



FULBRIGHT
UNIVERSITY
VIETNAM

FULBRIGHT SCHOOL OF
PUBLIC POLICY AND MANAGEMENT

DEVELOPMENT POLICY

SESSION 1



Session 1

- Introduction – Course information / Objectives / Approach
- Weekly topics
- An Overview
- Development & Comparative Methods
- Food for Thoughts



Instructor (Giảng viên)

- Instructor: Yooil Bae
- Education: Ph.D. in Political Science (University of Southern California, Los Angeles, 2007)
- Experience:
 - Postdoctoral Fellow (2007-8), National Univ. Singapore
 - Assistant Professor (2008-17), Singapore Mgmt. Univ.
 - Associate (2017-18), Asia Research Institute, NUS
- Research: Comparative Politics/Policy/Public Administration, Central-Local Relations, Urban and Regional Political Economy, etc.





Co-Instructor

- William Clayton Professor of International Economics at Johns Hopkins University
- Economic development, international finance, international trade theory and policy
- Will be in charge of the second half of the course





Teaching Team

- Interpreter
 - Mr. Nguyen Quy Tam
- Teaching Assistant
 - Ms. Vu Thi Mai Tram





(1) Course Objectives

- Clear understanding of key debates and issues on development
- Formulate important development agenda and strategies for Vietnam
- Proper comparative methods to learn from the best practices.
- Awareness of sustainable development goals and grand challenges.
- Develop and learn analytical tools.



(2) Course Requirements

- Please refer to the class syllabus, but main requirements are:

- Class Participation 15%
- Weekly Response Paper 20%
- Team Project (Present) 15% *
- Team Project (Paper) 20% *
- Final Exam 30%



(3) Weekly Topics

- Measuring and Defining Development
- Historical Legacy: Modernization and Development
- State, Market, and Capitalist Development
- State-led Development: East Asian Miracle
- Education / Social Health and Development
- Innovation, Science and Technology
- Rule of Law, Clientelism and Corruption
- Capital Accumulation
- Growth Theory and Evidence
- Technology Change
- Policy vs. Geography vs. Institutions
- Financing and Trade





A Brief Introduction to Development Studies



Development – No consensus

- Meaning of development – there have been too many definitions! What is 'development'?
- No consensus – this leads to many other questions. (e.g.) how to achieve development? Can development be governed to achieve desired goals?
- Economic growth? Social development?
- Diversity in research traditions – Development Economics (Economics), Development Studies (mix of sociology, political science (IR), agricultural science, etc.)
- Diversity in its origin – Pre-19th Century Europe or post-war period? Universalistic or Eurocentric?



Development of 'Development'

- Postwar (1940s): The Beginning of the Development Era
 - **Marshall Plan** – the first defined the notion of development to counter the emergency after WWII within a political-economic context.
 - Generated the institutional context, inspired by military background
 - Led to rapid success in Western Europe
 - **Formation of the United Nations** – created to promote peace and facilitate global stability
 - **Universal Declaration of Human Rights (UNDHR, December 1948)** – Recognize the 'inherent dignity and equal and inalienable rights of all members of human family' and dosing so forms the foundation of freedom, justice, and peace in the world.
 - Declaring 'Human Rights' – laid the groundwork for the idea that development should promote the rights of 'individual.'

Continued



- Modernization Theory (1950s-60s)
 - Least Developed Countries (LDCs) needed to modernize as much as possible and become more similar to MDCs.
 - Paid attention to economic output as primary indicator
 - Advisors → telling LDCs what to do.
- Dependency Theory (1970s): Latin America
 - Criticized Modernization Theory: “it created uneven economic growth’ → suggested disassociation from the global market.
 - Exporting raw goods and importing finished goods created ‘dependency’ to advanced economy.
- Basic Needs Theory (1970s)
 - Response to Dependency Theory (economic growth + @)
 - Development of the poor – addressing ‘basic needs’ (hunger & literacy, etc.)

Continued

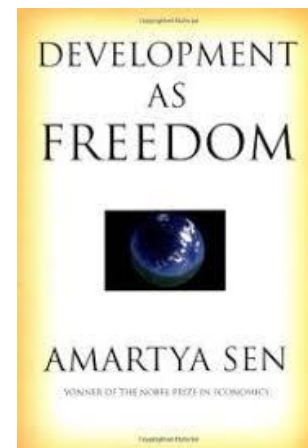


- Neoliberalism ('Washington Consensus', 1980s)
 - Promoted 'US model' or 'UK model' as best practice to follow.
 - Individual freedoms by calling for 'less government' 'more market' paradigm – push for more free trade.
 - Popular model: seen as a solution, but at the same time there have been a lot of challenges (c.f. Beijing Consensus, etc.)
- United Nations' Human Development Index (HDI, 1990s)
 - No single measure of development
 - More indicators: life expectancy, literacy, per capita income, infant mortality, etc. to better understand global development.
 - Still important indicators today.

Shift from State-Centric to Individual-Focused Development



- Development as 'Freedom' (A. Sen, 1990s)
 - Popular economist Amartya Sen suggested that we take a more holistic view of development
 - People and communities have options: they should be able to access these options in the context of a world that is sensitive to cultural differences
- Post-Modernism (1990s)
 - Believe that there are no universal truths. All truths are culturally and temporally bound
 - Against universal development model





Contemporary Approaches

- Development as Human Rights
 - Philosophy that each person must hold their individual human rights in order for development to occur
 - ‘Human Security’ concept – A new paradigm for understanding global vulnerabilities in relation to security → Food, economic, environment, health, personal, community, political security
- People-centered Approach
 - From state-centric to individual-focused development
 - Development is the process of ensuring that each individual has full access to their human rights



Jeffrey Sachs: The End of Poverty

- Development as Human Rights
 - Blueprint for ending all extreme poverty by 2015
 - Top-down approach: the Use of foreign aid fund from the world's affluent countries is the key
 - Big Five Development Interventions – Agricultural inputs, investment in basic health care, investment in education, investment in infrastructure, access to safe drinking water & sanitation
- ‘Clinical Economics’ – newly proposed method for development economics
 - Good economic practices must be rooted in a sound, clinical medicine-style approach
 - Differential diagnosis

UN: Millennium Development Goals



- 2000 United Nations Millennium Summit – signed by world leaders.
 - “Free our fellow men, women, and children from the abject and dehumanizing conditions of extreme poverty”
- Global compact by the all countries and leading development institutions to meet the needs of the world’s poor.
- Poor countries – pledged to improve policies and governance and increase accountability to their citizens.
- Wealthier countries – pledged to provide resources
- Time-bound Goals – rigorously monitored



UN: Millennium Development Goals





Sustainable Development Goals

- The Sustainable Development Goals (SDGs) – known as the Global Goals, a universal call to action to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity.
- 17 Goals build on the successes of the MDGs
- New areas – climate change, economic inequality, innovation, sustainable consumption, peace and justice.
- Interconnected goals
- Collective efforts to improve life, in a sustainable way, for future generations.
- Effect from 2016 + 15 years

SDGs



Aligning With the Sustainable Development Goals

Target has designed its corporate social responsibility focus areas to support a better, more sustainable world in alignment with the [UN Sustainable Development Goals \(SDGs\)](#), which aim to end poverty, protect the planet and ensure prosperity for all. Because of the expansive nature of our business and value chain, we are able to directly and indirectly impact each of the SDGs. As we continue to develop our approach, we will focus on the goals where we can provide the greatest contribution.

| | | Products: Inspiring Solutions For Better Living | Team: Valuing Our Team Members | Communities: Strengthening Our Global Neighborhoods | Planet: Driving Positive Impact |
|----|---|---|--------------------------------------|--|---------------------------------------|
| 1 | No Poverty | ☑ | | ☑ | |
| 2 | Zero Hunger | ☑ | | ☑ | |
| 3 | Good Health and Well-Being | ☑ | | ☑ | |
| 4 | Quality Education | ☑ | | ☑ | |
| 5 | Gender Equality | ☑ | ☑ | ☑ | |
| 6 | Clean Water and Sanitation | | | ☑ | ☑ |
| 7 | Affordable and Clean Energy | | | ☑ | ☑ |
| 8 | Decent Work and Economic Growth | ☑ | | ☑ | |
| 9 | Industry, Innovation and Infrastructure | | | ☑ | ☑ |
| 10 | Reduced Inequalities | ☑ | ☑ | ☑ | |
| 11 | Sustainable Cities and Communities | | | ☑ | ☑ |
| 12 | Responsible Consumption and Production | ☑ | | | ☑ |
| 13 | Climate Action | | | ☑ | ☑ |
| 14 | Life Below Water | | | | ☑ |
| 15 | Life on Land | | | | ☑ |
| 16 | Peace, Justice and Strong Institutions | | ☑ | ☑ | |
| 17 | Partnerships for Goals | ☑ | ☑ | ☑ | ☑ |

Some Criticism toward Development



- There have been some criticism toward development
- Developmentalism as an 'ideology' – Suggesting that there is only one correct answer (free markets, IMF & World Bank's point of view) → Dangerous
- International aid agencies' bureaucracy – favors collective goals (MDGs) over the aspirations of individuals.
- “Let people be free to find their own solutions.” (William Easterly, *The Ideology of Development & the Poor Man's Burden*)
- Support Grass-Root Approach – Individualism and decentralized market.



Group Exercise

- Form a group for discussion
- Among 17 goals for sustainable development, which one is the most immediate and urgent goal?
- Rank 1 – 3 and provide a brief explanation

(e.g.)

1. End poverty
2. Clean water
3. Decent work and economic growth

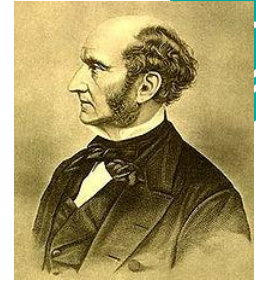




An Introduction to Comparative Method

***"All intelligent political criticism is **comparative**.
It deals not with all-or-none situations, but with
practical alternatives" John Dewey
The Public and Its Problems (1927)***

John Stuart Mill



- *A System of Logic: Ratiocinative and Inductive* (1843)
- Understanding the logic of comparative politics is important
- Most Similar System (MSS) and Most Different System (MDS) Design: Most widely used comparative design

$$Y = X$$

$$Y = aX + b$$

$$Y = aX_1 + bX_2 + cX_c + \dots + \alpha$$

- Cases: The countries that we study
- Units of Observation: the 'things' that we study
- Variables: The features of the 'things' that can vary
- Observations: The data point



Example: Causes of Growth

- In order to explain two comparative designs, let me take an example of a study of economic growth:

Hypotheses:

“High economic growth if caused by the combination of three factors:”

1. *Strategic use of financial resources*
2. *High level of general education*
3. *Technological transfer*

Your potential conclusion: whenever (and wherever) 1, 2, and 3 are present, higher economic growth will occur (comparative statement)



Testing Hypothesis

- In order to explain two comparative designs, let me take an example of a revolution study:

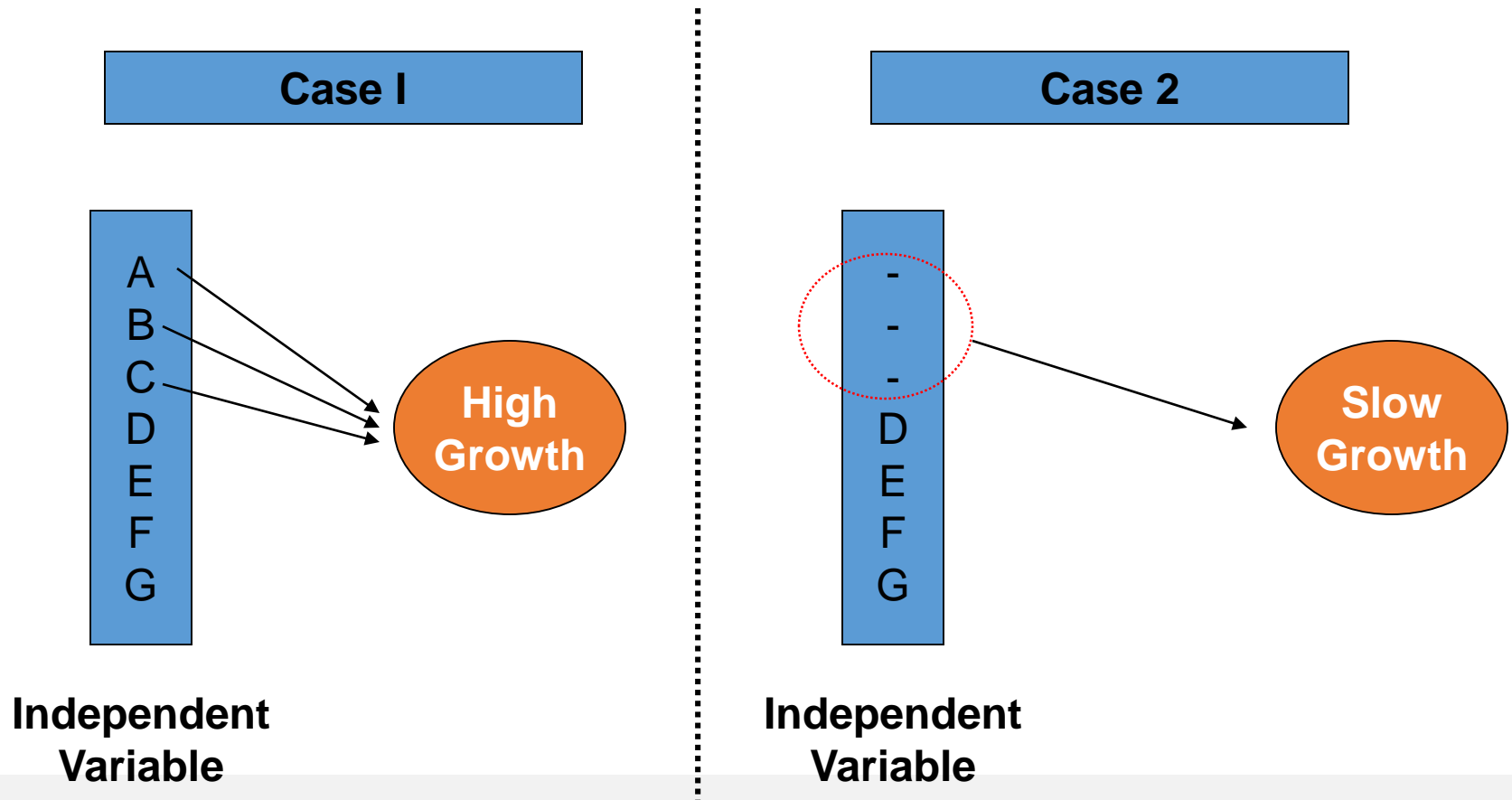
Step:

1. *Define your dependent Variable: _____ or _____*
2. *Think about possible explanations, in addition to 1, 2, 3*
3. *Select Cases*
4. *Design your research (Most Similar System or Most Different System)*
5. *Test*



Most Similar System Design

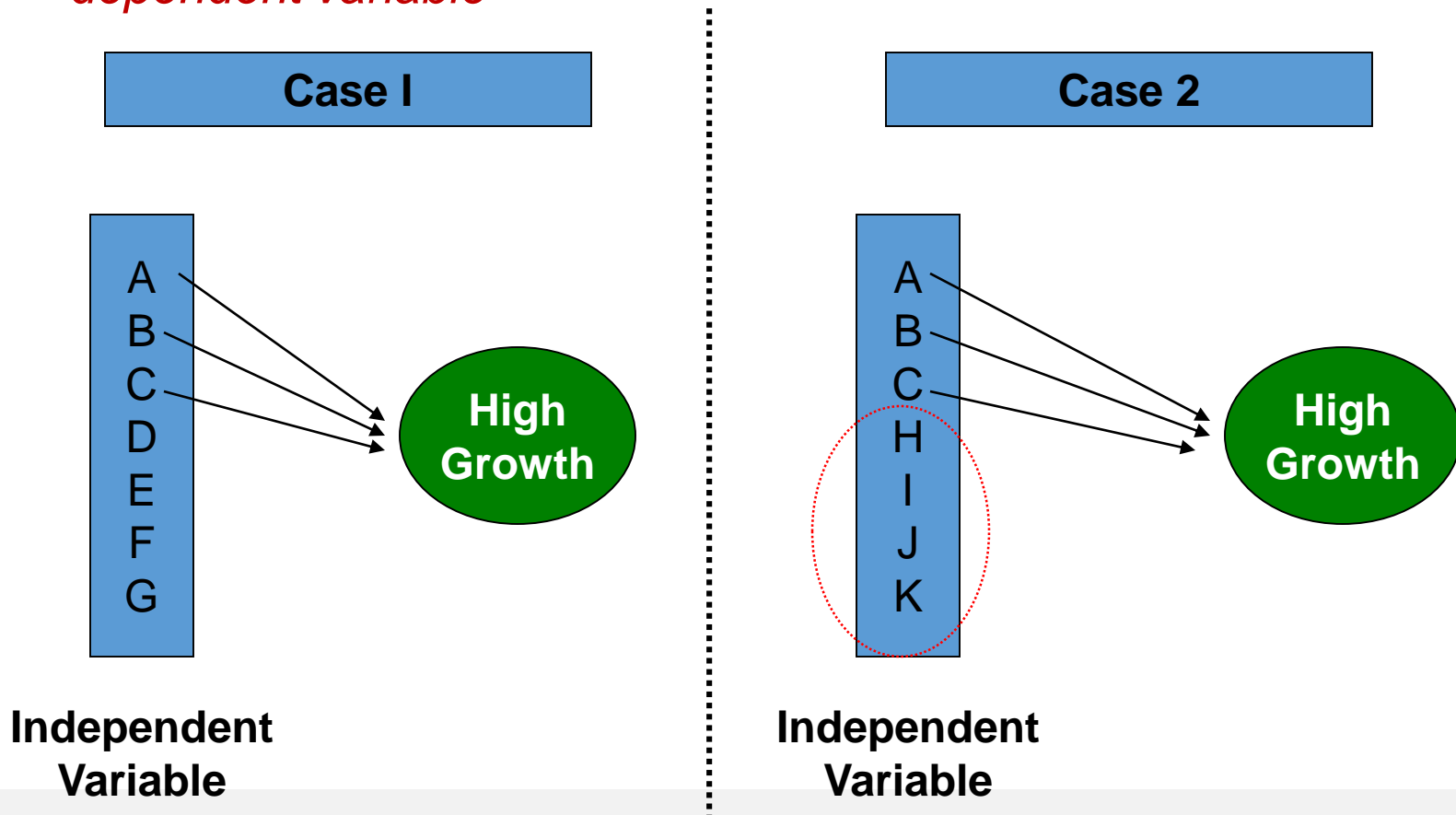
- **Most Similar System Design** (Method of Difference): Comparing very similar cases which only differ in dependent variable





Most Different System Design

- **Most Different System Design** (Method of Agreement): comparing very different cases, all of which however have in common the same *dependent variable*





MSSD vs. MDSD

| | MSSD | | | MDSD | | |
|---------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | A | B | C | A | B | C |
| <i>Independent Variable</i> | a b c | a b c | a b c | a b c | d e f | g h i |
| <i>Key Independent Variable</i> | x | x | g | x | x | x |
| <i>To be explained</i> | y | y | q | y | y | y |



Exercise

- Assume that you are a group of researchers who study socio-economic development of Vietnamese provinces.
- Your group is paying attention to socio-economic gap among provinces. Please discuss how to design a comparative research framework and identify dependent and independent variable. Brainstorm!
- You can do two cases or multiple cases comparison.
- Your group leader briefly present your formula



Q&A



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