

OSARETIN OLUROTIMI

427 Lorch Street, Taylor Hall 302, Madison, WI 53706
212-470-0558 ♦ olurotimi@wisc.edu ♦ www.osaretinolurotimi.com

EDUCATION

University of Wisconsin-Madison, Wisconsin

Ph.D., Agricultural and Applied Economics

Expected 2023

Dissertation Title: *Essays on Shocks and Human Capital and Firms in African countries*

Committee: Jeremy Foltz (chair), Paul Dower, and Priya Mukherjee

School of International and Public Affairs(SIPA), Columbia University, New York

MPA., Public Administration, Development Practice

2013

Babcock University, Nigeria

B.Sc, Economics, *First class honors*

2007

RESEARCH INTERESTS

Primary: Development Economics, International Economics

Secondary: Economics of Education

WORKING PAPERS

The Effect of Conflict on Learning Outcomes: Evidence from Uganda(*job market paper*)

Mining and Poverty in West Africa: Evidence from Mali *with M. Coulibaly, J. Foltz, D. Parker, and N. Traore.*

WORKS IN PROGRESS

The Effect of Temperature and Rainfall on Learning Outcomes

The Effect of Foreign Direct Investment on Local Firms in Cote D'Ivoire *with J. Foltz and N. Traore.*

Understanding the Effect of L1(native language) instruction and testing on learning outcomes in Nigeria *with J.Foltz.*

RESEARCH EXPERIENCE

Natural Resource Institute

Madison, WI

Evaluation Student Assistant

2023

Department of Agricultural and Applied Economics

Madison, WI

Research Assistant to Dr. Jeremy Foltz

2018–2021

Vale Columbia Centre on Sustainable International Investment

New York, NY

Research Assistant to Perrine Toledano

2011–2012

Teck Mining
Sustainability Evaluation Researcher

Andacollo, Chile
2012

Shanghai Stock Exchange
Student Capstone Project

Rio and Brasilia, Brazil
2013

TEACHING EXPERIENCE

Pol Sci 277, Africa: An Introductory Survey Teaching Assistant	UW-Madison Fall 2022
AAE 477, Agricultural and Economic Development of Africa Instructor of Record	UW-Madison Spring 2022
AAE 350, World Hunger and Malnutrition Teaching Assistant (virtual)	UW-Madison Spring 2021
U6400, Microeconomic Analysis for Public Affairs Tutor	SIPA Fall 2012
U6401, Macroeconomic Analysis for Public Affairs Tutor	SIPA Spring 2013

PEDAGOGICAL DEVELOPMENT

Research Mentor Training Practicum Delta Program: Integrating Research, Teaching, and Learning	2023
Summer Teaching Institute John Hopkins Teaching Institute	2022
Inclusive Teaching Workshop Delta Program: Integrating Research, Teaching, and Learning	2022
Summer Institute for Scientific Teaching Center for the Integration of Research, Teaching, and Learning	2021

CONFERENCE & SEMINAR PRESENTATIONS

Global Labor Organisation Global Conference	2022
Association for Public Policy Analysis & Management	2022
Agricultural and Applied Economics Association	2022
Western Economic Association International's Graduate Student Workshop	2022
UW-Madison AAE Development Economics Seminar	2021

FELLOWSHIPS & AWARDS

Graduate Student Research Competition, University of Wisconsin-Madison	2022
Southern Wisconsin Aspire Regional Collaborative Fellow	2022
Graduate School Fellowship, University of Wisconsin-Madison	2018 & 2022
IRIS Summer Travel Awards, University of Wisconsin-Madison	Fall 2018
Semi-Finalist, 3 Minute Thesis, University of Wisconsin-Madison	Spring 2021
Sainsbury Fellowship, SIPA, Columbia University	2010
Best Graduating Student in the School of Social Sciences, Babcock University	2007

ACADEMIC SERVICE & LEADERSHIP

Graduate Applications International Network (GAIN), <i>Mentor</i>	2022
UW-AAE Graduate Committee, <i>Graduate Student Representative</i>	2020–2022
UW-Madison Agricultural and Applied Economics, <i>Student Mentor</i>	2022
SIPA Pan-African Club, <i>Publicity Secretary</i>	2012-2013

SELECTED PROFESSIONAL EXPERIENCE

Programme Manager, The Education Partnership (TEP) Centre 2017-2018

- Managed the national implementation of LEARNigeria, a citizen-led survey and assessment of learning outcomes covering about 50,000 children in over 21,000 households in 6 states.
- Led the planning and implementation of consulting projects to provide design, monitoring, evaluation, and learning (MEL) and scaling-up support for multi-sectoral partnership programmes in education, including the Global Partnership for Education.

Project Manager, Convention on Business Integrity 2014-2016

- Successfully implemented the pilot phase of the Corporate Governance Rating System (a rating system developed in partnership with the Nigerian Stock Exchange and Humboldt-viadrina School of Governance to rate listed companies' corporate governance).

WORKSHOPS & MISC.

Membership: Agricultural and Applied Economics Association; Western Economics Association International; Association for Public Policy Analysis and Management; American Economic Association

Workshop Participant: WEAI Graduate Student Workshop (2021); CSWEP Successfully Navigating Your Economics Ph.D. Workshop (2020)

Software: STATA, R, LaTeX

Language skills: English and Yoruba(native); Spanish and French (basic speaking and reading skills)

REFERENCES

Jeremy Foltz (advisor)

Professor, Agricultural and Applied Economics
University of Wisconsin-Madison
jdfoltz@wisc.edu

Paul Castañeda Dower

Associate Professor,
Agricultural and Applied Economics
University of Wisconsin-Madison
pdower@wisc.edu

Priya Mukherjee

Assistant Professor, Agricultural and Applied Economics
University of Wisconsin-Madison
priya.mukherjee@wisc.edu,

ABSTRACTS

The Effect of Conflict on Children's Learning Outcomes: Evidence from Uganda(job market paper)

I estimate the effect of conflict on learning and schooling outcomes for children living in Uganda between 2010-2015. Using a difference-in-differences approach, I find that activities of the terrorist group, the Lord's Resistance Army (LRA), in a neighborhood reduced learning outcomes in both math and English for the cohort of children exposed to armed conflict. Surprisingly, I find that exposure to the LRA did not significantly affect other schooling outcomes, such as the probability of dropping out or being at the right age for a grade. Further, I find that the effect of conflict is worse for those who were babies or in utero when exposed to conflict. In addition, I identify teacher absenteeism, rather than physical disability or school infrastructure, as a mechanism through which conflict affects learning outcomes. The results from this paper imply the need to distinguish between schooling and learning when measuring the effect of shocks on children.

Effect of Foreign Direct Investment on domestic firms in Ivory Coast

Authors: Osaretin Olurotimi, Jeremy Foltz and Nouhoum Traore

Developing countries often articulate attracting more Foreign Direct Investment(FDI) in their development policy. Whether this policy is beneficial to their local economies is debatable. This paper draws on unique firm panel data in Cote D'Ivoire to provide evidence about whether FDI benefits domestic firms. We study the effect of FDI on domestic firms' productivity and other related outcomes, including the probability of exporting and participating in global markets, average wage rate, and survival. We add to the literature on FDI and spillovers by extending the external validity of the results by studying this question in a context in Africa that has a peculiar set of constraints to domestic firm growth. We find that the same sector FDI reduces domestic firms' productivity and the likelihood of domestic firms exporting while increasing the average wage rate. On the other hand, FDI in downstream sectors minimizes the likelihood of participating in the global market.

Effect of Weather and Climate Shocks on Learning Outcomes

This research examines whether high temperatures are a cognitive drag on children. First, I ask whether students perform worse on a test on hotter days. Second, I examine whether previous longer-term exposure to high temperatures, rainfall, and yield shocks influences current test scores. Analytically, I combine learning outcome data from the UWEZO learning assessments in East Africa with the CHIRTS and CHIRPS temperature and rainfall data from the Climate Hazard Centre. This work contributes to the literature by examining temperature and rainfall shocks' short- and long-term effects. Also, I explore exciting dimensions of heterogeneous effects among children, including age, gender, school attendance status, village infrastructure, and family assets, including access to clean water and electricity assets in the household. The preliminary results confirm that high temperatures on exam dates harm test performance, especially for girls and older children.

Updated February 23, 2023