

OFFICE CONTACT INFORMATION

MIT Department of Economics
77 Massachusetts Avenue, E52-301
Cambridge, MA 02139
vcor@mit.edu
<https://economics.mit.edu/people/phd-students/viola-corradini>

HOME CONTACT INFORMATION

168 Magazine St, Apt 3
Cambridge, MA, 02139
Mobile: 617-386-3173

MIT PLACEMENT OFFICER

Professor Rob Townsend
rtownsen@mit.edu
617-452-3722

MIT PLACEMENT ADMINISTRATOR

Ms. Shannon May
shmay@mit.edu
617-324-5857

DOCTORAL STUDIES Massachusetts Institute of Technology (MIT)
PhD, Economics, Expected completion June 2024
DISSERTATION: “Essays on Labor and Education Economics”

DISSERTATION COMMITTEE AND REFERENCES

Professor Josh Angrist
MIT Department of Economics
77 Massachusetts Avenue, E52-436
Cambridge, MA 02139
617-253-8909
angrist@mit.edu

Professor Parag Pathak
MIT Department of Economics
77 Massachusetts Avenue, E52-426
Cambridge, MA 02139
617-253-7458
ppathak@mit.edu

Professor Simon Jäger
MIT Department of Economics
77 Massachusetts Avenue, E52- 454
Cambridge, MA 02139
617-253-8700
sjaeger@mit.edu

Professor Nikhil Agarwal
MIT Department of Economics
77 Massachusetts Avenue, E52-440
Cambridge, MA 02139
617- 324-6804
agarwaln@mit.edu

PRIOR EDUCATION Bocconi University 2017
MSc in Economic and Social Sciences
110/110 Cum Laude

Bocconi University 2015
BSc in Economic and Social Sciences
110/110 Cum Laude

CITIZENSHIP Italian

LANGUAGES English (fluent), Italian (native), French (intermediate)

FIELDS Primary Fields: Labor Economics

MIT Economics

VIOLA CORRADINI

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Secondary Fields: Economics of Education, Applied Econometrics

TEACHING EXPERIENCE	14.32/320 Econometric Data Science (undergraduate/master) Teaching Assistant to Professor Josh Angrist	2022, 2024
	14.661 Labor Economics I (graduate) Teaching Assistant to Professors Daron Acemoglu and Parag Pathak	2020
	14.33 Research and Communication in Economics (undergraduate) Teaching Assistant to Professors Nina Roussille and Isaiah Andrews	2024 (planned)
	Teaching Assistant at Bocconi University IT Education Services Center (Stata, Excel, VBA)	2014-2017
RELEVANT POSITIONS	Research Assistant to Professors Joshua Angrist and Parag Pathak (MIT)	2020-2022
	PhD Research Intern (Bank of Italy, Rome)	2020
	Research Assistant to Professor Benjamin Olken (MIT and JPAL Southeast Asia, Jakarta)	2019
	Research Assistant to Professors Eliana La Ferrara and Guido Tabellini (Bocconi University)	2017-2018
	Intern (European Commission, Chief Economist Team, DG Comp, Brussels)	2016
FELLOWSHIPS, HONORS, AND AWARDS	Jerry A. Hausman Dissertation Fellowship	2022-2023
	B. Stringher scholarship (particolarmente meritevole), Bank of Italy	2020
	Guido Cazzavillan PhD Fellowship	2018-2020
	MIT Department of Economics Fellowship	2018-2020
	Bocconi Graduate Merit award	2015-2017
	Nella Bertazzoni Graduate scholarship	2015-2017
PROFESSIONAL ACTIVITIES	Referee: AER:Insights, Journal of Development Economics	
	Conferences and Presentations	
	AEA/ASSA Annual Meeting	2024
	NYC Department of Education; GeFam Society of Family and Gender Economics; National Network of Education Research - Practice Annual Forum; NBER Summer Institute Labor Studies* <i>*coauthor presenting</i>	2023
	NEUDC; Labor and Employment Relations Association Annual meeting	2022
	Service: Organizer, MIT Labor Lunch (2021-2022)	
PUBLICATIONS	“Unilateral Divorce Rights, Domestic Violence and Women’s Agency: Evidence from the Egyptian Khul Reform” <i>Journal of Development Economics</i> , January 2023. (with Giulia Buccione)	

We investigate whether the introduction of the right to unilateral, no-fault, divorce for women has an impact on domestic abuse, investments in children's human capital, women's labor force participation, and other proxies of women's agency in the context of the Egyptian Khul reform of 2000. We employ a difference in differences design, comparing mothers of children older than the age cutoffs used to assign the children's custody to the mother, to mothers of younger children, before and after the reform. The first group of women is less affected by the legislative change in terms of being able to make credible divorce threats because it faces higher divorce costs, including the loss of alimony and the marital house. Results suggest that the introduction of Khul decreased domestic abuse and increased investments into children's education while we do not find significant effects on labor force participation.

RESEARCH PAPERS

“Information and Access in School Choice Systems: Evidence from New York City” (Job Market Paper)

Disadvantaged urban students attend lower-quality schools, on average, than their more advantaged urban peers. This paper asks how information about school quality affects this gap. Specifically, I examine the effects of New York City's introduction of a letter-grade system rating the quality of its high schools. The ratings shifted Black and Hispanic students' choices more than those of white and Asian students, narrowing racial gaps both in enrollment at high-quality schools and in academic achievement. Using a structural model of school choice and surveys of families, I find that race differences in the response to quality information stem in part from different beliefs and preferences. The model estimates suggest that Black and Hispanic students have less accurate perceptions of school quality, making them more receptive to the grade-based scoring system. In addition, white and Asian students are less influenced by information on school quality because they have strong preferences for other school attributes. Simulations suggest that better quality information narrows racial gaps in choice and achievement. A system that releases coarse quality ratings for high-quality or oversubscribed schools increases test scores among lower achieving students more than perfect information by reducing the competition for high-quality schools from higher achieving students.

“Collective Bargaining for Women: How Unions Can Create Female-Friendly Jobs” *Reject and Resubmit: The Quarterly Journal of Economics* (with Lorenzo Lagos and Garima Sharma)

Why aren't workplaces better designed for women? We show that changing the priorities of those who set workplace policies can create female-friendly jobs. Starting in 2015, Brazil's largest trade union federation made women central to its bargaining agenda. Using a difference-in-differences design that exploits variation in affiliation to the federation, we find that “bargaining for women” increases female-centric amenities in collective bargaining agreements, which are then

reflected in practice. These changes lead women to queue for jobs at treated establishments and separate from them less—both revealed preference measures of firm value. We find no evidence that these gains come at the expense of employment, wages, or firm profits. Our results suggest that changing institutional priorities can narrow the gender compensation gap.

“Overcoming Racial Gaps in School Preferences: The Role of Peer Diversity on School Choice” (with Clemence Idoux)

Differences in school choice by race contribute to school segregation and unequal access to effective schools. Conditional on test score and district of residence, Black and Hispanic families consistently choose schools with fewer white and Asian students, lower average achievement, and lower value-added. This paper combines unique survey data and administrative data from NYC to study what drives these disparities and shows that attending a more integrated middle school can mitigate them. Our extensive post-application survey with guardians of high school applicants reveals that information gaps and homophily in school preferences explain cross-race differences in choice. Attending a more integrated middle school affects information and social preferences, reducing racial gaps in school choice. Instrumental variable estimates show that middle school students exposed to more peers from a different race apply to and enroll in high schools that are also more diverse. These effects are consistent across racial groups, particularly benefiting Black and Hispanic students who enroll in higher value-added high schools. Crucially, we show that these results cannot be explained by changes in middle school test scores but rather by shifts in the known school options and preferences for peer diversity.

RESEARCH IN PROGRESS

“What matters for school demand estimation: the role of consideration sets, beliefs about schools and admission chances” (with Clemence Idoux)

We quantify the importance of accounting for misinformation and biases in applicants’ beliefs in the estimation of demand for schools. We conduct a large post-application survey among parents and guardians of high school applicants in NYC, where students can choose from more than 500 programs and are centrally assigned to schools through deferred acceptance. The survey elicits applicants’ beliefs about school characteristics and about their admission chances at competitive programs, their awareness about available schools, and strategic reporting of school preferences. We match the survey responses to administrative data on respondents’ high school choices, demographics, and test scores to study how information and beliefs affect reported school preferences. This exercise quantifies the extent to which overlooking deviations from full information and truthful reporting compromises the accuracy of school demand estimates. Additionally, this analysis will provide insights into whether choice occurs on an equitable playing field or if misinformation and biases disproportionately affect students from more disadvantaged backgrounds.

“Gender, Transports and Labor Market Access in Cairo” (with Giulia Buccione)

We study how transportation could increase female labor force participation in Egypt, where women are largely underrepresented in the labor market. We have access to novel commuter surveys and data mapping the transport network of Cairo, the largest city in the Middle East and North Africa region. We find that women are willing to pay more and to undertake longer commutes than men to avoid walking and taking transport modes perceived as unsafe. We plan to collect original survey data to investigate how access to safe transportation affects labor force participation and whether the competitive incentives in the current decentralized transport market could be re-designed to better address women’s transportation needs.