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**Department of Leadership, Policy and Organizations, Peabody College**  
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## **EDUCATION**

- Ph.D. in Economics, 2003, University of Maryland, College Park, USA.
  - Thesis: “Decentralization and Education: An Empirical Investigation”
- B.A. and M.A. in Economics, 1992, Universidad de los Andes, Colombia

## **ACADEMIC AND PROFESSIONAL EXPERIENCE**

- Vanderbilt University, Nashville, USA
  - Associate Professor of Public Policy, Education and Economics (tenured), Department of Leadership, Policy, and Organizations, Peabody (July 2020 – Present)
  - Associate Professor of Economics (by courtesy), Department of Economics (July 2020 – Present)
- Harvard University, Cambridge, USA
  - Associate Professor of Education and Economics (tenure track), Harvard Graduate School of Education (2015–July 2020)
  - Assistant Professor of Education and Economics (tenure track), Harvard Graduate School of Education (2011-2015)
- The World Bank, Washington DC, USA
  - Senior Economist, Human Development Network Education (2006–2011)
- Fedesarrollo, Bogotá, Colombia
  - Deputy Director (2004–2006)
  - Researcher (2001–2004)
  - Research Assistant (1989-1994)
- Interamerican Development Bank (IDB), Washington DC, USA
  - Research Assistant, Department of Research and Chief Economist (RES), 1996-1997

## **OTHER POSITIONS AND AFFILIATIONS**

- Associated Editor, Journal of Research on Educational Effectiveness (JREE)
- Co-chair, “Scholars of Education in Developing Countries” Community Group, Association for Education Finance And Policy (AEFP)
- Editorial Board, Education Finance and Policy
- Member of the Mission of Education and Citizen Wisdom, Bogota, Colombia
- Executive Committee, Latin American and Caribbean Economic Association (LACEA)
- Co-Chair, Impact Evaluation Network (<https://sites.google.com/view/impact-evaluation-network/>), LACEA

- Fellow, Research on Improving Systems in Education (RISE) Research Programme

## JOURNAL ARTICLES

### *Peer-reviewed journal articles*

- Barrera-Osorio, F., Kugler, A. D., & Silliman, M. I. (2023). Hard and soft skills in vocational training: experimental evidence from Colombia. NBER Working Paper No. w27548. Forthcoming, *The World Bank Economic Review*
- Barrera-Osorio, F., J. Cilliers, M.H. Cloutier, & D. Filmer, (2022) “Heterogenous Teacher Effects of Two Incentive Schemes: Evidence from a Low-Income Country,” *Journal of Development Economics*, 156
- Barrera-Osorio, F., Blakeslee, D. Linden, L., Hoover, M., Raju, D. & Ryan, S. (2022) Leveraging the Private Sector to Improve Primary School Enrolment: Evidence from a Randomized Controlled Trial in Pakistan, *Review of Economics and Statistics*, vol. 104, no. 3.
- Barrera-Osorio, F., Gonzalez, K., Lagos, F., & Deming, D. (2020) Effects, Timing and Heterogeneity of the Provision of Information in Education: An Experimental Evaluation in Colombia. *Journal of Public Economics*, 186.
- Barrera-Osorio, F., de Galbert, P., Habyarimana, J., & Sabarwal, S. (2020). Impact of Public-Private Partnerships on Private School Performance. *Economic Development and Cultural Change* 68(2), 429-469
- Ganimian, A. F. Barrera-Osorio, M. L. Biehl, M. Cortelezzi, D. Valencia (2020). Hard Cash and Soft Skills: Experimental Evidence on Combining Scholarships and Mentoring in Argentina. *Journal of Research on Educational Effectiveness*, 13(2), 380-400
- Barrera-Osorio, F., de Barros, A., Dryden-Peterson, S., Mulimbi, B., Nakajima, N., & Uccelli, P. (2020) Levers for Learning: The relation between school-level factors and literacy outcomes in low-income schools in Colombia. *Comparative Education Review*, 64(2)
- Barrera-Osorio, F., Linden, L., & Saavedra, J. (2019). Long Term Educational Consequences of Alternative Conditional Cash Transfer Designs: Experimental Evidence from Colombia. *American Economic Journal, Applied Economics* 11(3), 54-91
- Barrera-Osorio, F. & H. Bayona-Rodriguez (2019) Signaling or better human capital, the causal effect of prestigious university attendance on educational trajectory and labor market: evidence from Colombia. *Economics of Education Review* 70, 20-34
- Barrera-Osorio, F., S. Garcia, C. Rodriguez, F. Sanchez & M. Arbelaez (2018). Concentrating efforts on low-performing schools: impact estimates from a quasi-experimental design. *Economics of Education Review* 66, 73-91

- Barrera-Osorio, F., & Raju, D. (2017). Teacher performance pay: Experimental evidence from Pakistan. *Journal of Public Economics*, 148, 75-91
- Barrera-Osorio, F. & Filmer, D (2016) Incentivizing schooling for learning: Evidence on the impact of alternative targeting approaches. *Journal of Human Resources*, 51(2), 461-499
- Barrera-Osorio, F., & Ganimian, A. J. (2016). The barking dog that bites: Test score volatility and school rankings in Punjab, Pakistan. *International Journal of Educational Development*, 49, 31-54
- Barrera-Osorio, F. & Raju, D (2015) Evaluating the impacts of public student subsidies to low-cost private schools in Pakistan. *Journal of Development Studies*, Vol 51-08
- Barrera-Osorio, F., Bertrand, M., Linden, L. L., & Perez-Calle, F. (2011). Improving the design of conditional transfer programs: Evidence from a randomized education experiment in Colombia. *American Economic Journal: Applied Economics*, 3(2), 167-95

### ***Working Papers***

- Barrera-Osorio, F., de Barros, A., & Filmer, D. (2020) Long-term Impacts of Alternative Approaches to Increase Schooling: Evidence from an Experimental Scholarship Program in Cambodia. Policy Research Working Paper No 8566, World Bank. Submitted to Educational Evaluation and Policy Analysis, Revised and Resubmit, *Journal of Policy Analysis and Management*
- Barrera-Osorio, F., Kugler, A. D., & Silliman, M. I. (2021). Job Training Through Turmoil. NBER Working Paper No. w29565, under review.
- Barrera-Osorio, F & K. Gonzalez (2020) Scaling up the provision of an information program: Evidence from a regression discontinuity analysis. Submitted to Educational Evaluation and Policy Analysis, under review.
- Barrera-Osorio, F., P. Gertler, N. Nakajima, & H. Patrinos (2021) “Empowering Parents: Causal Impact of provision of Grants and Information in low-income rural schools in Mexico” NBER Working Paper No. w28040 Under review.

### **BOOKS AND CHAPTERS**

#### ***Books***

- Barrera-Osorio, F., Fasih, T., & Patrinos, H. (2009). *Decentralized Decision-Making in Schools: The Theory and Evidence on School-Based Management*, The World Bank, Washington DC
- Patrinos, H., Barrera-Osorio, F., & Guaqueta, J. (2009) *The Role and Impact of Public-Private Partnerships in Education*. The World Bank, Washington DC.

#### ***Chapters in Edited Volumes***

- Barrera-Osorio (2018) *CER Moderated Discussion on World Development Report 2018: Realizing the Promise of Education for Development*; (other contributors: M. Ginsburg, D. Archer, L. Lake, S. Vally, N. Wachter, and J. Ulrick) *Comparative Education Review*, Vol. 62, No. 2, 274-293
- Barrera-Osorio, F & A. Camacho (2016). Go to school: the contribution of the educational institutions in CAF (Eds) *More skills for work and life in Latin America*, Economy and Development Report, the Development Bank of Latin America (CAF)
- Barrera-Osorio, F, J. Guaqueta & H. Patrinos (2012) The Role and Impact of Public-Private Partnerships in *Public private partnerships in education: New actors and modes of governance in a globalizing world* Robertson, S., Mundy, K., & Verger, A. (Eds.). (2012). Edward Elgar Publishing
- Barrera-Osorio, F. (2009). The Concession Schools of Bogota, Colombia in R. Chakrabarti and P. Peterson (Eds) *School Choice International*. MIT Press, Boston
- Barrera-Osorio, F. & Patrinos, H. (2009) An International Perspective on School Vouchers in M. Berends, M. G. Springer, D. Ballou, and H. J. Walberg (Eds) *Handbook of Research on School Choice*. Routledge Press, New York

## GRANTS

- National Science Foundation, 2022: Co-Principal Investigator (with Andrew Dustan), Public-Private Partnerships in Education: Experimental Evidence from Colombia, \$414,029
- Vanderbilt Seed Grant, 2021: Principal Investigator, Long-term Direct and Intra-household Spillover Effects of a Conditional Cash Transfer Program: Experimental Evidence from Colombia \$37,400.
- David Rockefeller Center for Latin American Studies Project, 2019: Principal Investigator, Can personalized information on labor-market returns improve educational choices? \$18,290
- Weatherhead Center Grant, and Dean's Venture Fund: 2019: Workshop on Private Provision of Public Education in Low- and Middle-Income Countries: \$14,451
- Lemann Brazil Research Fund, 2016–2018: Co-Principal Investigator, Learning for All: Improving Access to a Meaningful Education Globally: \$147,247
- David Rockefeller Center for Latin American Studies Project, 2017: Principal Investigator, Evaluation of Family and Students Educational Policies in Colombia: \$6,761
- Dean's Venture Fund, 2015–2016: Co-Principal Investigator, Information on Educational Performance of Students and Schools: Experimental Evaluation in Manizales, Colombia: \$22,500
- Weiss Family Program, 2015–2017: Co-Principal Investigator, Information on Educational Performance of Students and Schools: Experimental Evaluation in Manizales, Colombia: \$66,480
- Dean's Venture Fund, 2015–2017: Co-Principal Investigator: Learning for All: Improving Access to a Meaningful Education Globally: \$67,284
- Weiss Family Program, 2014–2015: Principal Investigator, School Incentives Program in Punjab, Pakistan: \$17,273
- Weatherhead Center Grant, 2014–2015: Principal Investigator, Teacher incentive programs and context dependency: the case of Pakistan: \$16,524
- Milton Grant, 2013: Principal Investigator, Private provision of Public Education, Uganda: \$38,465

### ***Other financial support, Recent projects***

- Cambodia Scholarship project “Long-term Impacts of Alternative Approaches to Increase Schooling”: co-Principal Investigator, financial support from the Strategic Research Program, World Bank and DFID, for collection of long-term follow-up data; research assistant and trips: ~ \$300,000
- Colombia Manizales Information project “Effects, Timing and Heterogeneity of the Provision of Information in Education”: Principal Investigator, financial support from the Luker Foundation for collection of baseline and four rounds of follow-up data; research assistants and trips: ~ \$60,000
- Pakistan Sindh Public-Private Partnership project “Leveraging the Private Sector to Improve Primary School Enrolment”: co-Principal Investigator, financial support from the World Bank and the (competitive) Strategic Impact Evaluation Fund (SIEF) for collection of baseline and two follow-up data; research time; research assistants and trips: ~ \$600,000
- Uganda Public-Private Partnership project “Impact of Public-Private Partnerships on Private School Performance”: co-Principal Investigator, financial support from competitive The Strategic Impact Evaluation Fund (SIEF) for collection of baseline and three follow-up data; research assistants and trips: ~ \$400,000

### **FELLOWSHIPS AND HONORS**

- *Juan Luis Londoño Medal*, Colombia, 2008. Given every two years to the most promising Colombian economist under 40 working on social issues
- Graduate Student Fellowship, University of Maryland, College Park, 1999–2001
- Scholarship for graduate studies in the USA, Colciencias, 1997–2002
- Scholarship for graduate studies in the USA, Banco de la República, Bogotá, Colombia, 1994–1997
- Best student, economics department, promotion 1992, Universidad de los Andes

### **COURSES**

- “Economics of Education” ~30 students from Master programs.
- “Research Design and Data Analysis II” ~17 students from Master programs.
- “Education Policy in Low- and Middle-Income Countries: Evidence from Experimental and Quasi-experimental Evaluations” ~17 students from both Master and Ph.D. programs.
- “Education and Development” ~20 students, Undergraduate.
- “Microeconomics for Educators” ~60-70 students from both Master and Ph.D. programs.
- “The Consequences of Educational Policy Interventions in Developing Countries: Recent Evidence” ~40-50 students from both Master and Ph.D. programs.
- “Doctoral Research Practicum: Using Quantitative Methods” ~4-6 Ph.D. students.
- “Impact Evaluation with applications to Education” ~40-100 students, Master level, Summer Institute at the Universities of Los Andes, Javeriana, and Rosario, Colombia.

### **PROFESSIONAL SERVICE**

- Program Committee: Meetings of the Latin American and Caribbean Economic Association (LACEA), 2008; Impact Evaluation Network, 2008, 2009, 2011, 2012, 2013, 2014, 2016, 2018, 2021,

2022; North-East Universities Development Consortium (NEUDC) 2013, 2017; Society for Research on Educational Effectiveness (SREE): 2019, 2020; 1st Workshop in Applied Microeconomics, Association for Mentoring and Inclusion in Economics (AMIE)

- Referee: American Economy Review; American Economy Journal, Applied Economics; American Economy Journal, Economic Policy; The B.E. Journal of Economics; Comparative Education Review; Economic Development and Cultural Change; Economic Inquiry; Economics of Education Review; Education Economics; Educational Evaluation and Policy Analysis; Education Finance and Policy; Journal of Development Economics; Journal of Development Studies; Journal of Human Capital; Journal of Human Resources; Journal of Labor Economics; Journal of Research on Educational Effectiveness; Labour Economics; Review of Economics and Statistics; Oxford Economic Papers; Population Research and Policy Review; Quarterly Journal of Economics; The World Bank Economic Review

## **CONFERENCES AND SEMINARS**

### ***Keynote speaker***

- Speaker, “The Challenge of Education: Returning to a new Education” The Aspen Institute, Colombian Initiative, 2021
- Keynote speaker, PEGNet Conference “Improving the quality of education and learning outcomes in developing countries”, 2018
- Invited guest speaker, Impact Evaluation Network, 10th meeting at the Inter-American Development Bank, 2017
- Keynote speaker, UN-WIDER Institute Conference “Human capital and growth”, 2016

### ***Conferences (last 10 years)***

- 2022: LACEA, APPAM
- 2021: Southern Economic Association (SEA)
- 2020: RISE; NEUDC; APPAM
- 2019: NBER Spring/Fall Meeting, Education; RISE; NEUDC; LACEA; Society for Research on Educational Effectiveness (SREE)
- 2018: LACEA
- 2017: RISE; LACEA
- 2015: Research on Improving Systems in Education (RISE)
- 2014: NBER Spring/Fall Meeting, Education; APPAM
- 2010: NEUDC; APPAM

### ***Seminars (last 10 years)***

- The World Bank Research Department Seminar, 2011; Colgate University, 2013; Universidad de los Andes, 2013; Stanford, 2014; Universidad de los Andes, 2014; Colgate University, 2014; Universidad de la Plata, 2015; UN-WIDER, 2015; HECER, 2015; Columbia University, 2016; University of Minnesota, 2016; Purdue, 2016; University of Massachusetts, Amherst, 2016; University of Connecticut, 2017; University of Maryland, College Park, 2017; Stanford, 2018; Northeastern, 2019; University of Massachusetts, Boston, 2019; PennState, 2019; Vanderbilt, 2019; University of Florida, 2020; German Institute of Global and Area Studies (GIGA) in Hamburg/Germany, 2020.