

# Yabo Gwladys Vidogbena

4104 Martin Luther King Blvd  
Teaching Unit 2, Room 105

[yvidogbena@gmail.com](mailto:yvidogbena@gmail.com)  
[My Website](#)

## Education

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<b>University of Houston</b> <i>Ph.D in Economics</i>	Aug 2020 – Present Houston, TX, USA
<b>African Institute for Mathematical Sciences</b> <i>Masters in Mathematical Science</i>	Aug 2017 – June 2018 Limbe, Cameroon
<b>African School of Economics</b> <i>Masters in Economics, Economics and Statistics</i>	Aug 2015 – June 2017 Ab-Calavi, Benin
<b>Ecole d'Economie Appliquée et de Management</b> <i>Undergraduate Diploma in Statistics</i>	Feb 2011 – Dec 2013 Ab-Calavi, Benin

## Fellowships & Awards

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<b>Presidential Graduate Fellowship</b> <i>University of Houston</i>	2020–2022
<b>CLASS Dean's Scholarship</b> <i>University of Houston</i>	2020–2021
<b>Pre-Doctoral Scholarship</b> <i>African School of Economics (ASE)</i>	2018–2019
<b>Mastercard Foundation Scholarship</b> <i>African Institute for Mathematical Sciences (AIMS)</i>	2017–2018
<b>Centre d'Excellence Africain Scholarship</b> <i>African School of Economics (ASE)</i>	2015–2017
<b>Benin's Government Scholarship</b> <i>Ecole d'Economie Appliquée et de Management</i>	2010–2013

## Professional Experience

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<b>Part-Time Research Assistant</b> <i>Climate risk, pollution, and childhood inequalities in low- and middle-income countries</i> <ul style="list-style-type: none"><li>Documented the literature about AOD usage, interpolation techniques for missing values, and transformation of AOD into PM<sub>2.5</sub></li><li>Building a country × year level database on African countries with tabular information on health, education, consumption, wealth</li><li>Harmonized different longitudinal child level surveys in Côte d'Ivoire and Ghana</li></ul>	Jan 2023 – Dec 2023
<b>Part-Time Research Assistant</b> <i>Structural Change in Sub-Saharan African Countries: An Open Economy Perspective</i> <ul style="list-style-type: none"><li>Solved a Eaton and Kortum type model of multiple countries and multiple sectors with non-homothetic preferences and intermediates input-output linkages</li><li>Calibrated the model to sectoral employment shares and trade barriers of 11 sub-Saharan African Countries</li></ul>	Jan 2023 – June 2023
<b>Research Assistant</b> <i>Institute for Empirical Research in Political Economy</i> <ul style="list-style-type: none"><li>Research Assistant on the "Youth Employment and Violence" project</li><li>Primary point of contact for stakeholders</li></ul>	Aug 2018 – Aug 2020 Ab-Calavi, Benin

- Designed data collection tools, trained 46 enumerators, and supervised the data collection for a sample size of over 1800 respondents
- Facilitated academic discussions related to agriculture, infrastructure, and trade for a master's level Thematic Reading Group

### *Teaching Experience*

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<b>Causal Inference, Estimation and Hypothesis Testing</b>	June 24-29, 2024
<i>Instructor</i>	<i>Learning Days 14 Workshop, Abidjan, Côte d'Ivoire</i>
<b>Principles of Macroeconomics</b>	Spring 2024
<i>Instructor</i>	<i>University of Houston</i>
<b>Randomization</b>	June 26-30, 2023
<i>Instructor</i>	<i>Learning Days 12 Workshop, Abidjan, Côte d'Ivoire</i>

### *Teaching Assistance and Tutoring Experience*

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<b>Principles of Macroeconomics</b>	Fall 2022, Spring 2023
<i>Teaching Assistant</i>	<i>University of Houston</i>
<b>Introduction to Economic Data Analysis</b>	Fall 2021, Spring 2022
<i>Teaching Assistant</i>	<i>University of Houston</i>
<b>Microeconomics</b>	Spring 2020
<i>Teaching Assistant</i>	<i>African School of Economics (ASE)</i>
<b>Mathematics (High School)</b>	Spring 2018
<i>Tutor</i>	<i>Government High School of Limbe, Limbe, Cameroon</i>
<b>Mathematics (Lower Secondary School)</b>	February 2017-May 2017
<i>Tutor</i>	<i>CEG Pelebina, Djougou, Benin</i>

### *Work in Progress*

- Exposure to Heat and Children Cognitive Functioning in Ghana  
**Abstract:** The number of extremely high temperature days has grown over time. Developing countries have less capacity to protect against the harm of extreme heat. It is important to understand how extreme heat affects productivity. There is a growing literature on the effects of extreme heat on productivity but very little empirical evidence in Africa. We contribute to this literature by examining the effect of extreme heat on children's test performance in Ghana. Test performance reflects skill and effort. Heat may affect test performance through changes in brain chemistry and functioning which results in decrease in attention, memory, information retention and processing. Using rich longitudinal data on children, including their attentiveness and performance on math and literacy tests, I estimate child fixed-effects models to obtain the effect of temperature on day of test on cognitive functioning. Including child fixed effects enables me to control for time-invariant characteristics of the child such as raw ability or parental attributes, enabling me to isolate the effect of temperature on the day of test. The results using data from southern Ghana suggest that exposure to high ( $27-29^{\circ}\text{C}$ ) and very high temperatures ( $30^{\circ}\text{C}$  or greater), relative to moderate temperatures in the  $24-26^{\circ}\text{C}$  range significantly reduces attentiveness while weakly reducing listening and literacy scores. We find that the test performance of children from poor households is especially sensitive to exposure to extreme heat. That children are less attentive and score less under hot testing conditions has implications for how climate change will affect learning in classrooms.

- Structural Change in Africa: An Open Economy Perspective

with *Gaaitzen de Vries, Hagen Kruse, Emmanuel Mensah, and Kei-Mu Yi*

**Abstract:** We study the evolution of manufacturing value added shares in 11 sub-Saharan Africa (SSA) countries through the lens of an open economy model of structural change. Our analysis leverages recent developments in input-output tables in SSA countries. Our model allows for income effects via non-homothetic preferences, substitution and relative price effects, as well as comparative advantage and specialization effects. We calibrate our model to include each SSA country with nine other major economies for each year between 2000 and 2018. We also do a similar set of calibrations for 11 developing Asia (DA) countries. Our main results are that domestic and foreign sectoral TFP matter. Trade integration over time plays only a small role. However, trade as a transmission mechanism is important. Finally, the drivers and mechanisms of industrialization are similar in low-income SSA and DA countries.

- Secondary School Subsidy for Girls and Educational Attainment: Evidence from Benin

**Abstract:** I exploit the variation among potential primary school graduating cohorts by taking advantage of a subsidy given to girls to attend secondary school in Benin starting from 2010. I investigated the effect of the policy on Educational outcomes. I found an increase in primary school completion by 6 percentage points and an increase in grade 7 enrolment (secondary school) of 5 percentage points.

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*Specialized Skills and Other*

**Programming Languages:** Stata

**Languages:** Fon (mother tongue, native), French (native), English (intermediate)