

CLÉMENTINE VAN EFFENTERRE
clementine_van_effenterre@hks.harvard.edu

HARVARD UNIVERSITY
PARIS SCHOOL OF ECONOMICS

CONTACT INFORMATION

Harvard Kennedy School
79 JFK Street
Cambridge, MA 02138
+1 (857) 210-2798
clementine_van_effenterre@hks.harvard.edu
<https://sites.google.com/view/vaneffenterreclementine>

PSE PLACEMENT OFFICER

Professor David Margolis
david.margolis@psemail.eu
+33 (0)1 80 52 18 58

Assistant: Véronique Guillotin
veronique.guillotin@psemail.eu
+33 (0)1 80 52 16 60

FIELDS

Primary Fields: Labor Economics, Public Economics
Secondary Fields: Economics of Education, Political Economy

CURRENT POSITION

Postdoctoral Fellow
Harvard Kennedy School
Women and Public Policy Program (WAPPP)
September 2017 – June 2019

DOCTORAL STUDIES

Paris School of Economics (PSE)
PhD, Economics, September 2013 – September 2017
Dissertation: “*Essays on gender norms and inequality*”
Dissertation committee: Lena Edlund (referee, Columbia University), Camille Landais (referee, LSE), Eric Maurin (PSE), Dominique Meurs (U. Paris Nanterre), Claudia Senik (PSE)

REFERENCES

Professor Thomas Piketty
Paris School of Economics
48, bd Jourdan,
75014 Paris
+33 (0)1 80 52 13 84
thomas.piketty@psemail.eu

Professor Iris Bohnet
Harvard Kennedy School
79 JFK Street, Littauer Building 320
Cambridge, MA 02138
+1 (617) 495 5605
iris_bohnet@hks.harvard.edu

Professor Camille Landais
London School of Economics
Houghton Street,
London WC2A 2AE
+44 (0) 20 7955 7864
c.landais@lse.ac.uk

Professor Lena Edlund
Columbia University
429 West 118th street,
New York, NY 10027
+1(212) 854 4513
le93@columbia.edu

AFFILIATIONS

Research Affiliate, Institute for the Study of Labor (IZA)

EDUCATION

2009 – 2011 Master in Economics, Paris School of Economics (PSE) - EHESS
2008 – 2013 École Normale Supérieure, Paris

CITIZENSHIP LANGUAGES

French
French (native), English (fluent), German (basic), Italian (basic)

TEACHING EXPERIENCE	2017	Teaching Assistant, London School of Economics Empirical Methods for Public Policies (Executive MPA program)
	2013 – 2015	Teaching Assistant, Paris School of Economics Macroeconomics (Graduate Program)
RELEVANT POSITIONS	2016 – 2017	Research Assistant, London School of Economics
	Spring 2016	Visiting Ph.D. student, Columbia University
	2015 – 2016	Visiting Ph.D. student, London School of Economics
	2013	Intern, International Labor Office, Geneva
	2012	Intern, Ministry for Women’s rights, Paris
	2011 – 2012	Visiting student, Politics department, Princeton University
2009	Intern, Rise Conseil, Paris	
PROFESSIONAL ACTIVITIES	Referee for <i>Journal of Public Economics</i> , <i>Journal of Human Resources</i> , <i>Economics of Education Review</i> .	
HONORS, SCHOLARSHIPS, FELLOWSHIPS	2018	Best Ph.D. Dissertation Award, French Economic Association
	2018	Richelieu Ph.D. Thesis Prize, Chancellerie Sorbonne
	2018	CEPREMAP “Public economics and redistribution” Grant
	2017 – 2018	Pivotal Research Fund, WAPPP, Harvard Kennedy School
	2016 – 2018	Arthur Sachs Foundation, Full Fellowship
	2017 – 2018	Changes at Work Fellowship, Social Science Foundation
	2016 – 2017	PSE Doctoral Program Call for International Mobility
	2015 – 2016	European Doctoral Program in Quantitative Economics
	2015 – 2016	PSE Research Fund OSE
	2015 – 2016	Columbia University Alliance Call for Doctoral Mobility
	2016	Young Researcher Mobility Fund, French Gender Institute
2013 – 2016	French Ministry for Research, Full Fellowship	
2011 – 2012	Lisa Procter Fund at Princeton University, Full Fellowship	
SEMINARS AND CONFERENCES	2018: American Economic Association Annual Meeting (AEA), Society of Labor Economics (SOLE) conference, European Economic Association (EEA) conference, Harvard Labor Workshop, Harvard Political Economy Workshop, HKS WAPPP Seminar, “Gender & Technology: How to Debias the Workplace” conference (Harvard University), UQAM University, National Association for Business Economics (NABE) conference.	
	2017: Harvard Political Economy Workshop, LSE Public Economics Workshop, LSE Labor Market Workshop, PSE Public Policy Seminar, IZA, University of Stockholm (SOFI).	
	2016: Columbia University Applied Micro Research Methods Colloquium, European Association for Labor Economics (EALE), IZA European Summer School in Labor Economics, LSE Labor Economics workshop, PSE Applied Economics Seminar.	
	2015: European Economic Association (EEA) conference, International Workshop on Applied Economics of Education (IWAE), PSE Applied Economics.	

“Do women want to work more or more regularly? Evidence from a natural experiment” (with Emma Duchini) **Job market paper**

This paper provides causal evidence that children limit women's chances of having a regular Monday-Friday working schedule. We show that this constraint contributes to the persistence of the gender wage gap. Historically, French children in primary school have had no school on Wednesday. In 2013, a reform reallocated some classes to Wednesday morning. Exploiting variation in the implementation of this reform over time and across the age of the youngest child, we demonstrate that, once institutional constraints are relaxed, mothers are more likely to work on Wednesday, and full-time. By working longer and more regular hours, mothers are able to close 6 percent of the gender wage gap. These effects on hours and wages are driven by high-skilled women. We show that a very simple theoretical framework can rationalize these findings.

Press: *Le Monde* (2017)

“Papa does preach. Daughters and polarization of attitudes toward abortion”, submitted.

This article examines the hypothesis that having daughters polarizes male politicians' attitudes toward abortion rights. I derive a theoretical model which predicts that fathers with paternalistic preferences adopt more a polarized political position on abortion when they have a daughter rather than a son. Using French and U.S voting records, I estimate that having daughters decreases support for abortion law by 25% for right-wing congressmen in France and increases support among Democrats in the U.S by 12%. I find similar behavioral patterns for voters using electoral surveys. Robustness checks confirm that this result is not an artefact of family stopping rules.

IZA Discussion paper n°11177, November 2017

“Can female role models reduce the gender gap in science? Evidence from classroom interventions in French high schools” (with Thomas Breda, Julien Grenet and Marion Monnet).

This paper reports the results of a large-scale randomized field experiment designed to assess whether short in-class interventions by external female role models can influence students' attitudes towards science-related careers and affect their choice of field of study. Using a random assignment of the interventions to high school classrooms in the Paris Region, we find that a one-hour exposure to a female role model increases by respectively 30% (20%) the probability for girls in Grade 12 to enroll in a selective (male-dominated) STEM track in higher education the subsequent year, inducing an increase in the representation of girls in those tracks from 30 to 34% (28 to 31%). We find limited effects of the interventions on boys' educational choices in Grade 12, and no effect for students in Grade 10. Several mechanisms can explain changes in college major choices for girls in Grade 12. First, for all students, the program strongly reduces the prevalence of stereotypes associated with jobs in science. Second, it raises students' interest in science-related jobs. Third, it slightly improves their math self-concept. However, role models also make students much more aware of the under-representation of women in science and trigger the belief that women are discriminated in science careers and that they like science less than men. Heterogeneity analysis across students and role model characteristics suggests that the program may have had larger effects on educational choices if it had not made more salient the under-representation of women in STEM and its possible causes.

Press: *The New York Times* (2018)

**RESEARCH
IN PROGRESS**

“Can More Objective Performance Information Overcome Gender Differences in Interview Evaluations?” (with Iris Bohnet and Ashley Craig)

“The Effectiveness of CEOs in the Public Sector: Evidence from Further Education Colleges in England” (with Camille Terrier and Jenifer Ruiz-Valenzuela)

CVER Briefing Note 005, December 2017, 33 p.

“High visibility tasks and women's promotion in the tech industry: evidence from a randomized experiment” (with Hannah Riley Bowles and Heidi Liu)

**OTHER
PUBLICATIONS**

“Post 16 remedial policies: a literature review”, Van Effenterre C. (2017), CVER Discussion Paper Series 005, April 2017, 35 p.

“Les filles et les garçons face aux sciences. Les enseignements d'une enquête dans les lycées franciliens”, Breda T., Grenet J., Monnet M., Van Effenterre C. (2018) in *Éducation & Formations*, Vol. 2 No. 97, pp. 5-29.

“La réforme des rythmes scolaires, un révélateur des inégalités présentes sur le marché du travail”, Duchini E., Van Effenterre C. (2017), Policy Brief vol. 26 Institute for Public Policies, June, 4 p.