

Ifeatu Oliobi

Teachers College, Columbia University
Department of Education Policy and Social Analysis
525 W 120th Street
New York, NY - 10027

Email: ifeatu.oliobi@gmail.com
Website: www.ifeatuoliobi.com
Phone: +1 (732) 881-6077

EDUCATION	Ph.D. in Economics and Education, Teachers College, Columbia University <i>Dissertation Title: "Essays in the Economics of Education"</i>	May 2023 (expected)
	M.Sc. in Economics, University of Warwick	2011
	B.Sc. in Economics, Covenant University	2009
RESEARCH FIELDS	Economics of Education, Development Economics, Applied Microeconomics	
SCHOLARSHIPS AND FELLOWSHIPS	Research Grant Award, Teachers College, Columbia University	2022
	Provosts Grant, Teachers College, Columbia University	2022
	Burke Scholarship, Teachers College, Columbia University	2018 – 2020
	Doctoral Fellowship, Teachers College, Columbia University	2017 – 2020
	Minority Scholarship, Teachers College, Columbia University	2017 – 2020
RESEARCH EXPERIENCE AND OTHER EMPLOYMENT	Ithaka S+R, <i>Researcher</i>	2022– Present
	New York City Department of Education, <i>Research Consultant</i>	2019 – 2020
	Teachers College, Columbia University, <i>RA for Peter Bergman</i>	2020 – 2022
	Teachers College, Columbia University, <i>RA for Alex Eble</i>	2017 – 2020
	Oxford Policy Management, <i>Education Consultant</i>	2014 – 2018
	South Sudan Ministry of Finance, <i>Economist</i>	2011 – 2014
	Central Bank of Nigeria, <i>Assistant Economist</i>	2009 – 2010
TEACHING EXPERIENCE	Economics of Public Finance [Undergraduate] <i>TA for Liz Ananat, Barnard College, Columbia University</i>	Summer 2021
	Education and Economic Development [Masters] <i>TA for Alex Eble, Teachers College, Columbia University</i>	Spring 2019
	Microeconomic Theory Applications to Education [Masters] <i>TA for Alex Eble, Teachers College, Columbia University</i>	Fall 2018

RESEARCH PAPERS

Access to Higher Education and Family Formation: Evidence from University Expansion in Nigeria (*Job Market Paper*)

Abstract

How do greater education opportunities impact family formation? This paper evaluates a rapid expansion in public universities in Nigeria to estimate the impact of increased access to education on family formation in a low-income context. My empirical analysis combines administrative and survey data from Nigeria with a new staggered difference-in-differences estimator that exploits the geographical and time-wise variation in the university expansion. I show that greater higher education opportunities led to increased years of schooling and educational attainment among school-aged women and delayed the timing of first marriage and childbirth. In addition, university openings reduced the number of births these women had and increased the likelihood of better health outcomes for their children. I find suggestive evidence that these outcomes are driven by the effects of education on women's knowledge and autonomy - women delay the onset of sexual activity, and there is increased use of contraceptive methods, labor force participation, and intra-household bargaining power.

Female Schooling and Marriage Outcomes: Evidence from Nigeria's Universal Primary Education Policy

Abstract

This paper evaluates the impact of schooling expansion reforms on female education and marriage outcomes in Nigeria. Using evidence from Nigeria's 1976 universal primary education reform, I implement a difference-in-differences design that exploits the variation in exposure to the reform across birth cohorts and localities. I find that the reform significantly increased educational attainment for women. Women with more schooling are less likely to be married, delay marriage, and are more likely to be in polygamous unions. The spousal education gap increases but the reforms do not significantly impact the likelihood that a woman experiences domestic violence.

WORK IN PROGRESS

Firm Culture: Examining the Role of Gender and Ethnicity in Job Matching in an Online African Labor Market *with Belinda Archibong, Francis Annan and Anja Benshaul-Tolonen.*

'Cheap Talk?' The Effects of Information Interventions on Gender Gaps in Online Labor Markets RCT: AEARCTR-0008841 *with Belinda Archibong, Francis Annan, and Oyebola Okunogbe.*

Motivating Teacher Effort in Kenyan Private Schools *with Alex Eble and Tim Sullivan.*

PROFESSIONAL ACTIVITIES	46th Annual Association for Education Finance Policy (AEFP)	2022
	91st Annual Meeting of the Southern Economic Association (SEA)	2021
	45th Annual Association for Education Finance Policy (AEFP)	2021
	3rd Annual UNU-WIDER Jobs and Development Conference	2020

SKILLS **Languages/Software:** Stata, R, LaTeX, Qualtrics, Nvivo
Tools: Econometrics, Causal Inference, Applied Statistics, Survey Design

PERSONAL **Citizenship:** United States, Nigeria

REFERENCES

[Alex Eble](#)

Dept. of Education Policy and Social Analysis
Teachers College, Columbia University
eble@tc.columbia.edu

[Judith Scott-Clayton](#)

Dept. of Education Policy and Social Analysis
Teachers College, Columbia University
scott-clayton@tc.columbia.edu

[Belinda Archibong](#)

Department of Economics
Barnard College, Columbia University
ba2207@columbia.edu