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Education:

PhD	Economics	Universidad Carlos III de Madrid	Expected 2009
		<i>Thesis advisors: Pedro Albarrán and Ricardo Mora</i>	
M.A.	Economics	Universidad Carlos III de Madrid	2005
B.A.	Economics	Universidad Nacional de Córdoba, Argentina	2001

Fields:

Applied Microeconometrics, Policy Evaluation, Economics of Education, Health Economics.

Research:

- *The school reentry decision of poor girls. Structural estimation and policy analysis using PROGRESA database* (Job Market Paper)

- *Did PROGRESA send dropouts back to school?* Department of Economics, Universidad Carlos III de Madrid. Working Paper 08-59. Economic Series (26).

- *Schooling decisions for girls: A family and collective approach* (Work in Progress)

- *Preventive behavior in the family and the demand for preventive care* (Work in Progress)

Seminar and conference presentations:

Student Seminar at Universidad Carlos III de Madrid, Department of Economics, July 2008
2008 ESPE XXII Annual Conference, University College London, June 2008
11th IZA European Summer School in Labor Economics, May 2008
2007 ESPE XXI Annual Conference, University of Illinois at Chicago, June 2007
Seminar at Universidad de Oviedo, Department of Economics, March 2007
2007 ENTER Jamboree, University of Mannheim, February 2007
2006 Meeting of the EEA and ESEM, Vienna, August 2006
Student Seminar at Universidad Carlos III de Madrid, Department of Economics, May 2006

Teaching experience:

<i>Universidad Carlos III de Madrid (Spain)</i> Undergraduate courses		
Instructor	Economics of Education	08/09
Teaching Assistant	Econometrics I, Spanish Economy, Introduction to Economics	03/08
<i>Universidad Nacional de Córdoba (Argentina)</i> Undergraduate courses		
Teaching Assistant	Microeconomics I, Macroeconomics I, Mathematics I and II	2000/03

Work experience:

Research assistant	Centro de Estudios Monetarios y Financieros Madrid, Spain	05/06
Research assistant	Institute of Economics and Finance Universidad Nacional de Córdoba, Argentina	01/03

Other academic activities:

Assistant for the Recruiting Committee Coordinator in the Department of Economics, 05/08
Universidad Carlos III de Madrid

Fellowships:

Graduate Fellowship, Fundación Universidad Carlos III	07/08
Graduate Fellowship, Department of Economics, Universidad Carlos III de Madrid	03/07
Research Grant, Secretaría de Extensión Universitaria. Universidad Nacional de Córdoba, Argentina	03/04

Languages:

Spanish (Native), English (Fluent), French (Basic)

Computer skills:

Fortran, Matlab, Stata, SPSS, E-views, Gretl, Mathematica, Latex, Microsoft Office

Nationality:

Argentine

REFERENCES

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ABSTRACTS

The school reentry decision of poor girls. Structural estimation and policy analysis using PROGRESA database. (Job Market Paper)

In this paper I present a dynamic structural model of girls' schooling choices and estimate it using the Mexican PROGRESA database. This structural approach allows me to evaluate the effectiveness of several policies to increase school reentry rates for girls in low-income households. To increase school attendance among poor children in developing countries, policy makers have implemented conditional cash transfers programs. While transfers have been successful in keeping girls at school, they do not increase school attendance among girls who dropped out of school. Cash transfer programs may fail because most of poor, dropout girls leave school to stay at home helping in housework, rather than working for a salary. Results suggest that effective policies to increase school reentry rates for poor girls are free access to community nurseries and kindergartens, availability of secondary schools and reductions in class size.

Did PROGRESA send dropouts back to school? (Working Paper)

This paper analyzes the effect of PROGRESA education grants on school enrollment. It looks at its effect on total school enrollment and in particular on school enrollment of dropouts, i.e. those children who face a reentry decision since they were not enrolled in school the year prior to the implementation of the PROGRESA program. Estimates of the impact of PROGRESA education grants on dropouts and non-dropouts are obtained applying difference estimation and maximum likelihood estimation of a reduced form equation for schooling decision. Differences in results between both groups of children are discussed looking at the distribution of marginal effects. PROGRESA did send dropouts back to school. It had a larger effect on dropouts than on non-dropouts. However, for the particular group of girls who dropped out of school before attending secondary school PROGRESA grants only had a minor effect. This last finding highlights the fact that determinants of the schooling decision are different for young girls and that PROGRESA grants do not provide a strong enough incentive to send them back to school.