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PERSONAL INFORMATION	Place and Date of Birth: Ghana — 21 October 1990 Languages: English (Native), Twi (Native), Spanish (Intermediate)		
RESEARCH INTERESTS	Development Economics, Applied Economics		
EDUCATION	Ph.D in Economics, International Doctorate in Economic Analysis (IDEA), Universitat Autònoma de Barcelona, Spain <i>expected in 2018</i> Master Erasmus Mundus QEM Models and Methods of Quantitative Economics <i>2015</i> Université Paris 1 Panthéon-Sorbonne, France <i>Sept - Dec 2013</i> Universitat Autònoma de Barcelona, Spain <i>Jan 2014 - June 2015</i> BA. in Economics and Mathematics, University of Ghana, Ghana <i>2012</i>		
TEACHING EXPERIENCE	Teaching Assistant, Econometrics I (Undergraduate), Univ. Autònoma de Barcelona, Spring 2017 Teaching Assistant, Statistics II (Undergraduate), Univ. Autònoma de Barcelona, Winter 2017 Teaching Assistant, Linear Algebra and Calculus (Undergraduate), Univ. of Ghana, 2012 - 2013		
RESEARCH EXPERIENCE	Research Assistant for Jordi Caballe, Universitat Autònoma de Barcelona, 2015 - 2016		

- FELLOWSHIPS AND AWARDS FI AGAUR fellowship, Universitat Autònoma de Barcelona, 2016 -
 Research Grant, Universitat Autònoma de Barcelona, 2015 - 2016
 Erasmus Mundus Scholarship, 2013 - 2015
 Best Bachelor of Arts Female Graduating Student in Volta Hall, Univ. of Ghana, 2012
- PRESENTATIONS IN SEMINARS AND CONFERENCES ENTER Jamboree 2017 (Discussant), University College of London, 2017
 ENTER Seminar, ECARES, 2017
 Barcelona GSE Jamboree, 2017
 Applied Group Seminar, Univ. Autònoma de Barcelona
 Sixteenth EUDN PhD Workshop on Development Economics, Wageningen University, The Netherlands, 2017
- CONFERENCES AND SHORT COURSES ATTENDED Barcelona GSE Summer Forum, 2016 - 2017
 Barcelona Workshop on Prediction for Prevention, 2017
 Sixteenth Summer School in International and Development Economics. Family, Human Capital, and Development, University of Milan, 2017

COMPUTING SKILLS Languages & Software: Stata, Matlab, L^AT_EX

WORKING PAPERS *Early Marriage and Conflict (Job Market Paper)*

Abstract: In developing countries, 1 in 3 girls is married before she turns 18 years, and 1 in 9 before age 15 years. Beyond being a violation of human rights, this prevalence of early marriage is a major threat to development. In this paper, I explore variation provided by the Nigerian civil war, known as the Biafran War, to study the effect of conflict on early marriage of exposed women. Specifically, I perform a difference-in-difference analysis by exploiting variation across ethnicities and cohorts, which determine whether women were exposed to the war. I find that women exposed at ages of 10 to 15 years were, on average, 7% more likely to get married before they turn 16 than those who were not exposed. This finding draws attention to the fact that individuals may fall back on harmful cultural practices just to cope with the economic crises they face.

Evaluation of Educational Policies on Enrollment Rates

Abstract: It is well established that universal school policies in Sub-Saharan African countries have led to increments in enrollment rates in the year following their implementations. However few studies have looked at how sustainable these increments are over time. This paper analyzes the long term effects of Ghana's Educational Policies implemented in 2004 and 2005 (the Capitation Grants, School Feeding Program and Compulsory Kindergarten) on enrollment rates in Basic School. It studies the overall effects, as well as differential impacts on districts and individuals depending on their characteristics. Both district and individual level data reveal that the policies led to an increase in enrollments rates, with an overall increment in NER (GER) by 25% (10%) in 2006 and 11% (10%) in 2008 respectively at the basic level. While the district level data show that on average, increase in enrollment rates have since fluctuated around these figures, the individual data show that these numbers have decreased. Both data also show that even with the increase in these indicators,

there are still disparities in enrollment rates by wealth and place of residence. However, there is no evidence of gender disparity, and also the gap that existed between the northern and the southern regions has reduced. These findings call for attention on the equity and sustainable effects of these policies.

REFERENCES

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