

**Mahounan Yedomiffi**  
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#### FIELDS OF INTEREST

- Development Economics
- Labor Economics
- Education

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#### EDUCATION

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| ▪ University of Illinois at Urbana-Champaign (UIUC)<br><i>PhD Candidate in Economics</i>  | Expected Graduation 04/2024 |
| ▪ African School of Economics (ASE), Abomey-Calavi (Benin)<br><i>Master of Science in Mathematics, Economics and Statistics</i> | 2014-2016                   |
| ▪ University of Abomey-Calavi (UAC), Benin<br><i>Bachelor of Science in Economics, 1st ranked</i>                               | 2009-2012                   |

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#### WORKING PAPER

- *COVID-19 Learning Losses, Parental Investments, and Recovery: Evidence from Low-Cost Private Schools in Nigeria* (Joint with Adeniran, A., Okoye, D. and Wantchekon, L.) RISE Working Paper Series. 22/120. [https://doi.org/10.35489/BSG-RISEWP\\_2022/120](https://doi.org/10.35489/BSG-RISEWP_2022/120)

This paper studies the extent of learning losses and recovery in Africa's most populous country, Nigeria, and provides some evidence that a full recovery is possible. Using data from a random sample of schools, we find significant learning losses of about .6 standard deviations in English and Math. However, a program designed to slow down the curriculum and cover what was missed during school closures led to a rebound within 2 months, and a recovery of all learning losses. Students who were a part of the program do not lag behind one year later and remain in school.

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#### WORK IN PROGRESS

- *Does Parental Involvement Improve Student Learning: The Role of Asymmetric Information*

I am conducting a randomized controlled trial in southern Benin to investigate the effects of a comprehensive information intervention on parental involvement, their child's test scores, and grade completion. The information provided includes parenting recommendations and the date of upcoming tests. Parents were also given the opportunity to reach out to us with any questions or concerns they had. The intervention covers 20 secondary schools and enrolled 2247 students from 8<sup>th</sup> grade. Preliminary results show that the intervention increased the probability of grade completion by 4 percent. STEM test scores increased by 0.05 standard deviations (SD). This improvement in STEM is driven by an improvement in Physics(0.09SD) and Biology (0.1SD) and no significant improvement in Math. Also, we do not see any effect on humanities subjects (Language, History-Geography).

- *Girls Outperforming Boys: Pre-school Gender Gap in Literacy and Numeracy Skills in Sub-Saharan Africa* (Joint with Julie Buhl-Wiggers, Rebecca Thornton and Irina Valenzuela)

Using data from Demographic and Health Surveys (DHS) and Multiple Indicator Cluster Survey (MICS) collected across 25 Sub-Saharan African countries from 2011 to 2019, we use mother's reports of children ages 3-4 to document that girls outperform boys in the identification of numbers and letters. We find that girls are 2 percentage points more likely to identify ten letters in the alphabet, 1 percentage point more likely to read four words, and 2 percentage points more likely to identify the first ten numbers. These magnitudes are small in absolute terms but relevant given the low rates of these competencies in African countries (on average, only 20 percent of children aged 3-4 years old have these numeracy and literacy skills). Our data suggest that most of the gender gap can be explained by controlling for access to early childhood education programs or mother and father literacy.

- *Effect of 2011 Libyan Crisis on Insecurity in the Sahel Region* (Joint with Togbedji Gansey)

Using detailed data on terrorist activities, we investigate how the fall of the Libyan regime in 2011 affected the Sahel region. Results show a significant increase in the number of attacks, deaths, and injuries in the following years after 2011.

## PROFESSIONAL EXPERIENCE

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### **Amazon**

*Economist Intern*

June-September 2022

### **Plan International Canada**

*Short Term Consultant*

November 2020-January 2021

- Worked on the design and implementation of a cross country survey research in West and Central Africa

### **University of Illinois at Urbana-Champaign, Dept of Economics, Urbana, USA**

*Research Assistant*

August 2018-August 2020

### **Institute for Economic Research in Political Economy (IERPE), Abomey-Calavi, Benin**

*Research Coordinator*

August 2016-July 2017

*Assistant Research Coordinator*

May 2016-August 2016

*IT Assistant*

September 2014 – March 2016

## TEACHING EXPERIENCE

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### **African School of Economics, Abomey-Calavi, Benin**

*Visiting Lecturer in Causal Inference*

2022-2023

*Lecturer in Impact Evaluation and Causal Inference Certificate*

2016-2017

*Teaching Assistant in Introduction to Development Economics*

April-July 2017

### **University of Illinois at Urbana-Champaign, Urbana, USA**

*Grader in Econometrics (PhD)*

Spring 2023

*Teaching Assistant in Macroeconomics (Undergraduate)*

Fall 2022

*Teaching Assistant in Macroeconomics for online MBA Program*

Summer 2021

*Teaching Assistant in Introductory Macro (Undergraduate)*

2018, 2019, 2020, 2021

## WORKSHOPS & CONFERENCES

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Applied Micro Research Lunch

2020, 2021, 2022

2018 Africa Meeting of the Econometric Society, Benin

July 2018

2018 Summer Institute of the Econometric Society, Benin

July 2018

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#### AWARDS AND DISTINCTIONS

- University of Illinois Graduate College, 2023 Ferber & Sudman Dissertation Award for Survey Research
- University of Illinois, Economics Department Applied Micro Research Grant (2022)
- University of Illinois, Economics Department Boltz Fellowship for advanced student who has demonstrated research output of high quality (2022)
- University of Illinois Graduate College Dissertation Travel Grant (2022)
- University of Illinois Nelle M Signor Fellowship (2021)
- University of Illinois Summer Fellowship (2020)
- University of Illinois Fellowship for Graduate Study (Since 2017)
- African School of Economics Pre-doctoral Fellowship (August 2016 to July 2017)
- OSIWA-IREEP Merit Certificate in Social Sciences Research, Local Election Project: (2015)
- World Bank Grant “Centre d’Excellence Africaine en Sciences Mathématiques et Application” given to African graduate students who have excelled in their studies (2015)
- Beninese Government grant given to students with outstanding academic achievements (2011-2012).

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#### STATISTICAL SOFTWARE

Python (Intermediate), SQL(Advanced), STATA (Advanced), Survey Solutions (Advanced)

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#### LANGUAGES

French (Native), English (Fluent), Fon (Native), Baoule (Fluent), Dioula (Basic)

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#### REFERENCES

##### **Richard Akresh**

Associate Professor, University of Illinois, Department of Economics

E-Mail: [akresh@illinois.edu](mailto:akresh@illinois.edu)

##### **Adam Osman**

Assistant Professor, University of Illinois, Department of Economics

E-Mail: [aosman@illinois.edu](mailto:aosman@illinois.edu)

##### **Rebecca Thornton**

Associate Professor, University of Illinois, Department of Economics

E-Mail: [rebeccat@illinois.edu](mailto:rebeccat@illinois.edu)

##### **Leonard Wantchekon**

Professor, Princeton University, Department of Political Science

E-Mail: [lwantchekon@gmail.com](mailto:lwantchekon@gmail.com)