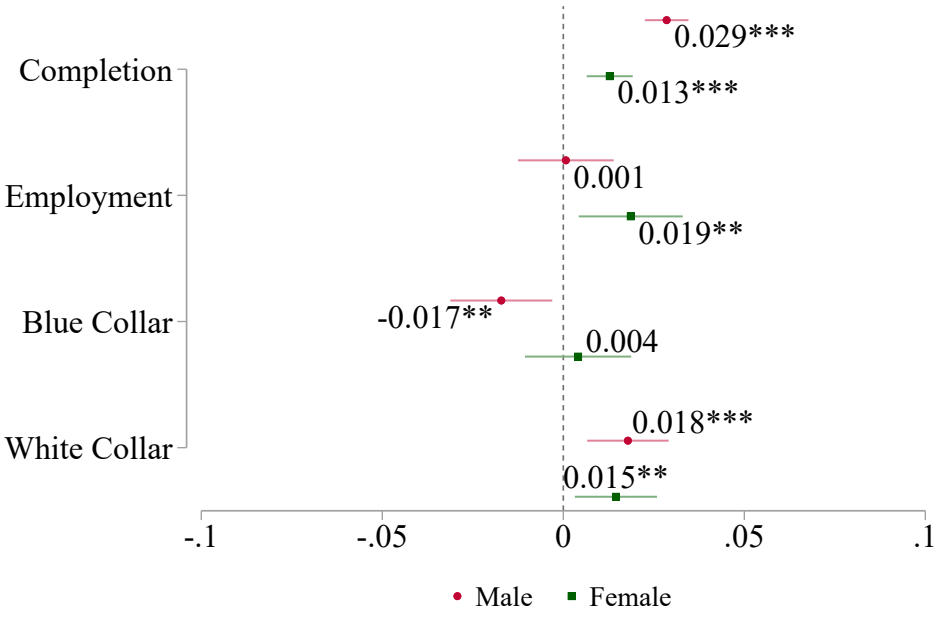
Notes. MRS distributions are winsorized at the 1% and 99% percent.

Figure 11: Effects on College Completion and Labor Market Outcomes

(a) *Typical Students*



(b) *New Students*



Notes. *** $p < 0.01$, ** $p < 0.05$,* $p < 0.10$. Regressions include block and year-fixed effects. High-quality colleges are all private colleges whose graduates earn more than 2200 PEN, low-quality private colleges are the ones whose graduates earn less than 1450 PEN, and medium-quality private colleges are those whose graduates earn in between. *Typical students* is the sample of students who were very likely to attend college while *new students* is the sample of students with a low probability of attending college. Low-safety districts are defined as those with the highest rates of femicide, whereas high-safety districts are characterized by lower femicide rates.

Table 1: Summary Statistics at the Block Level (Pre-treatment)

	(1) Total	(2) Treatment	(3) Control
Panel A :	College Admin. Records Data		
Enrollment (rates)	0.172	0.163	0.176
	(0.363)	(0.357)	(0.368)
Enrollment (log)	0.0911	0.0701	0.0842
	(0.331)	(0.285)	(0.325)
Female Enroll. (logs)	0.0543	0.0416	0.0503
	(0.251)	(0.216)	(0.247)
Male Enroll. (logs)	0.0446	0.0335	0.0422
	(0.225)	(0.192)	(0.223)
Public Enroll. (logs)	0.0281	0.0223	0.0285
	(0.179)	(0.157)	(0.184)
Private Enroll. (logs)	0.0690	0.0517	0.0622
	(0.285)	(0.242)	(0.277)
Distance HH to College	9.695	11.24	10.10
	(5.557)	(5.156)	(6.047)
Panel B:	2007 Census		
Total Population	128.2	123.0	123.6
	(123.8)	(122.2)	(111.2)
Primary School	0.197	0.215	0.201
Pop. Share	(0.143)	(0.141)	(0.146)
Secondary School	0.394	0.415	0.394
Pop. Share	(0.175)	(0.175)	(0.175)
Higher Ed.	0.409	0.370	0.405
Pop. Share	(0.240)	(0.230)	(0.238)
Observations	211,824	78,788	110,284

Notes. This table shows the means at the block (*manzana*) level before 2010. Panel A shows the college enrollment rates using the administrative data from MINEDU. Logarithmic transformations using the inverse hyperbolic sine. Panel B shows summary statistics using the 2007 Census. Total population is the average count by block. Population shares consider people above 25 years old. Higher education includes college and community college (*institutos*).

Table 2: Effects of New Stations on Commuting Time (mins) to College

	All Colleges	Private	Public
	(1)	(2)	(3)
Treatment*Open	-13.33***	-11.81***	-11.66***
	(1.297)	(1.136)	(1.081)
Mean Control	66.54	59.91	79.07
N	582	582	582

Notes. *** $p < 0.01$, ** $p < 0.05$,* $p < 0.10$. Regressions include district and year-fixed effects. ATTs are calculated using the Borusyak et al. (2024) estimator for the first 4 years after a station opening. Column (2) excludes districts in downtown Lima. Column (3) shows the effects on commuting time to private colleges only while Column (4) shows the effects on public institutions.

Table 3: Effects of New Stations on College Enrollment Rates

	Rates	Log(All)	Log(Private)	Log(Public)	Log(Female)	Log(Men)
	(1)	(2)	(3)	(4)	(5)	(6)
Treatment*Opening	0.009***	0.012***	0.010***	0.003***	0.007***	0.006***
	(0.002)	(0.002)	(0.002)	(0.001)	(0.002)	(0.001)
Dep. Var. Mean	0.142	0.080	0.059	0.026	0.048	0.039
N	411147	411147	411147	411147	411147	411147
Block FE	Yes	Yes	Yes	Yes	Yes	Yes
Year FE	Yes	Yes	Yes	Yes	Yes	Yes

Notes. *** $p < 0.01$, ** $p < 0.05$,* $p < 0.10$. Regressions include block (*manzana*) and year-fixed effects. ATTs are calculated using the Borusyak et al. (2024) estimator for the first 4 years after a station opening. Column 1 shows the effects on enrollment rates. Columns 2-6 show estimates of the effects on the logarithmic transformation of enrollment adjusted by the hyperbolic sine function.

Table 4: Effects on College Choice

	High Quality	Medium Quality	Low Quality	Public
	(1)	(2)	(3)	(4)
Treatment*Opening	-0.013**	-0.038***	0.026***	0.025***
	(0.006)	(0.008)	(0.007)	(0.008)
Dep. Var. Mean	0.112	0.346	0.165	0.377
N	101189	101189	101189	101189
Block FE	Yes	Yes	Yes	Yes
Year FE	Yes	Yes	Yes	Yes

Standard errors in parentheses

Errors clustered at the block level.

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Notes. *** $p < 0.01$, ** $p < 0.05$,* $p < 0.10$. All regressions include block and year-fixed effects. ATTs are calculated using the Borusyak et al. (2024) estimator for the first 4 years after a station opening. Columns 1-3 show the results for private colleges.

Table 5: Effects on Distance to College and College Connectivity

	Distance (km.)	Connected College	Private Connected	Low Quality Priv. Connected	Public Connected
	(1)	(2)	(3)	(4)	(5)
Treatment*Opening	-0.854***	0.037***	0.0327***	0.020***	0.004
	(0.093)	(0.007)	(0.007)	(0.006)	(0.005)
Dep. Var. Mean	10.78	0.371	0.224	0.123	0.147
N	101189	101189	101189	101189	101189
Block FE	Yes	Yes	Yes	Yes	Yes
Year FE	Yes	Yes	Yes	Yes	Yes

Standard errors in parentheses

Errors clustered at the block level.

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Notes. *** $p < 0.01$, ** $p < 0.05$,* $p < 0.10$. Distance is measured in kilometers using the Euclidean distance from a block centroid to a college location. Columns 2-5 measure the probability of enrolling in a college connected to the new lines, with the closest station less than 3km away. Columns 3 and 4 measure the probability of enrolling in a private and low-quality private college connected to new lines, respectively. Column 5 measures the probability of enrolling in a public college connected to a new line. All regressions include block and year-fixed effects. ATTs are calculated using the Borusyak et al. (2024) estimator for the first 4 years after a station opening.

Table 6: Mixed Logit Results

	All	Female		Male	
	(1)	(2)	(3)	(4)	(5)
Mean					
Commuting Time	-0.018***	-0.017***	-0.013***	-0.019***	-0.018***
	(0.00)	(0.000)	(0.000)	(0.000)	(0.000)
Wage Premium	0.234***	0.205***	-0.094***	0.377***	0.136***
	(0.002)	(0.003)	(0.007)	(0.004)	(0.005)
SD					
Commuting Time	0.0091***	0.009***	-0.002	0.010***	0.007***
	(0.000)	(0.000)	(0.002)	(0.000)	(0.000)
Wage Premium	0.000**	0.000	-0.000	-0.000	0.001
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Students	102,445	42,308	13,180	31,055	15,902
Observations	3585575	1651475	290605	1115730	527765
Log-Likelihood	-350251.8	-162206.6	-28876.0	-106375.1	-51676.5

Notes. *** $p < 0.01$, ** $p < 0.05$,* $p < 0.10$. Standard errors in parentheses. Wage premium is standardized to mean zero. Robust standard errors.

Table 7: Effects on College Completion

	Excl. DT	All
	(1)	(2)
Treatment*Open	0.021***	0.021***
	(0.002)	(0.002)
Dep. Var. Mean	0.173	0.182
N	497962	607928
Block FE	Yes	Yes
Year FE	Yes	Yes

Notes. *** $p < 0.01$, ** $p < 0.05$,* $p < 0.10$. Regressions include block (*manzana*) and cohort-fixed effects. ATTs are calculated using the Borusyak et al. (2024) estimator for the first 4 years of exposure. *Source.* National Census 2017.

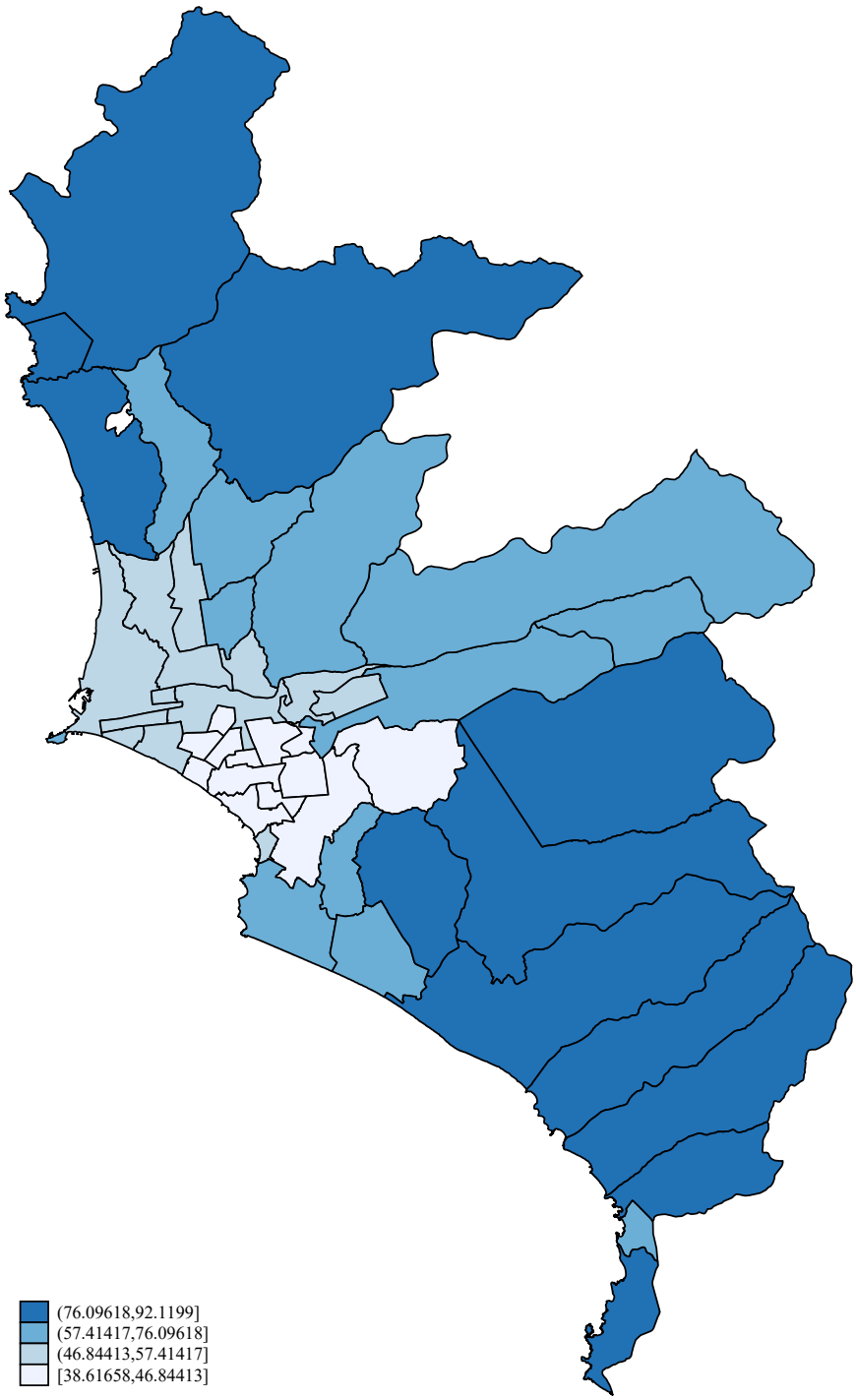
Table 8: Effects on Employment Rates

	Employ.	Blue C.	White C.
	(1)	(2)	(3)
Treatment*Open	0.010*	-0.007	0.017***
	(0.005)	(0.005)	(0.004)
Mean	0.669	0.404	0.265
N	192014	192014	192014
Block FE	Yes	Yes	Yes
Cohort FE	Yes	Yes	Yes

Notes. *** $p < 0.01$, ** $p < 0.05$,* $p < 0.10$. Regressions include block (*manzana*) and cohort-fixed effects. ATTs are calculated using the Borusyak et al. (2024) estimator for the first 4 years of exposure. *Source.* National Census 2017.

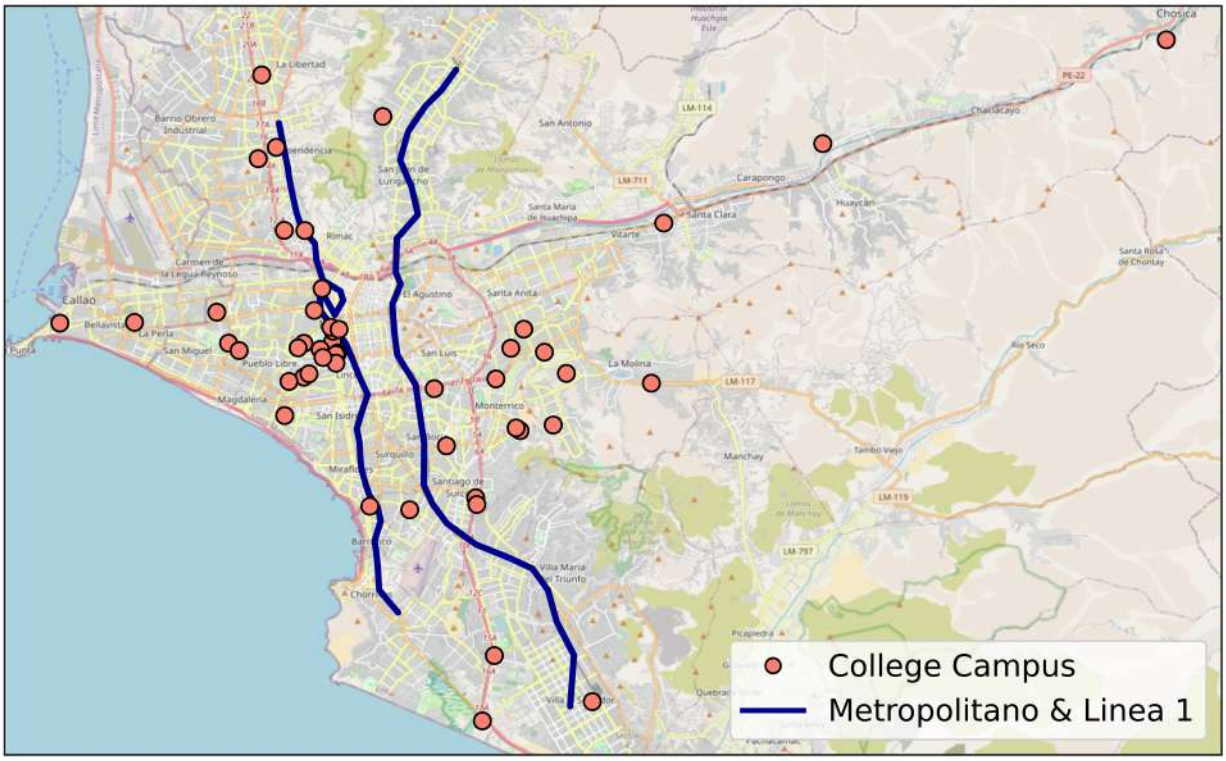
A Additional Figures and Tables

Figure A.1: Average Commuting Time from Home to College (in min)



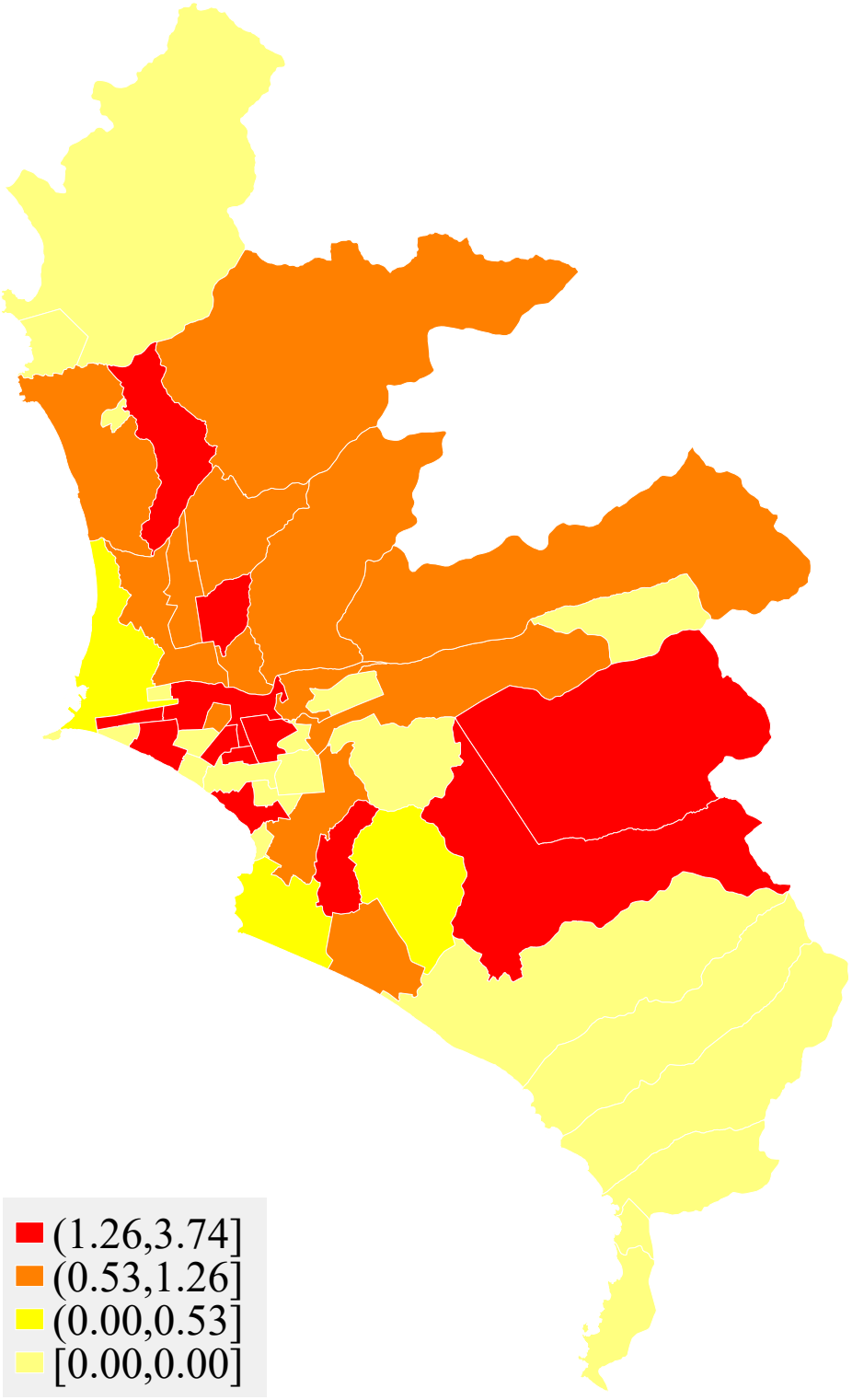
Source. CENAUN 2010. Travel time is self-reported in minutes.

Figure A.2: College Location and New Stations Across Lima



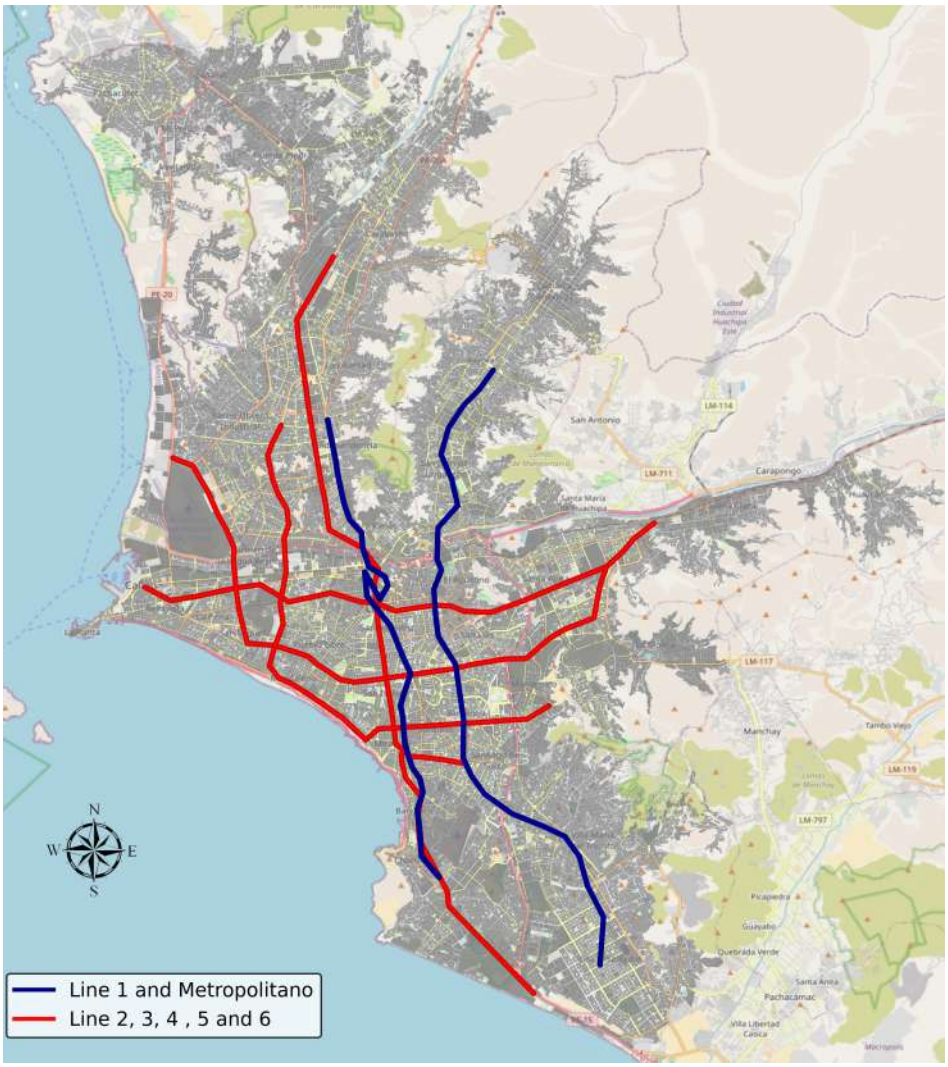
Notes. The blue lines show the new routes, to the left is the *Metropolitano*, and to the right is the *Linea No.1*. The pink dots show the location of college campuses across the city.

Figure A.3: Femicide Rate (accumulated 2009-2010)



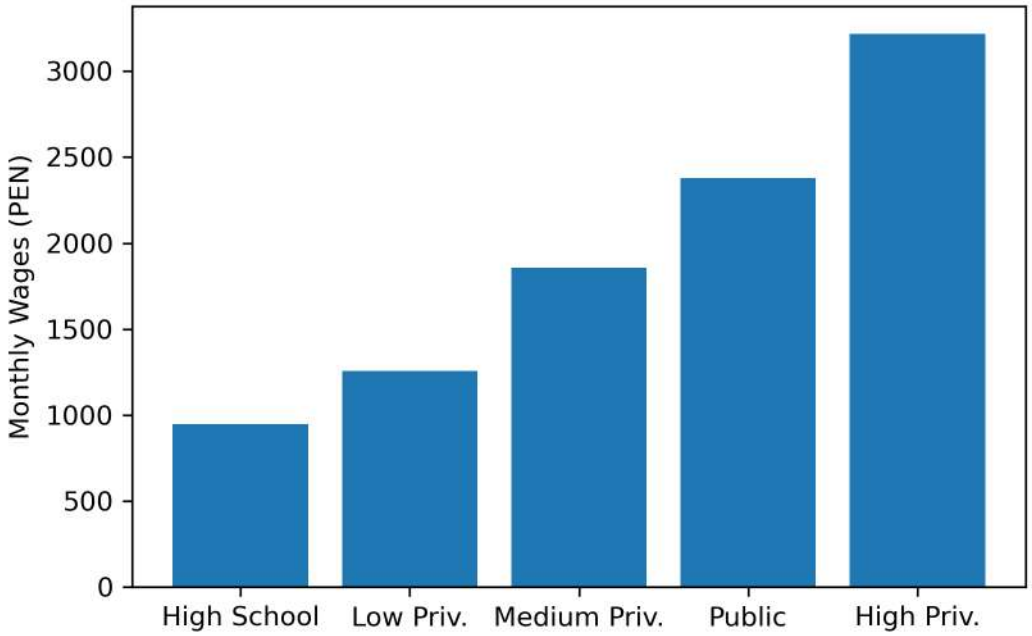
Notes. Femicide rates are the number of femicides (in the years 2009 and 2010) per 100,000 women by district. Red districts are defined as *low safety* districts for women.

Figure A.4: Planned-but-not-executed Metro lines in Lima



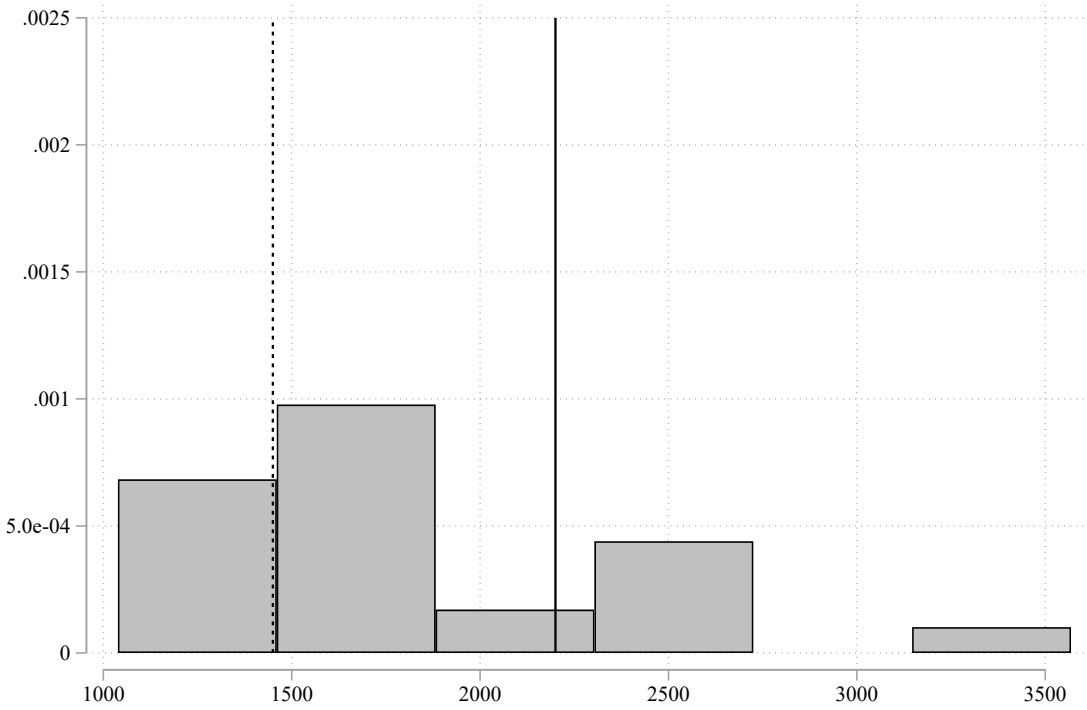
Notes. Red lines are the planned lines according to the Peruvian Ministry of Transport. Blue lines represent Linea 1 (to the left) and the Metropolitano (to the right).

Figure A.5: Wage Returns by Educational Level



Source. ENAHO 2013-2024. Planilla Electronica, details on data are described in Alba-Vivar et al. (2023). I include wage returns for individuals between 25-35 years old living in Lima Metro Area.

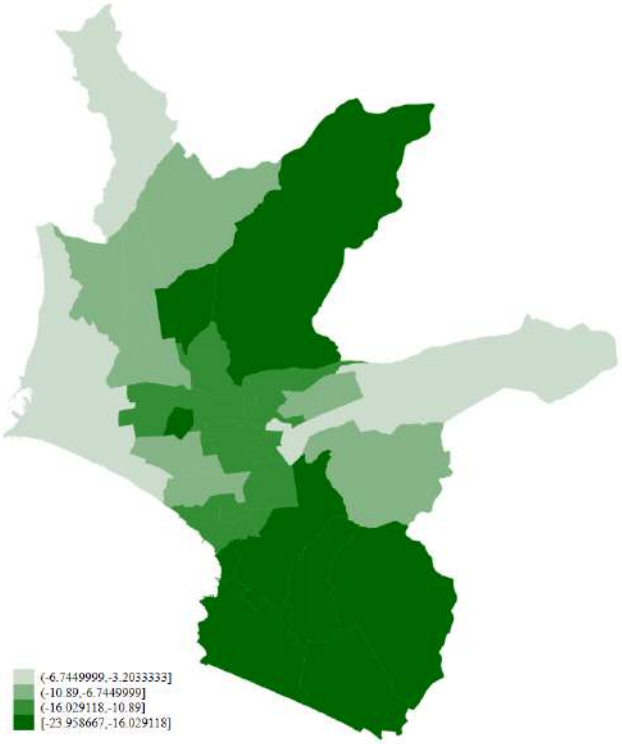
Figure A.6: College Wage Distribution (Average by College)



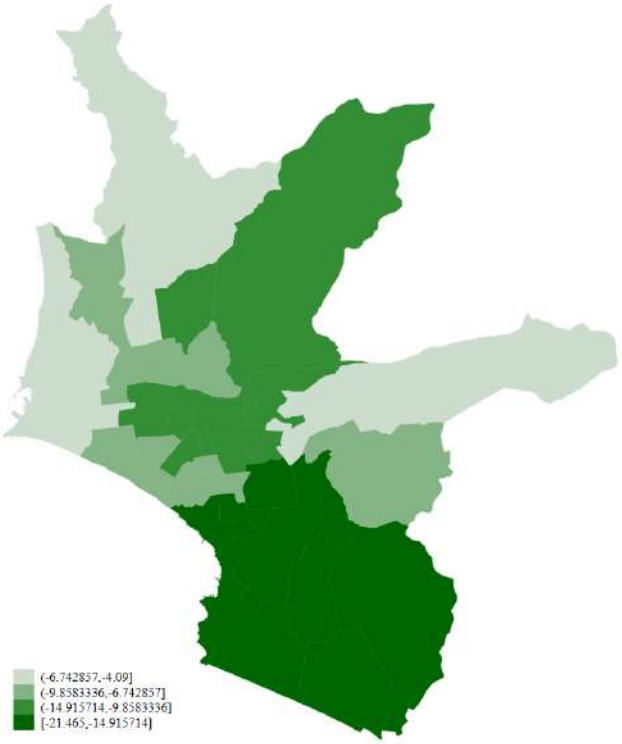
Source. Planilla Electronica, details on data are described in Alba-Vivar et al. (2023). The dashed line shows the limit for the 25% bottom of the distribution below 1450 PEN while the plain line marks the 25% top of distribution above 2200 PEN.

Figure A.7: Commuting Time to College (with/without new stations)

(a) All colleges



(b) Private colleges



Notes. Maps show the variation in commuting time to college by districts with/without new stations. Panel (a) shows variation in average commuting time to all colleges while Panel (b) shows variation in average commuting time to private colleges only.

Figure A.8: Share of population who access higher education, Census 2007

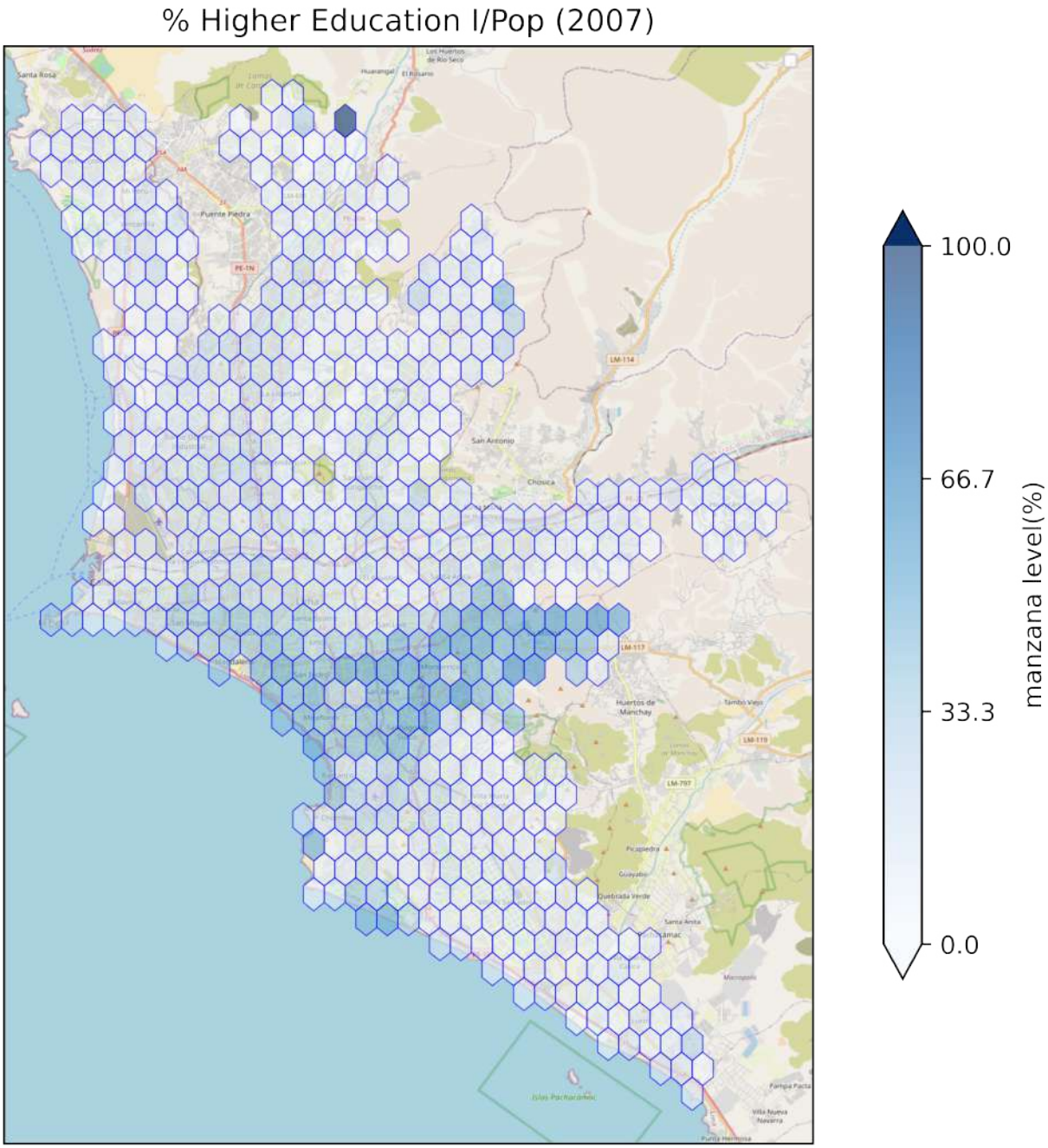
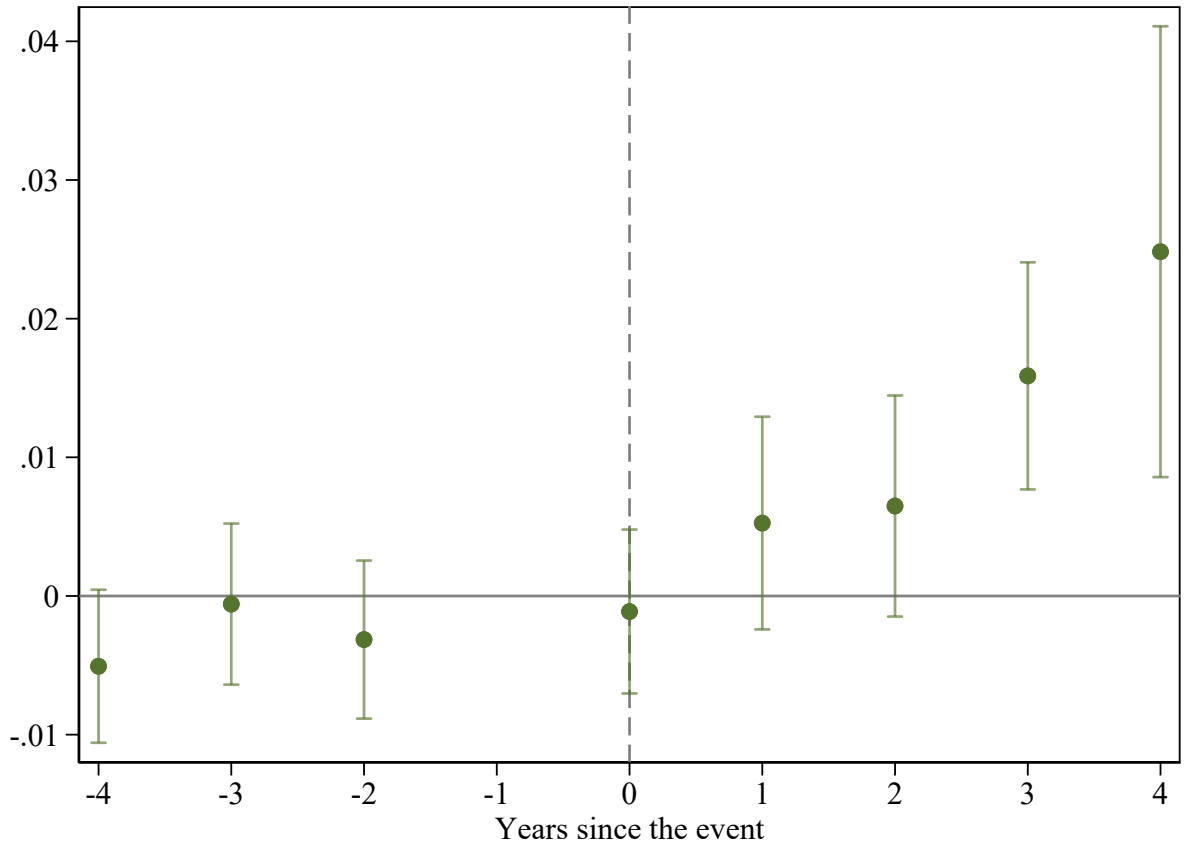


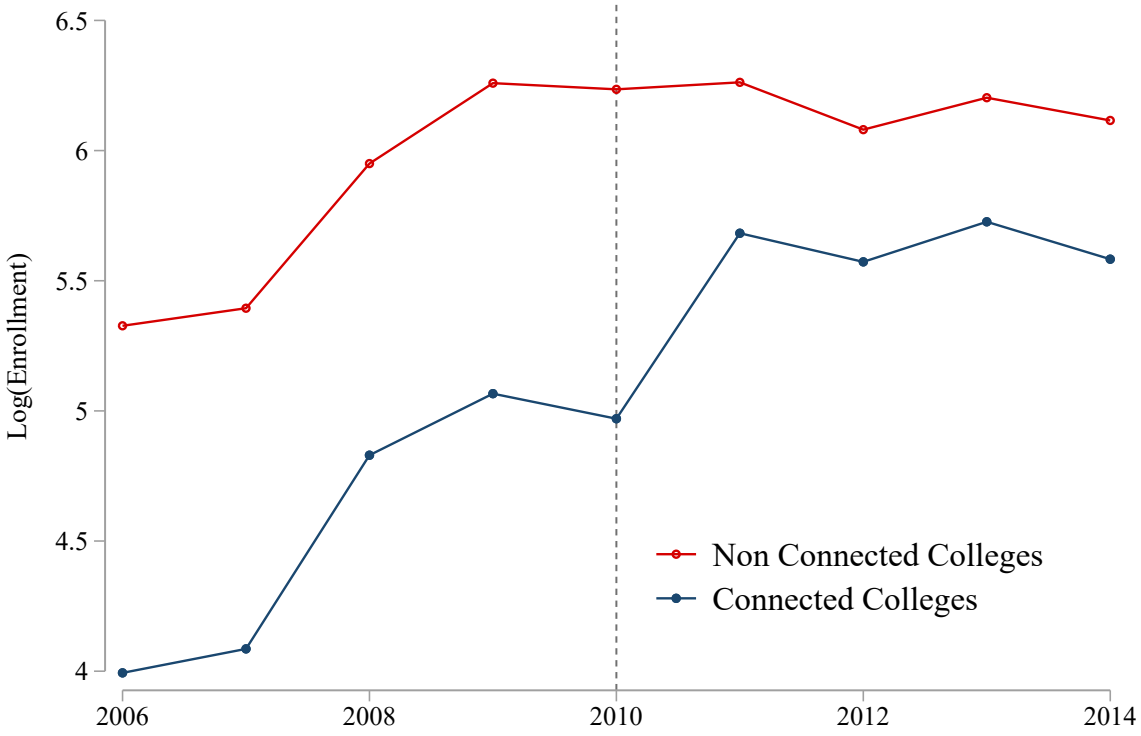
Figure A.9: Effects on College Enrollment Rates using Callaway and Sant'Anna (2021) estimator



Notes. Average treatment effects are calculated by averaging the group-time average treatment effects across different lengths of exposure to the treatment, with the x-axis representing exposure duration.

Figure A.10: Enrollment and Major Trends Over Time

(a) Log(enrollment) for connected and non-connected colleges



(b) Log(major counts) for connected and non-connected colleges

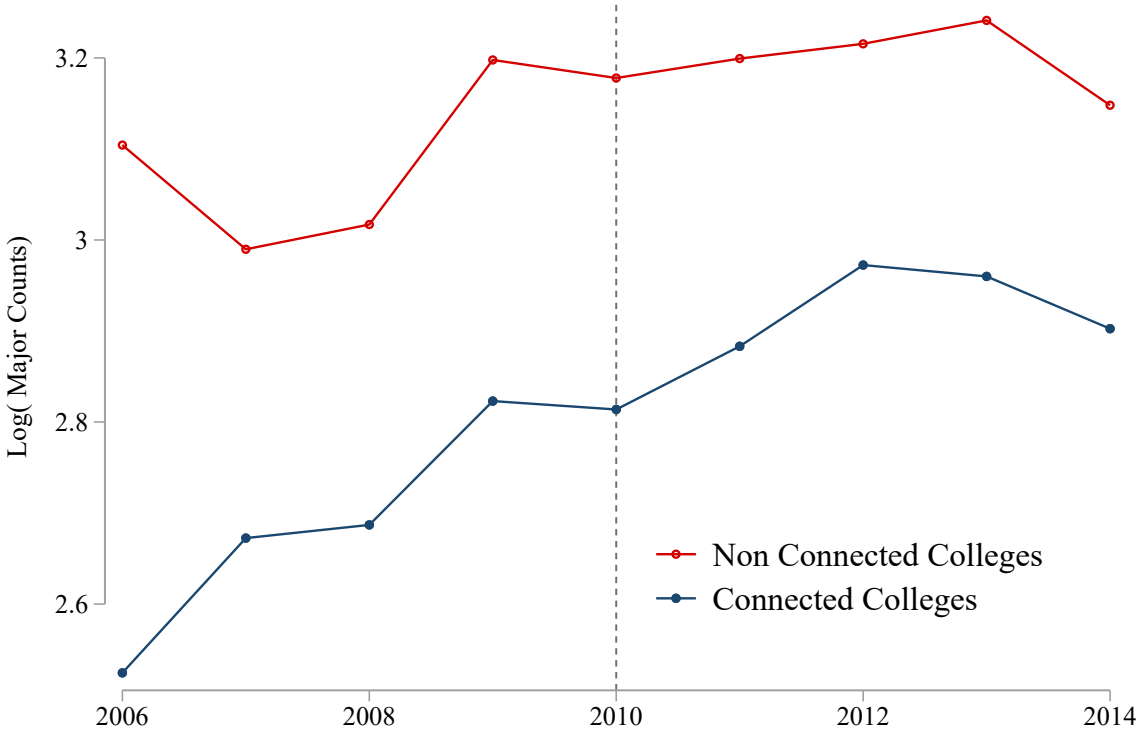


Figure A.11: Log(enrollment) by Gender for connected and non-connected colleges

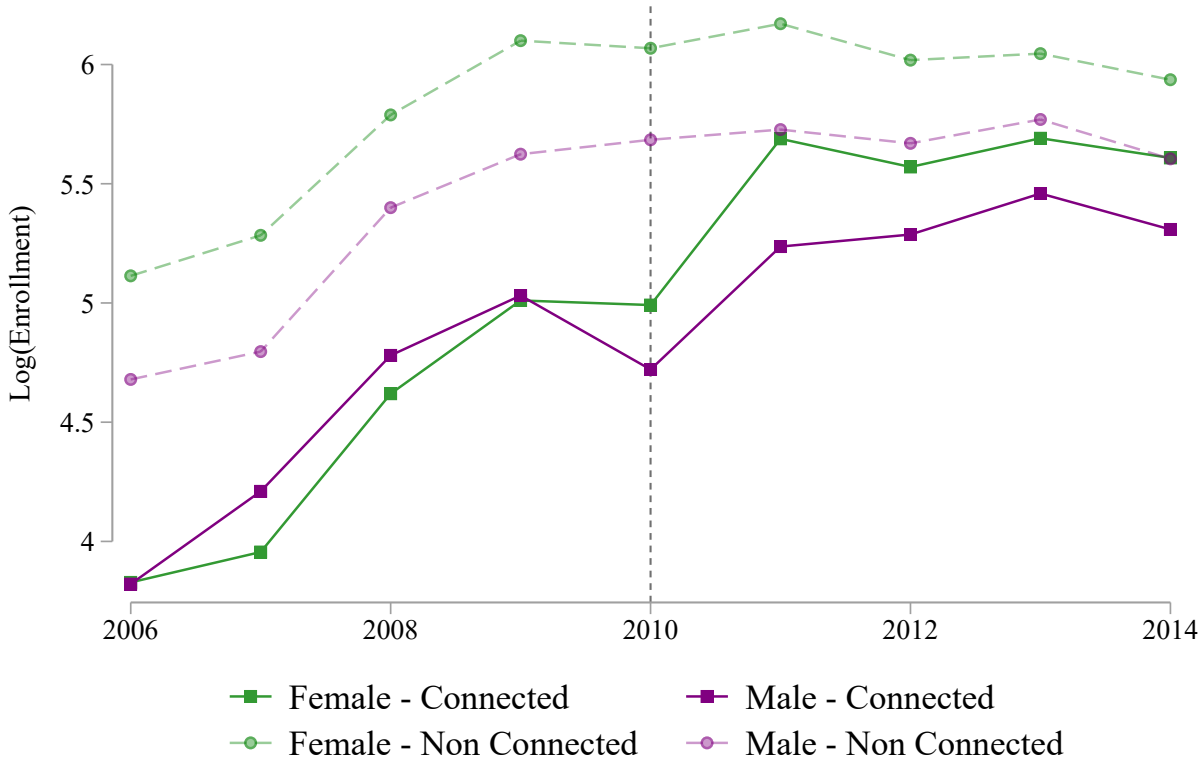
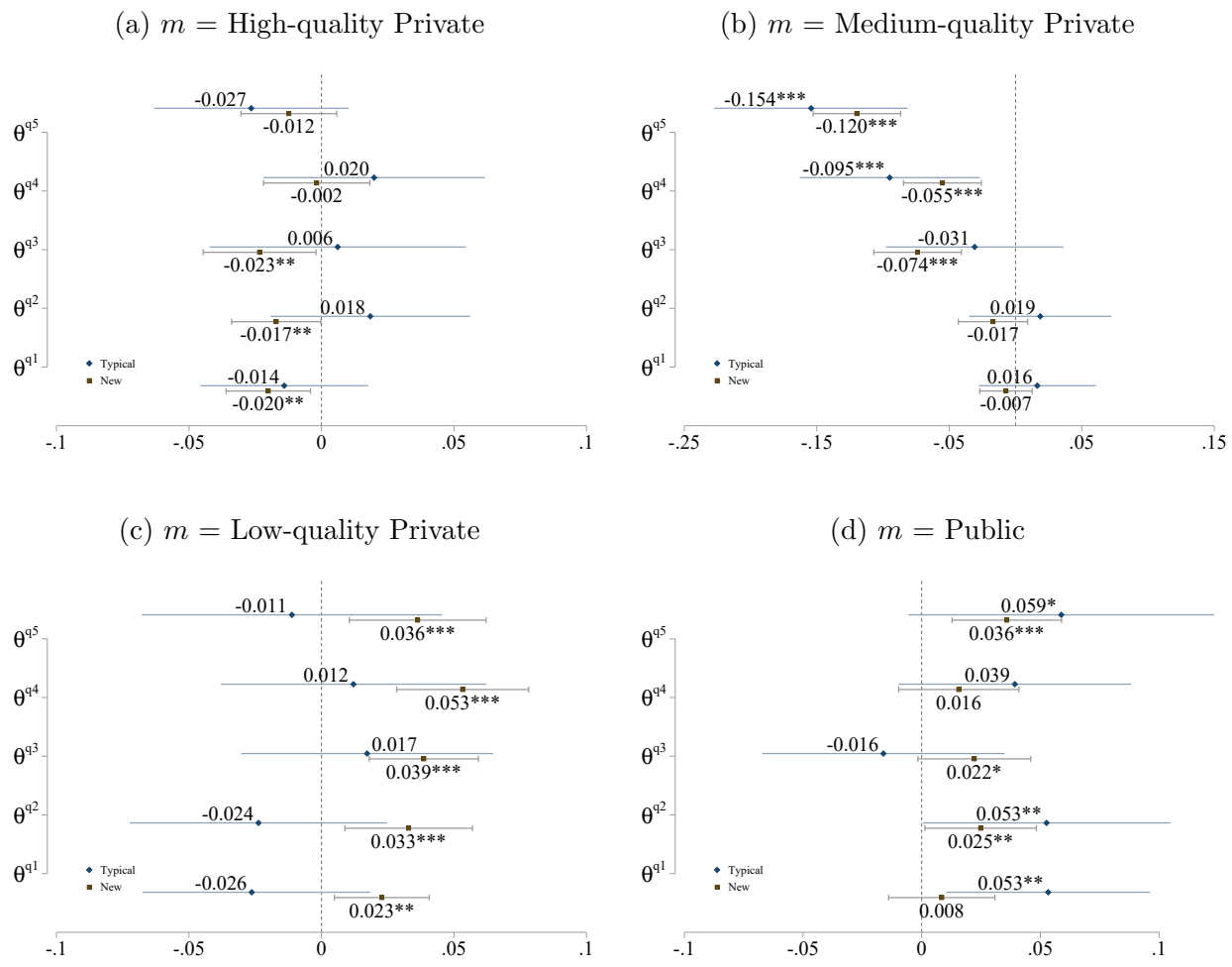


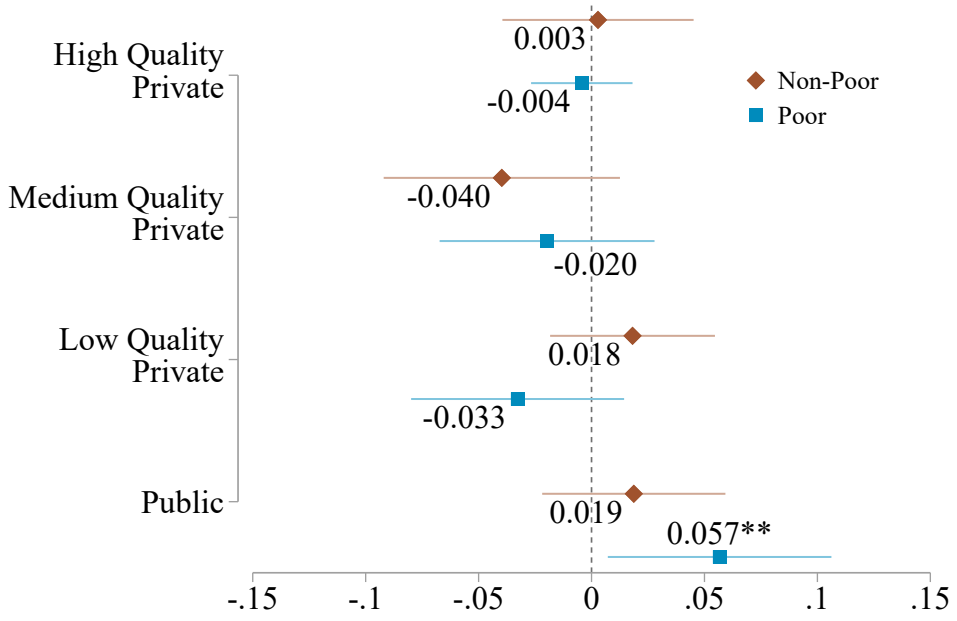
Figure A.12: Heterogeneous Effects by Predicted Probability θ (quintiles) of Enrolling in College Type m by Access to College



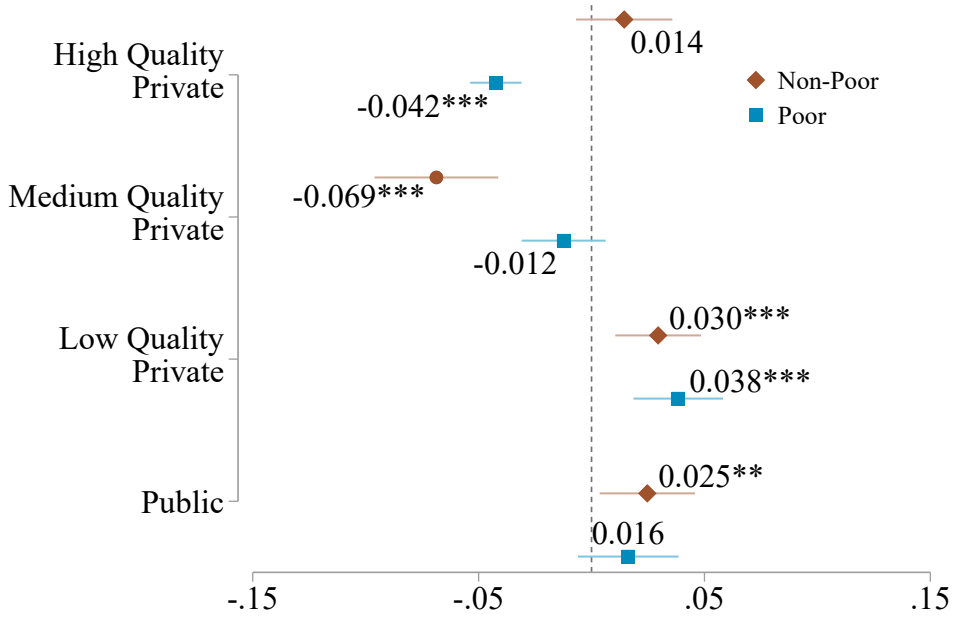
Notes. *** $p < 0.01$, ** $p < 0.05$,* $p < 0.10$. Regressions include block and year-fixed effects. High-quality colleges are all private colleges whose graduates earn more than 2200 PEN while low-quality private colleges are the ones whose graduates earn less than 1450 PEN using administrative data from wage records in 2014. θ^{qN} represents the quintile N of the predicted probability of enrolling in college type m. *Typical students* is the sample of students who were very likely to attend college while *new students* is the sample of students with a low probability of attending college.

Figure A.13: Effects on the Likelihood of Enrolling in College Type m by SES

(a) *Typical Students*

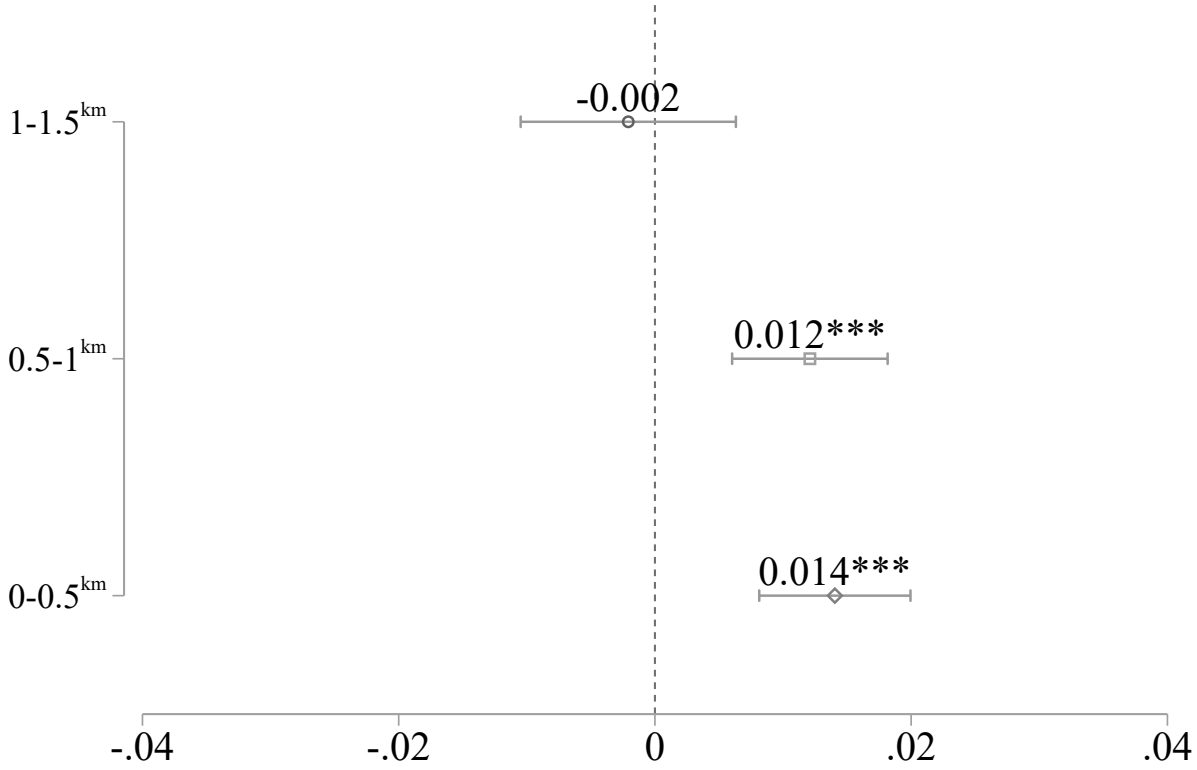


(b) *New Students*



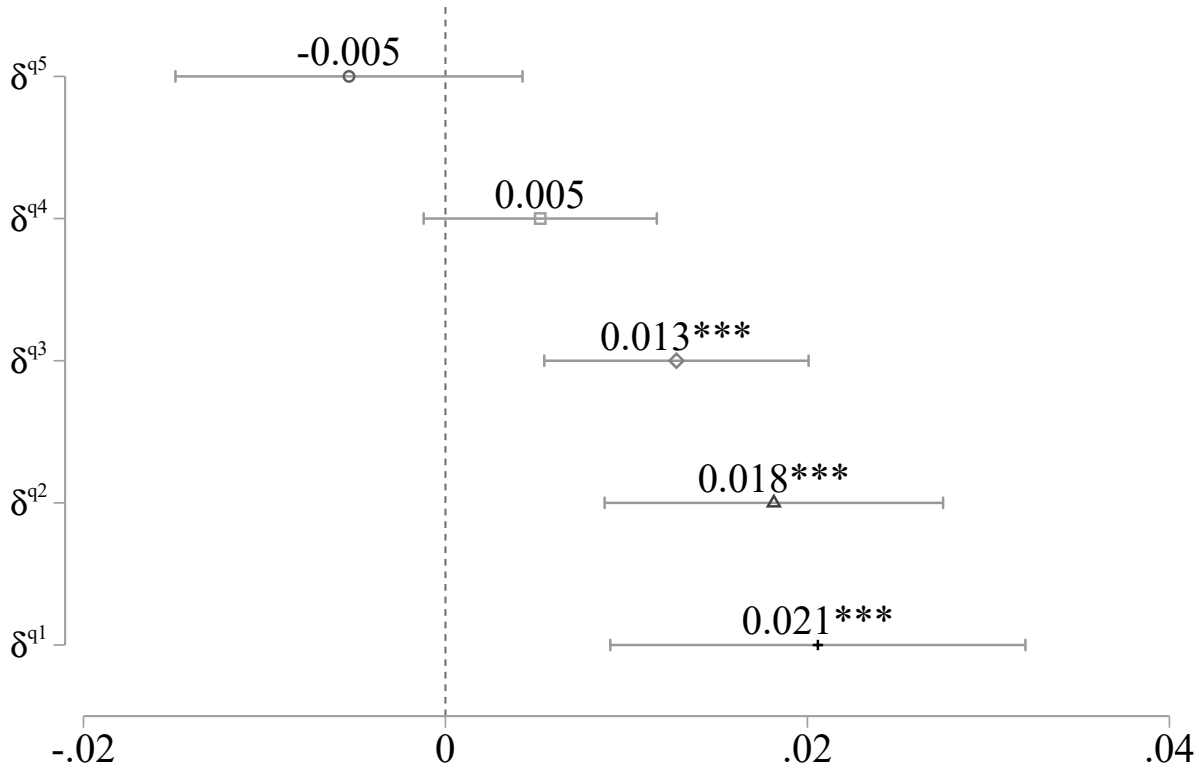
Notes. *** $p < 0.01$, ** $p < 0.05$,* $p < 0.10$. Regressions include block and year-fixed effects. High-quality colleges are all private colleges whose graduates earn more than 2200 PEN, low-quality private colleges are the ones whose graduates earn less than 1450 PEN and medium-quality private colleges are those whose graduates earn in between. *Typical students* is the sample of students who were very likely to attend college while *new students* is the sample of students with a low probability of attending college.

Figure A.14: Impact on College Enrollment Rates by Distance to Stations



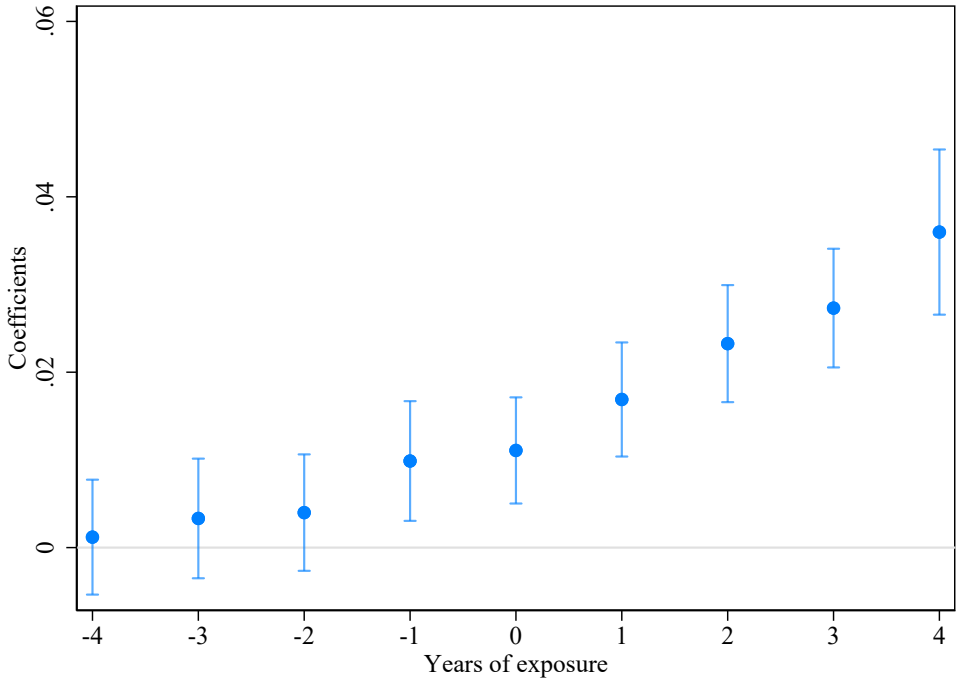
Notes. *** $p < 0.01$, ** $p < 0.05$,* $p < 0.10$. All regressions include block and year fixed effects. ATTs are calculated using the Borusyak et al. (2024) estimator for the first 4 years after a station opening.

Figure A.15: Impact on College Enrollment Rates by Distance to Downtown



Notes. *** $p < 0.01$, ** $p < 0.05$,* $p < 0.10$. δ^{qN} is the quintile N of the distance to downtown distribution measured in kilometers. All regressions include block and year fixed effects. ATTs are calculated using the Borusyak et al. (2024) estimator for the first 4 years after a station opening.

Figure A.16: Dynamic Effects of the New Lines on College Completion Rates



Notes. *** $p < 0.01$, ** $p < 0.05$,* $p < 0.10$. All regressions include block and cohort fixed effects. ATTs are calculated using the Borusyak et al. (2024) estimator for the first 4 years after a station opening.

Table A.1: Effects on College Choice by Access

	High Quality		Medium Quality		Low Quality		Public	
	New	Typical	New	Typical	New	Typical	New	Typical
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Treatment*Opening	-0.016**	-0.001	-0.039***	-0.029	0.034***	-0.009	0.020**	0.039**
	(0.007)	(0.012)	(0.009)	(0.019)	(0.007)	(0.017)	(0.009)	(0.018)
Dep. Var. Mean	0.112	0.109	0.347	0.342	0.163	0.177	0.378	0.373
N	79965	21224	79965	21224	79965	21224	79965	21224
Block FE	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Year FE	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Standard errors in parentheses

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Notes. *** $p < 0.01$, ** $p < 0.05$,* $p < 0.10$. All regressions include block and year fixed effects. ATTs are calculated using the Borusyak et al. (2024) estimator for the first 4 years after a station opening. *Typical students* is the sample of students who were very likely to attend college while *new students* is the sample of students with a low probability of attending college.

Table A.2: Effects on the Likelihood of Enrolling in a High-Quality College (Alternative Definitions)

	Elite	Diff. Elite	Licensed	Diff. Licensed
	(1)	(2)	(3)	(4)
Treatment*Opening	-0.032***	-0.034***	-0.016***	0.026***
	(0.007)	(0.007)	(0.006)	(0.007)
Mean	0.077	0.075	0.882	-0.835
N	101189	101189	101189	101189
Block FE	Yes	Yes	Yes	Yes
Year FE	Yes	Yes	Yes	Yes

Standard errors in parentheses

Errors clustered at the block level.

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Notes. *** $p < 0.01$, ** $p < 0.05$,* $p < 0.10$.Regressions include block and year-fixed effects. ATTs are calculated using the Borusyak et al. (2024) estimator for the first 4 years after a station opening.

Table A.3: Effects of New Lines on College Enrollment Rates including Downtown Lima

	Rates	Log(All)	Log(Private)	Log(Public)	Log(Female)	Log(Men)
	(1)	(2)	(3)	(4)	(5)	(6)
Treatment*Opening	0.009***	0.011***	0.008***	0.003***	0.006***	0.005***
	(0.002)	(0.002)	(0.002)	(0.001)	(0.002)	(0.001)
Dep. Var. Mean	0.144	0.093	0.071	0.029	0.056	0.046
N	461151	461151	461151	461151	461151	461151
Block FE	Yes	Yes	Yes	Yes	Yes	Yes
Year FE	Yes	Yes	Yes	Yes	Yes	Yes

Notes. *** $p < 0.01$, ** $p < 0.05$,* $p < 0.10$.Regressions include block and year-fixed effects. ATTs are calculated using the Borusyak et al. (2024) estimator for the first 4 years after a station opening. Column (1) shows the effects on enrollment rates. Columns (2-6) show estimates of the effects on the logarithmic transformation of enrollment adjusted by the hyperbolic sine function.

Table A.4: Effects of the New Lines on College Choice (relative to Predicted)

	High Quality	Medium Quality	Low Quality	Public
	(1)	(2)	(3)	(4)
	est1	est2a	est2b	est3
Treatment*Opening	-0.015**	-0.017	0.027***	0.016
	(0.006)	(0.011)	(0.007)	(0.010)
Dep. Var. Mean	0.112	0.346	0.165	0.377
N	101189	101189	101189	101189
Block FE	Yes	Yes	Yes	Yes
Year FE	Yes	Yes	Yes	Yes

Standard errors in parentheses

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Notes. *** $p < 0.01$, ** $p < 0.05$,* $p < 0.10$. Regressions include block and year-fixed effects. ATTs are calculated using the Borusyak et al. (2024) estimator for the first 4 years after a station opening.

B Brief History of Public Transportation in Lima

Back in the mid-19th century, the Peruvian government the inaugurated first railway: the Lima-Callao line (in 1851). It connected the capital city with the nearby port city of Callao, providing a much-needed transportation link between the two cities. This line closed in was closed in the 1970s as the government shifted its resources toward the construction of highways and other means of transportation.

During these years, the idea of a train transportation system in Lima became popular. In 1973 the first Technical-Economic Feasibility Study and Preliminary Project for the Massive Passenger Transportation System in the Lima and Callao Metropolitan Area was completed. This study proposed 4 underground trains: Line 1 which connected Comas and Villa el Salvador (37km), Line 2 which connected San Borja and Maranga (13 km), Line 3 which connected Rimac and San Isidro (10 km) and Line 4 that connected La Victoria with Carmen de la Legua (10 km). These four lines added a total of 125 kilometers in total (Narrea, 2017). However, the execution was postponed in 3 governments due to economic and technical factors. It is only in the late 80s when President Alan Garcia announced the construction of the first line. During this government, the construction of an electric mass transportation system for Lima and Callao was declared of national interest. For this purpose, the Autonomous Authority of the Lima and Callao Mass Rapid Transit Electric System Special Project (AATE) were created in 1986. The agency was in charge of planning, coordinating, supervising, controlling and executing the mass transit electric system. The new system proposed 5 lines of electric trains, but only Line 1 (22 km) (Villa El Salvador - Av. Grau) was prioritized. According to Kohon (2016), this could be explained by three reasons: i) the north-south axis was prioritized to avoid the excessive growth of the east side of Lima, ii) the available surface area on a main avenue to build a viaduct instead of an underground network, which meant save costs and technical problems, and iii) connect emerging sectors such as Villa El Salvador.

The construction of the project began in 1986, but by 1990 only 1.5 km was built. The eco-

nomic and political crisis stopped the project from continuing. In the 1990s, AATE was part of the Council of Ministers and proposed a complementary study of the Lima Metro Network in 1998 (MTC, 2005). Then, at the beginning of 2000's, the Municipality of Metropolitan Lima developed the COSAC study, a preliminary study of a BRT (a Metropolitano antecedent). As a consequence, the AATE changed the route of line 1 (tramo II) from Av. Grau to San Juan de Lurigancho instead of Comas. [35] In 2004, during the government of Alejandro Toledo, a new Law No. 28253 was published and once again, declared the execution of the Lima and Callao mass transportation electric system to be a public necessity. In 2006, through Law No. 28670, the extension of Line 1 of the Lima Metro, from the Atocongo Bridge to Grau Avenue (tramo I), was declared of national interest. However, the public-private concession attempts failed, as there were no bidders. According to Kohon (2016), this is explained by issues on the main feasibility study that did not consider the demand risk in this project. In this sense, contract terms were reconsidered: from a conventional public project to a public-private project, the construction and operation of the train system were separated (Campos et al., 2021). Finally, Linea 1 project was bidded and granted to the concession holder *Consorcio Metro de Lima*: the union of two major private companies: Odebrecht and Graña y Montero.

The construction of Line 2 of the Lima Metro was also granted to the *Consorcio Metro de Lima*. The project began in 2014, but it stopped two years later. The government failed to meet the deadline for the expropriation of properties that would provide the required land for the execution of the project. As a result, the government and the concession holder filed claims with the International Centre for Settlement of Investment Disputes. Additionally, this project had weak political support from public opinion in the face of the bad experiences from Linea 1 (Sallo and Hickman, 2021). Additionally, the Linea 1 project was involved in several corruption cases regarding political bribes for presidential campaigns which are currently under investigation.

[35] The AATE also left the Council of Ministers and became part of the Municipality of Metropolitan Lima.

To sum up, the delay in the implementation of the Metro is explained by several factors. On the institutional side, the AATE [36] was sensitive to changes in public administration. In addition, many other public agencies are involved in the execution of megaprojects, increasing the bureaucracy for permits and approvals. Since different government agencies have different objectives, priorities, and visions, it also generated strong coordination problems. Another limiting factor was the lack of political support from public opinion due to cases of corruption, distrust in politicians, lack of information about the social benefits of the project, and among others.

[36] In 2019, ATTE became the Urban Transport Authority (ATU, in Spanish)

C Commuting Time Calculation

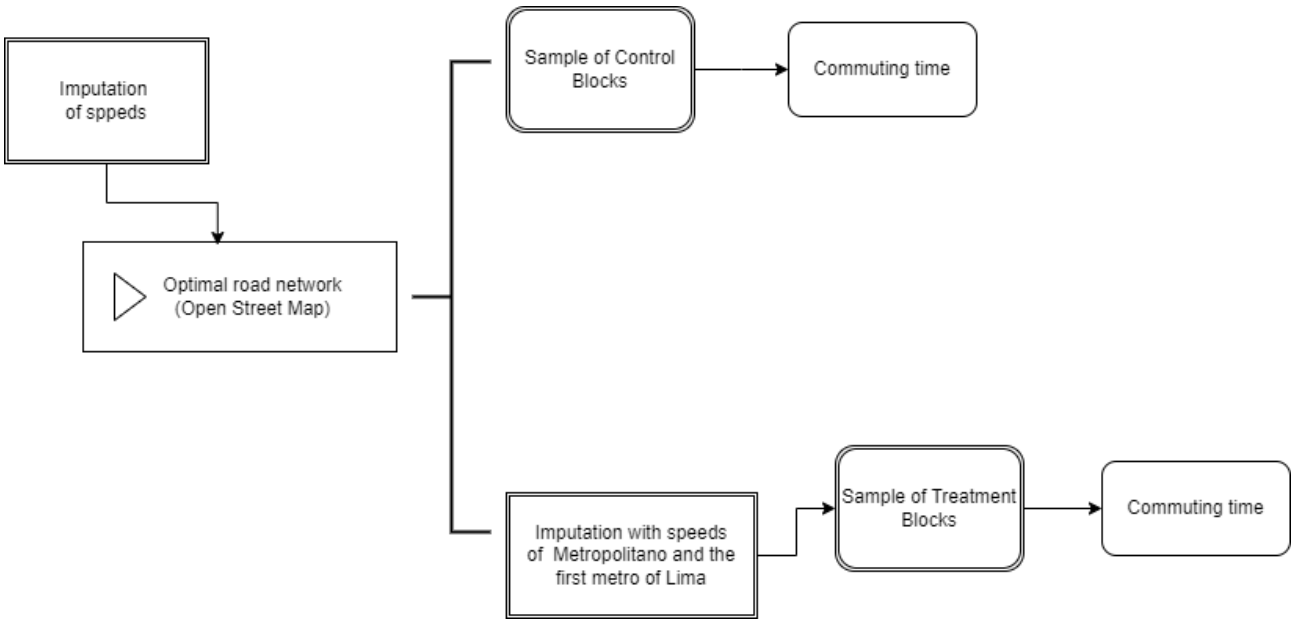
In this section, I explain the procedure to obtain the commuting times used in the paper. I estimate the travel time from each block to all colleges in Lima, creating a commuting time matrix for a random sample of treatment and control blocks. This analysis was facilitated by tools such as the optimal road network and imputed speeds.

Optimal Road Network: OpenStreetMap (OSM) is used to determine the shortest travel time between two points by calculating the optimal route. This procedure relies on three key steps. First, OSM requires a reference polygon, so we use the shapefiles of Lima and Callao. Second, it generates alternative road networks connecting the two locations. Finally, the travel time for each possible route is computed, with the optimal route being the one with the shortest duration. However, these estimates are based on the maximum allowed speed for each road segment, assuming ideal driving conditions. As a result, they do not account for real-world traffic congestion and cannot be directly used for commuting time calculations. This process was implemented in Python using the 'osmnx' library.

Imputed Speed: Since OSM estimates commuting time without accounting for traffic, I independently computed travel times by adjusting for congestion. To do this, I used the optimal road network, which Python exports as a table containing detailed attributes for each road segment, including highway type (primary, secondary, tertiary, motorway, residential), section length, name, and maximum allowed speed. I then imputed travel speeds for each segment based on rush hour conditions specific to its highway type. These values were sourced from a 2013 report by the Ministry of Transport and Communications, conducted in collaboration with the Japan International Cooperation Agency (JICA, 2013). The imputed speeds for each highway type are as follows: motorway (15 km/h), primary (15 km/h), residential (15 km/h), secondary (20 km/h), and tertiary (10 km/h). This is a similar procedure used by (Velásquez, 2023).

Commuting Time: On the final step, I estimate travel times for a sample of control and treatment blocks (with and without connectivity to the new lines). For control blocks, commuting time was calculated by applying the imputed speeds to the corresponding road segment lengths in the optimal road network. For treatment blocks, I incorporated the impact of public transportation by assigning travel speeds of 35 km/h for the Metropolitano and 45 km/h for Lima's first metro line in segments where the optimal road network overlaps with these transit routes.

The following figure provides a flowchart of the commuting time calculation process, offering a concise summary of the steps described above.



D Predicted College Access and Predicted College Choice

In this section, I describe the procedures to calculate both the predicted access to college and the predicted college choice for certain types of colleges. For both analyses, I use the k-nearest neighborhood (kNN) algorithm, which is particularly good for a setting like this.

The kNN is a non-parametric algorithm that uses proximity to make a prediction. One key advantage is that it can capture non-linearity. To avoid its sensitivity to the choice of a distance metric, I use the grid search technique to find the optimal value of k, the number of nearest neighbors to consider when making predictions. This optimal k maximizes the test dataset score using cross-validation. Table D.1 shows the results of this procedure.

The algorithm proceeds as follows:

1. I normalized and standardized all data using the StandardScaler option from the *sklearn* package in Python to avoid having extra sensitivity to data errors.

2. I trained the algorithm using all data from the Peruvian Census of 2017 at the block level and individual-level characteristics such as sex and age (this only when predicting college choice since this information is conditional on enrolling in college). I do not include any information after 2010, the year when the first line opened, or any information regarding the treatment status.

3. After calculating the optimal k value using the grid search method with k-fold validation, I calculate the key parameters on the training data. Then I calculate the predicted value for the whole data set (before and after the new lines).

Table D.1: kNN Scores

	Access to College	Private			Public
		Low Quality	High Quality	Elite	
Best mean cross-validation score	0.995	0.896	0.887	0.902	0.678
Best k parameters	19	19	19	19	19
Test-set score	0.995	0.895	0.888	0.905	0.678