September 14, 2026

Emily Breza
Davide Viviano
Arun Chandrasekhar
Organizers, Workshop on Development Economics and Networks for Early-Career Researchers
National Bureau of Economic Research

Dear Professors Breza, Viviano, and Chandrasekhar,

I am writing to apply to the Workshop on Development Economics and Networks for Early-Career Researchers, to be held at the NBER in Cambridge on December 5, 2026. I am currently a Research Fellow in the Market Behavior Research Department at the WZB Berlin Social Science Center. I received my PhD in Economics from the University of Western Ontario in 2022.

Please find enclosed my curriculum vitae, including my PhD coursework; a statement describing my motivation for attending the workshop and my current research interests; and my extended abstract with key results, "Social Interactions in School Choice," which I would like to present at the workshop.

If I am shortlisted, Matteo Bobba, Professor at Toulouse School of Economics, can provide a recommendation. His email address is matteo.bobba@tse-fr.eu

My complete contact information is:

Marco Pariguana
Research Fellow
WZB Berlin Social Science Center
Market Behavior Research Department
marco.pariguana@wzb.eu

Thank you for considering my application. I would be very pleased to have the opportunity to participate in the workshop.

Sincerely,

Marco Pariguana

Marco Pariguana

marco.pariguana@wzb.eu
www.marcopariguana.com
Citizenship: Perú, Canada Permanent Resident

Current Position

WZB Berlin Social Science Center, Berlin, Germany 2026–
Market Behavior, Research Fellow

RFBerlin, Research Affiliate 2025–

Education

University of Western Ontario, London, Canada 2022
PhD Economics

Pennsylvania State University, State College, United States 2016
MA Economics

Pontificia Universidad Católica del Perú, Lima, Perú 2010
BA Economics

Research Interests

Labour Economics, Development Economics, Public Economics

Publications

Perceived Ability and School Choices: Experimental Evidence and Scale-up Effects, *with Matteo Bobba and Veronica Frisancho*
Accepted at **Journal of Political Economy Microeconomics**

School Choice, Skill Measures, and Graduation, *with Maria Elena Ortega-Hesles*
Accepted at **Quantitative Economics**

Working Papers

Time Varying Effects of Elite Schools: Evidence from Mexico City, *with Salvador Navarro*
R&R at *Labour Economics*

Constrained School Choice and the Demand for Effective Schools, *with Diether Beuermann*

Referee Service

American Economic Review, Economics of Education Review, Journal of Economic Inequality

Awards

Social Science Graduate Alumni Award, University of Western Ontario	2021
Gervan Fearon PhD Award in Economics, University of Western Ontario	2019
Graduate Fellowship, University of Western Ontario	2016–2020
Undergraduate Dissertation Prize, CIES-IDRC	2010

Presentations

Royal Economic Society Annual Conference	July 2026
Matching and Market Design Workshop, WZB	June 2026
Scotland and Northern England Conference in Applied Microeconomics	May 2026
Inter-American Development Bank, VPC Knowledge Seminar	January 2026
Dynamic Structural Econometrics (DSE) Conference	December 2025
Queen's Business School, Economics Seminar	October 2025
Economics of Education Workshop (discussant), TSE	July 2025
International Association for Applied Econometrics (IAAE)	June 2025
European Meeting of the Econometric Society	August 2024
Scottish Economic Society Annual Conference	April 2024
Royal Economic Society Annual Conference	March 2024
Educational Choices and Transitions in Secondary and Higher Education, PSE	October 2023
IZA/ECONtribute Workshop on the Economics of Education	October 2023
Association for Education Finance and Policy (AEFP)	March 2023
Southern Economic Association (SEA)	November 2022
Association for Public Policy Analysis and Management (APPAM)	November 2022
Summer School on Socioeconomic Inequality (SSSI-HCEO), Poster	July 2022
Univeristy of Notre Dame, Development Economics Working Group Meeting	March 2022
LACEA-LAMES	October 2021
UM-MSU-UWO Labour Day Conference	October 2021
Graduate Students in Economics of Education Seminars (GEEZ)	October 2021
Western Economics Association International (WEAI)	June 2021
Society of Labor Economics (SOLE)	May 2021
International Association for Applied Econometrics (IAAE)	June 2021
Canadian Economics Association (CEA)	June 2021
Urban Institute Modelling Group Seminar	February 2021

Other Research and Work Experience

University of Edinburgh Edinburgh, United Kingdom 2023–2026
Early Career Researcher, School of Economics

Tulane University New Orleans, United States 2022–2023
Postdoctoral Fellow, Economics Department and The Murphy Institute

University of Western Ontario London, Ontario, Canada 2020–2022
Research Assistant for Salvador Navarro

University of Western Ontario London, Ontario, Canada 2017–2020
Research Assistant for Chris Robinson

Inter-American Development Bank Washington DC, United States Summer 2020
Research Department
Consultant for Veronica Frisancho

Inter-American Development Bank Washington DC, United States 2012–2014
Research Department and Vice-Presidency for Sectors and Knowledge
Research Fellow for Matteo Bobba and Santiago Levy

World Bank Lima, Perú 2012–2012
Junior Professional Associate

Group for the Analysis of Development Lima, Perú 2010–2012
Research Assistant

Teaching

Instructor

Economics of Education (undergraduate), University of Edinburgh	2023-2026
Mathematics, Statistics and Econometrics (graduate), University of Edinburgh	2023-2026
Economics of Education (undergraduate), Tulane University	2022
Microeconomics Refresher (graduate), University of Western Ontario	2018
Stata for Labor Economics (undergraduate), Universidad de Piura (Lima, Perú)	2012

Teaching Assistant

University of Western Ontario 2016–2021
Econometrics, Introductory Microeconomics, Introductory Macroeconomics, Microeconomics (honors), Macroeconomics (honors), Labor Economics, Investments, International Trade (honors)

Pennsylvania State University 2014–2016
Economics of Law and Regulation, Introductory Microeconomics

Pontificia Universidad Católica del Perú 2010
Methods for Qualitative and Quantitative Analysis

PhD courses

ECON 9600 Math for Economists

ECON 9601A Microeconomics I

ECON 9603A Macroeconomics I

ECON 9605A Econometrics & Quantitative Methods I

ECON 9607A Economic Mathematics

ECON 9602B Microeconomics II

ECON 9604B Macroeconomics II

ECON 9606B Econometrics & Quantitative Methods II

ECON 9691B Research Seminar

ECON 9609A Advanced Applied Economics

ECON 9612A Advanced Microeconomics II

ECON 9613A Advanced Macroeconomics I

ECON 9641A Labour Economics – Inequality

ECON 9622B Applied Microeconometrics

ECON 9626B Economic Development I

ECON 9628B Public Economics

ECON 9640B Labour Economics I – Human Capital

Research Interests and Motivation for Attending

My research lies at the intersection of the economics of education, labor economics, and applied econometrics. A central theme of my work is understanding how students and families make educational choices, how institutions shape those choices, and how these decisions affect educational and labor-market outcomes. Much of my research combines administrative data, quasi-experimental variation, and discrete-choice models to study educational decisions and the design of school assignment systems.

I am particularly interested in attending the Workshop on Development Economics and Networks because interactions among individuals have become increasingly important in my research. In my current project, "Social Interactions in School Choice," joint with Matteo Bobba, Matias Busso, and Veronica Frisancho, we study whether students' high-school choices are influenced by the peers to whom they are exposed in middle school. The project combines random assignment of students to classrooms with data from a centralized high-school admissions system. We use this variation to estimate causal effects of peer exposure on school choices and develop a discrete-choice model that distinguishes contextual effects of peer characteristics from endogenous interactions in students' choices.

A related issue arises in my research on school choice in Barbados. Despite a serial-dictatorship assignment mechanism, many applicants do not rank schools in descending order of their admission cutoffs. One possible explanation is that applicants neglect the correlation in admission chances across schools. A natural intervention would provide applicants with information about this correlation structure and test whether their application strategies change. Designing such an experiment, however, raises an important challenge: changing the application behavior of treated students can alter equilibrium admission cutoffs. These changes then affect the admission probabilities and choices of untreated students. Treatment can therefore propagate through the admissions market, making interference an equilibrium feature of the experiment rather than a nuisance that can simply be assumed away.

These projects have led me to become particularly interested in methods for studying social and equilibrium interactions when the standard assumption of independent outcomes is inappropriate. In the first project, students are linked directly through their classroom peers and school choices. In the Barbados setting, applicants are linked indirectly through endogenous market-clearing cutoffs. I would like to learn how tools from the networks literature can help characterize these forms of interference, design experiments in their presence, and quantify how behavioral interventions propagate through educational markets.

The workshop would be particularly valuable for developing this part of my research agenda. I would benefit from interactions with researchers working on empirical networks, experimental design under interference, and equilibrium social interactions. More broadly, I hope to incorporate these methods into my research on educational choice, where policies targeted at particular students can have consequences extending beyond the individuals directly treated.

Social Interactions in School Choice

Matteo Bobba[*] Matias Busso[†] Veronica Frisancho[‡] Marco Pariguana[§]

Social interactions can shape consequential individual decisions. Educational choices are a particularly important setting, as classroom peers can influence students' decisions and subsequent trajectories. If students' school choices are influenced by their peers, differences in peer exposure can contribute to differences in educational decisions and to the sorting of students across schools. Despite this potential importance, most models of school choice treat students' choices as independent. This project studies the role of peer effects in school choice.

The project addresses three main questions. First, do peers causally affect students' school choices? Second, through which channels do these effects operate? We distinguish between contextual peer effects, whereby students respond to the characteristics of their peers, and endogenous peer effects, whereby students respond directly to their peers' school choices. Distinguishing these mechanisms is important because endogenous interactions can generate social multipliers: a change in one student's choice can propagate through the choices of others. Third, how do peer considerations interact with other dimensions of school desirability? In the current analysis, we study how peer considerations interact with school selectivity. In ongoing work, we will estimate schools' causal effects on outcomes such as test scores and wages, allowing us to study whether peer considerations lead students toward or away from schools that generate better outcomes.

The key feature of the empirical setting is the combination of random assignment of students to middle-school classrooms and a centralized high-school admissions system. Classroom randomization generates exogenous variation in the peers to whom students are exposed, while the centralized system allows us to observe students' high-school preferences and resulting assignments. Together, these features provide a unique opportunity to study how experimentally induced differences in peer environments translate into subsequent educational choices.

We first exploit random classroom assignment to estimate reduced-form effects of peer composition on subsequent high-school choices. Table 1 shows that exposure to a larger share of low-SES classmates reduces students' propensity to rank a selective high school first. A 10 percentage-point increase in the share of low-SES classmates is associated with a 1.1 percentage-point decline in the probability of ranking a selective school first. In contrast, we find little evidence that classmates' average academic skills affect the probability of ranking a selective school first. These results provide direct evidence that exogenously generated differences in classroom peer composition affect subsequent educational choices.

Motivated by this reduced-form evidence, we develop and estimate a discrete-choice model of school choice with social interactions. Students' choices depend on their own characteristics and school

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[‡]CAF
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Table 1: Classroom Composition and Selective-School Choice

	First preference: selective school
Share low-SES classmates	-0.107^{***}
	(0.037)
Mean classmates' skills	-0.008
	(0.026)
Own skills	0.080^{***}
	(0.005)
Low SES	-0.039^{***}
	(0.008)
Middle-school fixed effects	Yes
Observations	8,551
R^2	0.100

Notes: The dependent variable is an indicator equal to one if the student's first-ranked high school is a selective school. Peer characteristics are measured using leave-one-out classroom averages. Standard errors clustered at the classroom level are reported in parentheses. $^{***}p < 0.01$, $^{**}p < 0.05$, $^{*}p < 0.10$.

attributes, as well as on their peers' characteristics (contextual effects) and school choices (endogenous effects). Because peers' choices are simultaneously determined, distinguishing these channels raises the classical reflection problem. We combine the exogenous variation in peer composition generated by classroom randomization with the nonlinear structure of the discrete-choice model to separately identify contextual and endogenous peer effects.

Table 2 reports preliminary estimates of the model. We find strong evidence of endogenous social interactions in school choice. The coefficient on peers' school choices is positive and precisely estimated, indicating that students are more likely to choose schools that are also chosen by their classmates. This effect operates above and beyond the role of observable peer characteristics. Among contextual effects, we find evidence that the socioeconomic composition of the classroom affects students' preferences over school selectivity, while average peer skills have little effect. Together with the reduced-form results, these estimates suggest that peers affect school choice both through the composition of the peer environment and, importantly, through interactions in students' choices themselves.

The next step is to use the estimated model to quantify the consequences of social interactions for the sorting of students across schools. The current analysis characterizes how students trade off peer considerations against school selectivity. We are constructing measures of schools' causal effects on test scores and later labor-market outcomes, which will allow us to distinguish selectivity from school effectiveness and assess whether social interactions lead students toward or away from schools that generate better outcomes. More broadly, the model will allow us to quantify the social multiplier generated by endogenous peer interactions and to study how changes in one group's educational choices propagate through the choices of their peers.

Table 2: Discrete-Choice Model with Social Interactions

	Estimate
Own skills × school selectivity	0.0017
	(0.0016)
Low SES × school selectivity	-0.0084^{***}
	(0.0025)
Peers' skills × school selectivity	-0.0031
	(0.0069)
Share low-SES peers × school selectivity	-0.0248^{*}
	(0.0127)
Distance	-0.3043^{***}
	(0.0046)
Endogenous peer effect	2.1088^{***}
	(0.3273)

Notes: The table reports preliminary estimates from the discrete-choice model of school choice with social interactions. Peer characteristics are measured using leave-one-out classroom averages. The endogenous peer-effect parameter captures the effect of classmates' school choices on a student's utility from a school. Standard errors are reported in parentheses. $^{***}p < 0.01$, $^{**}p < 0.05$, $^{*}p < 0.10$.