

# Mathilde Col

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<b>Current position</b>	<b>University of Bordeaux</b> — PhD Candidate		2022-2025
	<b>Addis Ababa University</b> — Visiting PhD		Since Fall 2025
	<b>IPORA (U. Bordeaux)</b> — PhD Research Fellow		2025
	<b>World Bank</b> — Short-term consultant (PI: Margaux Vinez)		2025-2026
<b>Past exp.</b>	<b>PSE</b> — Pre-doctoral position for Denis Cogneau and Yannick Dupraz		2024
	<b>World Bank</b> — Short-term consultant (PI: Ayodele Ashogbon)		2024
	<b>Cattolica University (LEAP)</b> — Field coordinator for Lucia Corno, based in Cameroon		2021
	<b>World Bank</b> — Short-term consultant (PI: Emanuela Galasso)		2021
	<b>World Bank</b> — Field coordinator for Emanuela Galasso, based in Madagascar		2019-2021
	<b>PSE</b> — Research Assistant for Jérôme Bourdieu and Lionel Ketzenbaum		2019
	<b>PSE</b> — Qualitative Research Assistant for Antoine Bozio		2019
<b>Doctoral Studies</b>	Bordeaux School of Economics, Univ. Bordeaux PhD in Economics, December 2025 ( <i>expected</i> ) DISSERTATION: “Local vs European languages in post-colonial African education systems” SUPERVISORS: Tanguy Bernard (U. Bordeaux) and Denis Cogneau (PSE, IRD) Thesis committee: Jules Gazeaud (CERDI), Paul Glewwe (U. Minnesota), Catherine Guirkingier (U. Namur), and Elise Huillery (Paris-Dauphine U.).  Visiting Scholar, Nova SBE (Novafrica), 2024-2025 Sponsor: Pedro Vicente  PRIMARY FIELDS: Development, Economics of Education SECONDARY FIELDS: Applied Econometrics, Economic history		
<b>References</b>	<u>Professor Tanguy Bernard</u> <a href="mailto:tanguy.bernard@u-bordeaux.fr">tanguy.bernard@u-bordeaux.fr</a> Bordeaux School of Economics University of Bordeaux	<u>Professor Denis Cogneau</u> <a href="mailto:denis.cogneau@psemail.eu">denis.cogneau@psemail.eu</a> Paris School of Economics EHESS, IRD	<u>Professor Luc Behaghel</u> <a href="mailto:luc.behaghel@psemail.eu">luc.behaghel@psemail.eu</a> Paris School of Economics INRAE
<b>Prior Education</b>	<b>Paris School of Economics</b>	M.Sc. Public Policy and Development	2019
	<b>PSL — Paris Dauphine University</b>	B.A. Applied Economics	2017
<b>Teaching</b>	<b>Univ. Bordeaux</b>	<i>Causal Inference (Graduate level)</i> , TA for T. Bernard	2024
	<b>Office National de Nutrition — Madagascar</b>	<i>Introduction to R</i> , Lead Instructor	2020
<b>Grants, Fellowships, and Awards</b>	2025	IPORA Fellowship (U. Bordeaux)	
	2025	IGC Small Project Facility, PI (£20,000)	
	2024	JPAL Learning for All Initiative, co-PI (\$ 250,000); UBGRS Mobility Grant (€ 7,000)	
	2022	MESRI Doctoral Grant (€ 96,000)	

Research Papers	<p><b>“N m’a faamu. Boosting Learning Through Bilingual Education: Evidence from Mali” (JOB MARKET PAPER) [Text].</b></p> <p>Despite increased school enrollment across Sub-Saharan Africa, learning outcomes remain critically low. In this paper, I explore the replacement of colonial languages as the primary medium of instruction in Africa as an educational intervention designed to enhance student learning. This study evaluates the long-term impacts of Mali’s 1999 national bilingual education reform, which introduced 11 local languages into the primary school curriculum as languages of instruction. Exploiting spatial variation in policy implementation and using a difference-in-differences approach with commune-level data, the study finds that exposure to bilingual education significantly improves local language literacy by 30% and French literacy by 10%, and increases school attendance by 5 percentage points. These gains are especially pronounced among women and individuals with educated mothers. Contrary to concerns over national cohesion, the policy does not exacerbate ethnic tensions. The findings contribute to the literature on large-scale bilingual education and the political economy of language use in Africa, suggesting that integrating local languages into education systems can enhance human capital without undermining nation-building.</p>	
	<p><b>“Unveiling the global determinants and effects of bilingual education policies in Africa”. Submitted. [Text].</b></p> <p>Despite the linguistic consensus that learning in one’s mother tongue is better for learning, some African countries still use the colonial language as the official language of instruction in primary schools. This paper investigates the determinants and impacts of bilingual education reforms in Africa, which have replaced colonial languages with local languages as the medium of instruction since independence. Utilizing a unique dataset on linguistic policies, I find that a British colonial legacy and lower ethnolinguistic diversity increase the likelihood of implementing such reforms. An analysis of microdata from 18 countries covering almost 3 million of individuals reveals that these policies marginally enhanced schooling and learning outcomes, particularly for women and in countries prioritizing a large integration of local languages in education. The findings highlight the modest benefits of bilingual education and the challenges in its implementation, with implications for education policy in post-colonial settings.</p>	
	<p><b>“Offline Libraries and Student Learning in Remote Areas: A Randomized Experiment in Rural Senegal”</b> with L. Behaghel, S. Briole, and Q. Daviot. ADD ABSTRACT.</p>	
Publications	<p><b>“Integrating early child development into an existing health and nutrition program: evidence from a cluster-randomized controlled trial.”</b>, with C. Hemlock, E. Galasso, A. M. Weber, T. C. Randriamiarisoa, M. Dieci, L. Ratsifandrihamanana, and L. C.H. Fernald. <i>BMC Public Health</i>. 2024. [Text].</p>	
Research in Progress	<p><b>“Strengthening the Implementation of a Bilingual Education Reform in Mozambique”</b> with J. Crespin-Boucaud and M. Sande. [IGC presentation]. <i>Data collection stage</i></p>	
	<p><b>“Improving access to secondary education: Evidence from Côte d’Ivoire”</b> with T. Bernard. <i>Data collection stage</i></p>	
Talks	2025	CFDS (PSE), Lisbon Micro Group, Welfare and Policy Conference (Bordeaux), EUDN PhD workshop (CERDI), RES Annual Conference (Birmingham), ICDE (Paris-Nanterre), European Economics Association Conference (Bordeaux)
	2024	AEHN (Sapienza - Roma), AFSE (Bordeaux), BSE PhD seminar, Nova SBE PhD seminar (Lisbon)
	2023	BSE PhD seminar

<b>Field Experience</b>	Cameroon, Côte d'Ivoire, Madagascar, and Senegal.
<b>Technical competences</b>	KoboToolBox, L <sup>A</sup> T <sub>E</sub> X, QGIS, R, Python, Stata, SurveyCTO, SurveySolutions
<b>Languages</b>	French (Native), English (Fluent), Italian (Advanced), Portuguese (Basic)
<b>Citizenship</b>	French