

FANG HE

405 W. 118th Street, Apt. 3B · New York, NY 10027 · (513) 257-8872 · fh2146@columbia.edu

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 top two millennium development goals. School feeding programs may have a role in both since they provide meals to children conditional on attendance. I use a data set that covers all Sri Lankan school-grades for a 12-year period to find that two targeted versions of the program fail to bring out-of-school children into school. I also conduct separate analyses for grades, schools, and groups of schools to see whether students are switching grades or even schools to take advantage of the programs. I find that a standard World Food Programme program does not raise enrollment at any level. On the other hand, a program that pays local welfare recipients a per-student payment to provide food increases enrollment by 5.9% in grades that received the program. The effect for schools is 2.1%, and there is little evidence of switching across grades within a school. When looking at groups of schools, this effect disappears. This implies that instead of inducing out-of-school children to enroll into school, the welfare program may have prompted students to switch from schools without the program to neighboring schools with the program. These effects indicate that school feeding programs may inadvertently benefit students who are not targeted by program administrators, all the while failing to improve aggregate enrollment.

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.

FANG HE

405 W. 118th Street, Apt. 3B · New York, NY 10027 · (513) 257-8872 · fh2146@columbia.edu

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:

Professor Leigh Linden
Economics, Columbia University
Phone: 212-854-1674
Email: ll2240@columbia.edu

Professor Miguel Urquiola
Economics, Columbia University
Phone: 212-854-3769
Email: msu2101@columbia.edu

Professor Cristian Pop-Eleches
Economics, Columbia University
Phone: 212-854-4476
Email: cp2124@columbia.edu