MADDALENA DAVOLI

LABOR ECONOMICS, ECONOMICS OF EDUCATION, HOUSEHOLD FINANCE APPLIED MICROECONOMETRICS

CONTACT INFORMATION

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EDUCATION

2016- (ongoing)	**Graduate School of Economics, Finance and Management (GSEFM), Goethe University Frankfurt,** *Ph.D. candidate in Economics*
2014-2015	**(GSEFM), Goethe University Frankfurt**, *MSQ in Quantitative Economics*
2011-2014	**University of Bologna** *M. Sc. in Economics*

WORK IN PROGRESS and PUBLICATIONS

Papers:
Davoli, M. and Hou, J. Financial Literacy and Socialist Education: Lessons from the German Reunification. SAFE Working Paper No. 217.

Financial Literacy, Gender and Culture. (with Nuria Rodriguez Planas)

Scholarships and Student Outcomes: a Regression Discontinuity Approach

Income Shocks and Non-Cognitive Development of Children. (with Olga Goldfayn-Frank)

Parental Leaves and Children Outcomes (with Lisa Sofie Höckel)

Books chapters:
Addabbo, T., Davoli, M. and Murat, G. M. (forthcoming, 2019). Is there an immigrant-gender gap in education? An empirical investigation based on PISA data from Italy. Ed: Palmerio, L. Roma: Franco Angeli.

Davoli, M. and Entorf, H. (forthcoming, 2019). Socioeconomics inequalities and student outcomes in German schools. In: Volante, L., Schnepf, S., Jerrim, J., and Klinger, D. (Eds.). Socioeconomic Inequality and Student Outcomes: National Trends, Policies, and Practices. Springer Press.

Davoli, M. (2016). Scelte scolastiche degli immigrati: fattori socio-economici o di identità etnica? Un'analisi dei dati PISA 2012. Ed: Palmerio, L. *PISA 2012. Contributo di approfondimento.* Roma: Franco Angeli.

I am currently a PhD candidate in Economics at the Graduate Program of Goethe University, under the supervision of Dr. Professor Horst Entorf (expected PhD completition: end of 2020). Prior to this, I completed a Bachelor in International Relations and a M.Sc. in Economics at the University of Bologna. My research interests broadly lie in the areas of Microeconometrics and Labour Economics, with a particular focus on Education, Gender and Migration. In my research, I am applying micro-econometric methods to issues within the field of Education and Educational Policies, using data from a variety of sources, both at a national and cross-country level.

The analysis of education inequalities has been somehow at the root of my research interests since the very beginning, and the desire to understand the determinants of such inequalities was one of the reasons that pushed me towards empirical research and a PhD in Economics. Therefore, in my dissertation, I study the role of different institutions in shaping educational inequalities and differences in long term literacy outcomes, where Institutions are meant both as a set of implemented policy and structures within an educational system, and as informal institutions, hence the set of values, norms and identity in specific population subgroups. More specifically, two chapters of my thesis analyzes the Institutional and Cultural determinants of financial literacy in adult population (in Germany and the USA) and one chapter analyzes the effect of a scholarships program implemented in Italian Universities on student outcomes.

In the past years, I have also undertaken more general research on the socio-economic determinants of 15^{th} years old school results.

My current research agenda focuses as well on long-term determinants of children outcomes and intergenerational transmission of inequalities. This set of projects studies the effect of parental shocks (e.g. unemployment, unfavorable economic conditions, divorce) on children outcomes.