

# FANG HE

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## Education:

**Columbia University, Graduate School of Arts and Sciences, New York, NY**

**Ph.D.** in Economics, May 2010 (Expected)

Dissertation: "Essays on Education Programs in Developing Countries"

Dissertation Advisor: Leigh Linden, Ph.D.

**M.Phil.** in Economics, May 2008

**M.A.** in Economics, May 2007

**University of California at Berkeley, Berkeley, CA**

**B.S.** High Honors in Industrial Engineering & Operations Research, May 2005

**B.A.** High Distinction in Economics, May 2005

## Awards and Fellowships:

**Columbia University:** National Science Foundation International Development and Globalization Fellow, 2005–Present  
Department of Economics Fellowship, 2005–2006

**UC Berkeley:** Industrial Engineering Departmental Citation Award (Highest GPA in graduating class), 2005  
Dean's Honor List, 2001 – 2002  
Kraft Scholarship, 2001

## Research and Teaching Fields:

Primary Field: Development Economics

Secondary Fields: Labor Economics, Economics of Education

## Job Market Paper:

"School Feeding Programs and Enrollment: Evidence from Sri Lanka"

*Abstract:* Combating world hunger and attaining universal primary education are the first two millennium development goals. School feeding programs may help achieve both since they provide meals to children conditional on attendance. Using a data set that covers all Sri Lankan school-grades for a 12-year period, I evaluate two versions of the school feeding program. One version is a standard World Food Programme program. I find that it does not have any effect on enrollment. The second version pays local welfare recipients a per-student payment to provide food. I find that it increases enrollment by 5.9% in grades that received the program. But when the data is aggregated geographically, areas with higher percentages of treated show no gains in enrollment. This indicates that the increase in enrollment for treated grades seems to be the sole result of students switching from schools without the program to neighboring schools with the program. These results emphasize the need to consider the general equilibrium effects of school-based interventions and possible inefficiencies from targeted aid programs.

## Working Papers:

"How to Teach English in India: Testing the Relative Productivity of Instruction Methods within the Pratham English Language Program" with Leigh Linden (Columbia) and Margaret MacLeod

*Abstract:* Using a pair of randomized evaluations, we assess the relative productivity of several modes of implementing an Indian English education curriculum. Each consists of a specially designed machine or flash card based activities implemented either indirectly through a teacher training program or directly by externally supervised teaching assistants. The new methods are very effective and, on average, all implementation strategies yield gains of about 0.25-0.35 standard deviations in students' knowledge of English. Weaker students benefit more from interventions that include teacher directed activities while stronger students benefit more from the more self-paced machine-based implementation. Compared to an externally implemented version of the curriculum, the treatments implemented through the teacher training program improved students' math and English scores rather than just their English scores, a result that may be due to the fact that teachers implemented the interventions more efficiently.

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## Works in Progress:

“How Did Pediatricians’ Labor Supply Respond to a Major Expansion in Insurance Coverage for Children?” with Chapin White (Congressional Budget Office)

“Teaching Pre-Schoolers to Read: A Randomized Evaluation of the Pratham Shishuvachan Program” with Leigh Linden (Columbia) and Margaret MacLeod

“School Libraries and Reading Skills in Indian Primary Schools: A Randomized Evaluation” with Evan Borkum (Columbia) and Leigh Linden (Columbia)

## Presentations:

Summer 2009: “How Did Pediatricians’ Labor Supply Respond to a Major Expansion in Insurance Coverage for Children?” (United States Congressional Budget Office)

Summer 2008: “Randomized Evaluations” (United Nations Development Programme Regional Centre in Colombo)

Fall 2007: “How to Teach English in India: Testing the Relative Productivity of Instruction Methods within the Pratham English Language Program” (NEUDC Conference - Harvard University)

Spring 2007: “Teaching Pre-Schoolers to Read: A Randomized Evaluation of the Pratham Shishuvachan Program” (Education, Politics, and Social Policy Graduate Student Conference - Teachers College, Columbia University)

## Teaching Experience:

Spring 2009: Multidisciplinary Approaches to Development (graduate) – Teaching Assistant for Professors Joseph Stiglitz, Akbar Noman, and Marissa King

Spring 2008: Globalization and Its Risks (undergraduate) – Teaching Assistant for Professor Graciela Chichilnisky

Fall 2008, 2007: Introductory Microeconomics and Policy Analysis (Executive MPA) – Tutor for class

## Work Experience:

**United States Congressional Budget Office, Health Policy Associate, Washington D.C., 5/2009-8/2009**

- Evaluated the impact of expansions in the State Children’s Health Insurance Program on physician labor supply decisions.

**United Nations Development Programme, Intern, Regional Centre in Colombo, Sri Lanka, 6/2008–8/2008**

- Compiled report on income inequality trends in the Asia-Pacific region and assisted in commissioning research on income inequality in selected Asia-Pacific countries.

## Language Skills:

English (native), Mandarin Chinese (advanced; strong speaking skills)

## Personal Information:

Citizenship: USA

Sex: Male

## References:

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Economics, Columbia University  
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