

Curriculum Vitae
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Educational background

August 2007 Ph.D. in Agricultural & Applied Economics, University of Minnesota
Fields Development economics (major), Statistics (minor)

Dissertation

“The Determinants and Impact of Private Tutoring Classes in Vietnam”
2003 MSc. in Agricultural & Applied Economics, University of Minnesota
2000 B.A in International Economics, Foreign Trade University, Hanoi, Vietnam

Research experience

2005- present Consultant, Development Research Group & PREM Public Sector, the World Bank
Summer 2006 Research Assistant, Department of Applied Economics, University of Minnesota
Fall 2004 Research Assistant, Department of Applied Economics, and Humphrey Institute,
University of Minnesota
Summer 2004 Research Assistant, Development Research Group, the World Bank
2001- 2004 Research Assistant, Department of Applied Economics, University of Minnesota

Econometric analysis of survey and panel data. Used a variety of econometric models including simultaneous equations models with random and fixed effects, discrete choice models, censored and truncated regression models, and randomized experiments. Wrote up new Stata programs to estimate maximum likelihood functions.

Helped calculate the food and general poverty lines for Vietnam in several years.

Designing and managing on a team an ongoing nationally representative survey in Vietnam funded by the Hewlett Foundation and the World Bank on household decisions to invest in children’s education and fertility choice.

Teaching experience

Spring 2005 Teaching assistant, Department of Applied Economics, University of Minnesota
for a PhD-level econometrics class (Apec 8212)

Other work experience

1997- 2001 Active member of Vietnam UNESCO Center for Human Development (part-
time and volunteer work)
Summer 2000 Business consultant with Vision & Associates, Hanoi, Vietnam

Research interests

Development economics, education economics, labor economics, applied econometrics, and East Asian economies.

Publications

1. “The Impact of Decentralized Data Entry on the Quality of Household Survey Data in Developing Countries: Evidence from a Randomized Experiment in Vietnam”, with Paul Glewwe, forthcoming in *World Bank Economic Review*.

Abstract

This paper examines an experimental study in which computers were provided to randomly selected districts participating in a household survey in Vietnam in order to assess the impact on data quality of

entering data into a computer within a day or two after completing the interview, the alternative being data entry several weeks later at the provincial capital. A key variable in the survey is per capita household expenditures, which is used to assess the extent of poverty in Vietnam. A statistical analysis shows that the provision of computers had no significant effect on the distribution of this variable, and thus no effect on measured poverty. An analysis was also conducted on the number of errors and inconsistencies found in the data, and the results suggest that provision of computers reduced the mean number of such errors per household by 11% to 20%, depending on the types of errors. Yet given the already low rate of errors in the Vietnamese survey, the goal of increasing the precision of the estimated mean of a typical variable can be achieved much more inexpensively by a small increase in the sample size, as opposed to providing computers. On the other hand, the provision of additional computers did lead to substantial reductions in the time interviewers spent adding up and checking the data in the field, and the value this time saved is close to the cost of purchasing desktop computers.

2. "The Determinants and Impact of Private Tutoring Classes in Vietnam", forthcoming in *Economics of Education Review*.

Abstract

Private tutoring is a widespread phenomenon in many developing countries, including Vietnam. Using the Vietnam Living Standards Surveys 1997-1998 and 1992-1993 for analysis, this paper finds evidence that private tutoring in Vietnam is a necessity in the household budget, and the trend to attend private tutoring is stronger at higher education levels. There is no evidence of gender discrimination in expenditure on private tutoring. Ethnic minority students spend less on private tutoring at the primary level but not at the lower secondary level, as do students living in rural areas. However, spending on private tutoring can be significantly reduced by improving the share of qualified primary school teachers. Private tutoring is found to have significant impact on a student's academic performance, but the influence is larger for lower secondary students. This paper contributes to the available estimation techniques by developing a joint Tobit-ordered probit econometric model from the simultaneous Tobit equations of Amemiya (1974) to address the possible endogeneity of household spending on private tutoring.

Working papers/ Works in progress

1. "Was Vietnam's Economic Growth in the 1990's Pro-Poor? An Analysis of Panel Data from Vietnam", with Paul Glewwe (under review at *Journal of Development Economics*)

Abstract

International aid agencies and almost all economists agree that economic growth is necessary for reducing poverty, yet some economists question whether it is sufficient for poverty reduction. Vietnam enjoyed rapid economic growth in the 1990s, but a modest increase in inequality during that decade raises the possibility that the poor in Vietnam benefited little from that growth. This paper examines the extent to which Vietnam's economic growth has been "pro-poor", with particular attention to two issues. The first is the appropriate comparison group. When comparing the poorest x% of the population at two points in time, should the poorest x% in the first time period be compared to the poorest x% in the second time period (some of whom were not the poorest x% in the first time period) or to the same people in the second time period (some of whom are no longer among the poorest x%)? The second is measurement error. Estimates of growth among the poorest x% of the population are likely to be biased if income or expenditure is measured with error. Household survey data show that Vietnam's growth has been relatively equally shared across poor and non-poor groups. Indeed, comparisons of the same people over time indicate that per capita expenditures of the poor increased much more rapidly than those of the non-poor, although failure to correct for measurement error exaggerates this result.

2. "How to Interpret the Growing Phenomenon of Private Tutoring: Human Capital Deepening, Inequality Increasing, or Waste of Resources?" with Halsey Rogers (under review at *World Bank Research Observer*)

Abstract

Private tutoring is now a major component of the education sector in many developing countries, yet education policy too seldom acknowledges and makes use of it. Various criticisms have been raised against private tutoring, most notably that it exacerbates social inequalities and many fail to improve student outcomes. This paper surveys the literature for evidence on private tutoring—the extent of the tutoring phenomenon, the factors that explain its growth, and its cost-effectiveness in improving student academic performance, with a focus on adjusting for the endogeneity of private tutoring. It also presents a framework for assessing the efficiency and equity effects of tutoring. It concludes that tutoring can raise the effectiveness of the education system without deepening inequality under certain assumptions, and it offers guidance for avoiding corruption and other problems that diminish the contributions of the tutoring sector.

3. “What Does Teacher Want, and Does It Matter? Job Satisfaction and Employee Performance” with Halsey Rogers.

Abstract

This paper explores how job satisfaction affects performance among front-line service providers – specifically, teachers in Indonesia – using an empirical structure that accounts for possible endogeneity. First, satisfaction with salary is systematically lower (and different) than satisfaction with other aspects of job performance. Second, the strongest predictors of satisfaction are employment status (with civil servants having higher satisfaction), familiarity with the local language, school with multigrade teaching, and proximity of educational/cultural amenities. Third, analysis using a random-effects IV probit model shows that teachers’ satisfaction with their salary, work environment, and job-related social status, as well as their overall job satisfaction, has a strong and significant impact on a key performance measure: the teacher’s school attendance. Finally, certain policy variables (such as greater job security) appear to reduce teacher absence only indirectly through satisfaction, while others (such as teacher-recognition programs) have an independent effect on absence, presumably by providing incentives at the margin. This paper also makes a methodological contribution by developing a random-effects IV probit model.

4. “Does Ethnicity Make a Difference in School Progress? Evidence from Vietnam”
5. “How Much Work Is Too Much? Thresholds in the Effect of Child Work on Schooling- The Case of Egypt”, with Ragui Assaad and Deborah Levinson.
6. “Computing Primer for Applied Linear Regression, 3rd edition, Using Stata”, with Sandy Weisberg.

Reports

1. “Report on the Egypt Labor Market Pilot Panel Survey 2004” (2004), with Ragui Assaad, *the Economic Research Forum for the Arab Countries, Iran and Turkey report*.
2. “Analysis of Vietnam Living Standards Surveys data” (2004), with Peter Moock and Paul Glewwe, *Japan Bank for International Cooperation/Nomura Research Institute, Ltd. report*.

(Invited) Presentations and lecture

- 2007 IZA-World Bank Conference on Employment and Development, Bonn, Germany (June); National Economics University- World Bank seminar, Hanoi, Vietnam (May)
- 2006 Midwest Conference on Asian Affairs, University of Wisconsin, Madison (Invited, October); NEUDC, Cornell University (September); St. Olaf College, Northfield, Minnesota (Invited Lecture, September); University of Minnesota (September); Public Economic Theory Meeting, Hanoi, Vietnam (August); International Conference “Economics of Education: Major Contributions and Future Directions”, Dijon, France (June); Royal Economic Society Annual Conference, Nottingham, UK (April); Southwestern Economics Association Annual Meeting, San Antonio, Texas (April); World Bank, Washington DC (January)
- 2005 World Bank, Washington DC (December); Singapore Economic Review Conference (August); Annual Meeting of the Population Association of America, Philadelphia (March)
- 2004 William Davidson Institute/ Center for Economic Policy Research International Conference on Transition Economics, Hanoi, Vietnam (Discussant, May); General Statistical Office, Hanoi,

Vietnam (May)
2003 University of Minnesota (October)
2002 World Bank Office, Hanoi, Vietnam (October)

Professional and other activities

Referee for *Economics of Education Review*
2006-present Member of Econometric Society
2005- present Member of Royal Economic Society
12/2001- 5/2005 Representative for graduate students in the Department of Applied Economics at University of Minnesota (UMN) Council of Graduate Students
8/2003- 5/2004 Seminar Committee, Department of Applied Economics
9/2003 Founding member of Vietnam Economic Society
9/1995- 3/2000 President of class, Foreign Trade University, Hanoi, Vietnam
2004- present Active contributor to Greene's 5th edition "Econometric Analysis" errata and discussion (<http://pages.stern.nyu.edu/~wgreene/Text/Errata/ERRATA5.htm>)

Fellowships, Grants and Other Recognition

2007 + Hewlett Foundation Research Grant (\$80,000), with Halsey Rogers
+ Travel grants from the World Bank
2006 Travel grants from the Midwest Conference on Asian Affairs, University of Wisconsin, Madison; Royal Economic Society (UK); International Conference "Economics of Education: Major Contributions and Future Directions" (France); Department of Applied Economics (UMN); Office of International Agricultural Programs (UMN); Graduate and Professional Student Assembly (UMN)
2005-2006 Hueg-Harrison Fellowship
2005 Travel grants from Graduate and Professional Student Assembly (UMN); Center for International Food and Agricultural Policy (UMN); Department of Applied Economics (UMN)
2004 Travel grant from William Davidson Institute, University of Michigan
2003 Elected member of Gamma Sigma Delta
2002- 2003 Award from International Student Work Opportunity Program, International Student and Scholar Services, University of Minnesota
2001- 2003 Fellowship from Center for International Food and Agricultural Policy, University of Minnesota
2002 Travel grant from Center for International Food and Agricultural Policy, University of Minnesota
2000 First Vietnamese person to achieve a total score of 2110 on the GRE General Test
1997- 2000 Vietnamese Government Scholarship
1995- 1997 Hasebe Asian Scholarship

Computer skills

- Proficient in Stata.
- SPSS, Mathematica, SAS, GAUSS, Arc, MacAnova.
- Microsoft Office.

Languages

English (fluent), French (elementary reading & writing), Vietnamese (native)

References:

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Halsey Rogers

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