

Roxana Elena Manea

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RESEARCH INTERESTS

Education, Inequality, Gender and Africa.

Development Economics, Applied Econometrics and Impact Evaluation.

EDUCATION

- | | |
|--|---|
| 09.2016 – present
Geneva, Switzerland | PhD Candidate, Development Economics
Graduate Institute of International and Development Studies
Supervisors: Professors Tim Swanson and Martina Viarengo.
Expected date of completion: May 2021.
<i>Dissertation: Impacts of pro-poor policies and programmes in Southern and Eastern Africa.</i> |
| 09.2018 – 11.2018
Cape Town, S.Africa | Visiting PhD Student, Department of Economics
University of Cape Town
Host Professor: Patrizio Piraino.
<i>Researching crime and education in South Africa.</i> |
| 09.2012 – 09.2014
Geneva, Switzerland | Master's in International Economics
Graduate Institute of International and Development Studies |
| 09.2010 – 09.2012
Bucharest, Romania | Master's in Audit, Accounting and Information Management Systems
Bucharest University of Economic Studies |
| 09.2010 – 01.2011
Vilnius, Lithuania | Exchange Semester
Vilnius University |

JOB MARKET PAPER

School feeding programmes, education and food security in rural Malawi.

SUBMITTED, available on my [website](#).

Existing investigations of the impact of school feeding programmes on educational outcomes have provided mixed evidence of success. I argue that the prevailing food security situation at the time and place of the programme's evaluation can explain the lack of consensus in the literature. I use an instrumental variable approach and propensity score matching to estimate the impact of school feeding on primary school enrolment and retention rates. I estimate that school feeding has increased enrolments by 6–7 percentage points on average, but the impact on retention rates has been relatively limited. However, when I distinguish between food-secure and food-insecure areas, not only do I find a larger impact on enrolments in food-insecure areas, but I also uncover a significant increase of around 2 percentage points in the retention rate of students among food-insecure communities with similar characteristics. Across the board, impacts are not significant in food-secure areas. I conclude that school feeding bears an impact on education if the programme intervenes to relax a binding food constraint.

WORKING PAPERS

Crime, inequality and housing subsidies in South Africa.

With Patrizio Piraino and Martina Viarengo.

Free primary education and educational inequality in Tanzania.

With Pedro Naso.

WORK-IN-PROGRESS

Impacts of school feeding programmes in Nigeria.
Apartheid legacies and compulsory schooling laws in South Africa.
Socio-economic spatial segregation and crime in urban South Africa.

PRESENTATIONS

Bordeaux Conference in Development Economics, University of Bordeaux. *Currently postponed.*
EUDN PhD Workshop on Development Economics, University of Passau. *Sept. 2020.*
Seminar Series, Centre for International Environmental Studies, Graduate Institute. *May & Nov. 2019.*
Development Therapy, International Economics Department, Graduate Institute. *Nov. 2019 & 2020.*
Seminar Series, International Economics Department, Graduate Institute. *May 2019.*

EMPLOYMENT

09.2016 – present Geneva, Switzerland	Research Assistant Graduate Institute of International and Development Studies <i>The economics of development and education.</i>
08.2015 – 08.2016 Addis Ababa, Ethiopia	Project Analyst United Nations Development Programme, Global Environment Facility <i>Climate and weather information for climate-resilient livelihoods.</i>
09.2014 – 03.2015 Addis Ababa, Ethiopia	Intern United Nations Development Programme, Regional Service Centre for Africa <i>Climate change adaptation.</i>
03.2013 – 08.2014 Geneva, Switzerland	Grant Management Trainee Oak Foundation <i>Marine conservation.</i>
12.2012 – 01.2013 Geneva, Switzerland	Research Assistant Graduate Institute of International and Development Studies <i>Data collection.</i>
03.2011 – 08.2012 Bucharest, Romania	Audit Associate TPA Horwath <i>Statutory audit.</i>

OTHER SKILLS

Software	Stata, L ^A T _E X, Microsoft Office (fluent), QGIS (working knowledge).
Languages	English (fluent), French (advanced), Italian (intermediate) Swahili (pre-intermediate), Spanish (passive knowledge).

REFERENCES

Tim Swanson
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The Graduate Institute, Geneva, Switzerland
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