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**RESEARCH FIELDS:**

Primary: Economic Development      Secondary: Economics of Education  
Applied Microeconomics              Labor Economics

**DISSERTATION TITLE:** “Essays on Returns to Human Capital Accumulation in Mexico”

Expected date of completion: June 2008  
Committee members: Professor Anil B. Deolalikar (Chair and principal advisor)  
Professor David Fairris  
Professor Aman Ullah

**EDUCATION:**

<b>PhD Candidate in Economics</b>	<b>2006</b>
University of California, Riverside	
<b>Master of Science (MSc) in Economics</b>	<b>2001</b>
University of Birmingham, United Kingdom	
<b>Bachelors Degree in Economics</b>	<b>1997</b>
National Autonomous University of Mexico (UNAM) (Graduated with Honors)	

**RELEVANT EXPERIENCE:**

**Research**

**Economist, Central Bank of Mexico.** General Directorate of Economic Research, 1998-2003. Research on the elaboration methodology of the Mexican consumer price index and on inflation forecast.

**Teaching**

**Teaching Assistant, University of California, Riverside.** Macroeconomic Theory (undergraduate): Spring 2007 (Prof. Suen), Winter 2007 (Prof. Mahalingam), Fall 2006 (Prof. Mahalingam), Spring 2006 (Prof. Guo), Winter 2006 (Prof. Chauvet). Microeconomic Theory (undergraduate): Fall 2005 (Prof. Bandyopadhyay).

**Other**

**Intern, United Nations headquarters.** Department of Economic and Social Affairs, Financing for Development Office, Fall 2007. Research on debt sustainability, capital account liberalization, and aid-related issues.

**AWARDS:**

**CONACYT-UCMEXUS** scholarship for doctoral studies, 2004-2008  
**British Council-Bank of Mexico** Chevening scholarship for master studies in the U.K., 2000-2001  
**Faculty of Economics, UNAM.** Alumni Association scholarship for distinguished students, 1996-1997

## RESEARCH PAPERS:

### Job Market Paper

“Innate Ability, Family Background and Returns to Schooling in Mexico”

Abstract: A large part of the literature recognizes the presence of bias in the returns to education obtained with the basic Mincer equation due to endogeneity and measurement error of schooling. With a new rich data set for Mexico I extend the basic Mincerian framework controlling for innate ability (Raven tests) and for family background (parent’s education). Using OLS methodology I obtain that innate ability does not have a direct effect on wages. In contrast family background variables, especially mother’s education, do have a significant impact in the wage of individuals. Both results are similar to other studies for Latin America. Introducing innate ability and family background variables produces a return to schooling of 8.49 percent indicating that the original Mincerian estimate is upward biased by 14 percent, a smaller bias compared to similar studies for the region. Females have higher returns to schooling even after controlling for self-selection. IV methodology produces larger returns and reveals that innate ability influences wages through schooling.

### Other research

“A Functional Form Analysis of the Mincer Equation in Mexico”

Abstract: The Mincer equation has two main features: assumes a linear relation between wages and schooling, and assumes a quadratic relation between wages and age (experience); both characteristics are analyzed for the Mexican case. By making the Mincerian equation more flexible I test for linearity in the wage-schooling relation, and as a by-product I also test for sheepskin effects. Wage and schooling present non-linearities while sheepskin effects are found only for college education. The wage-age relation is analyzed using local linear non-parametric estimation which gives support to the original Mincerian framework in general; this methodology also confirms the importance of college education by finding an always increasing wage-age profile for males with that level of schooling or more.

### Work in progress

“Spillovers of Education and Training at Firm Level: The Case of the Manufacturing Industry in Mexico”

## REFERENCES:

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## PERSONAL:

**Citizenship:** Mexican

**Visa:** J1

**Languages:** English (fluent), Spanish (native)