

Aid and Development

GSP-MIDAC, Spring 2018
Sat. 16:00-18:45 (Rm 203)
Jisun Jeong

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Meeting by Appointments Only

Course Description

Since the Second World War, the foreign aid has widely been deployed as a tool to engage with developing countries by many governments and international agencies. The course aims to offer students with an opportunity to explore key themes surrounding foreign aid with a detailed review of the major actors. By providing key concepts and contemporary debates in aid and development, the course is designed to prepare students for professional careers in the aid industry.

The course begins with examining the key typology, concepts, actors and history of aid. Multiple motivations and objectives of aid, some of which conflict with each other will be discussed. Students then move on to explore how and why the aid effectiveness agenda was emerged following the Millennium Development Goals while paying special attention on the high-profiling debate between Sachs and Easterly. Different aid instruments and their impact will be analysed. Particular emphasis is given to results-based management among effectiveness agenda and aid evaluations. Drawing upon the case studies of a number of evaluations of Korea's aid at project/programme/country-level, students will be given a chance to be familiarized with a set of aid instruments and their outcomes in multiple settings. The potential of multilateral aid as alternative to bilateral aid will be analysed with a case study of the Korea's multi-bi aid to Afghanistan. The course will conclude by critically analysing changing aid architecture, SDGs and emerging issues. By the end of the course, successful students should be able to demonstrate a thorough understanding of the main concepts and current debates around aid and development while obtaining detailed knowledge on selected themes of their choices.

The class is lecture-based and participants are expected to prepare in advance from the assigned readings for each session and actively participate in discussions and make presentations individually or in teams under the topics that will be decided during the course. As many of Korean projects shall be analysed and discussed as case study, the working knowledge in Korean language is essential to take this course.

Assessment

- Attendance and participation (10%)
- Presentation (30%)
- Mid-term exam (30%)
- Final exam (30%)

Attendance and participation (10%):

Students are expected to attend all classes, do all required readings and as much of the recommended readings as possible in advance, and participate actively in class discussion and make valuable contribution.

Presentation (30%)

Students will be required to prepare an individual presentation (15 – 20 mts) and deliver on the designated week (11th, 12th, 13th) on a case study that analyzes the background, dynamics, and implications of one of the following topics:

- Specific development intervention (project/program/TC...)
What is the nature of the intervention and how has it evolved? What are its implications for aid effectiveness? How successful were the efforts and why?
- The relationship between one development partner (multilateral, bilateral, NGO etc.) and one recipient country: What is the nature of the relationship? How did it evolve and why? What are the implications for aid effectiveness? Where might it go in the future?

Students must form and prepare a one-page abstract of their topic by Mar 24 and the topic must be finalized with the lecturer by Mar 31. More details on each topic and format will be provided in advance of when it is due.

Mid-term (30%) and Final Exam (30%)

TBA

Reference Readings (recommendations only):

Riddell, R. C. (2008). *Does foreign aid really work?*. Oxford University Press.

Tarp, F. (Ed.). (2003). *Foreign aid and development: lessons learnt and directions for the future*. Routledge.

This course requires students to read additional book chapters, journal articles and policy papers.

Class Schedule:

Week 1. Course Introduction (3 Mar)

Course Introduction

Brief overview: definition and concepts

Week 2-3. What is Foreign Aid? : Concepts, history and key actors (10, 17 Mar)

Understanding Foreign Aid and ODA

History of Aid

Who gives to whom and why

Foreign Aid and Korea

Readings

1. Radelet, Steven, 2006, A Primer on Foreign Aid, Center for Global Development Working Paper 92.
2. Tarp, Chapter 3
3. Riddell, Chapters 2&3&4&5&6

Week 4. Aid Effectiveness (24 Mar)

Debates surrounding Aid: Sachs and Easterly

MDG, Paris Declaration and Aid Effectiveness

Case study of Korea's ODA landscape: fragmentation issue

Readings

1. Daniel Miller, "Sachs, Easterly and the Banality of the Aid Effectiveness Debate," *Mapping Politics*, Vol 3, 2010-2011.
2. OECD DAC: "The High Level Fora on Aid Effectiveness: A History." Briefly skim the Rome, Paris, Accra and Busan agreements and declarations to get a sense of their content and how they are related:
(Available at:
<http://www.oecd.org/dac/aideffectiveness/thehighlevelforaonaideffectivenessahistory.htm>)

Week 5. Aid Instruments and their impacts (31 Mar)

Project aid, Programme aid

Technical Cooperation and capacity building

Impact of each aid instruments and at the country-level

Global context vs Korean context

Readings

1. Riddell, Chapters 11&12&13
2. Overseas Development Institute. 2003. "Choice of Aid Modalities". Key Sheets. September 2003.

(Available at: <https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/3183.pdf>)

Week 6. Closer look: Evaluating Aid (7 Apr)

Results-Based Management

Evaluation: Why and How?

Korean contexts: Results Management and Evaluation

Case studies of Evaluations: projects, thematic-based, country-based

Readings

1. Cracknell, B. E. (2000). *Evaluating development aid: issues, problems and solutions*. Sage. Chapter 2 'A Basic Issue: Why Evaluation? For Accountability or for Lesson-Learning?' (pp. 54- 66)

2. Morra-Imas, L. G., Morra, L. G., & Rist, R. C. (2009). *The road to results: Designing and conducting effective development evaluations*. World Bank Publications. Chapter 1 'Introducing Development Evaluation' (pp. 7-35)

(Available at: <https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/3183.pdf>)

Week 7. Multilateral aid as alternative? (14 Apr)

Why multilateral aid?

Determinants of Multilateral allocation

Multilateral Effectiveness

Multi-bi Aid and Trust Fund

Case Study of Korea's multi-bi aid to Afghanistan

Readings

1. OECD. 2013. 'What do we know about Multilateral Aid: The 54 billion dollar question'.

OECD Policy Briefing. (Available at : https://www.oecd.org/dac/aid-architecture/13_03_18%20Policy%20Briefing%20on%20Multilateral%20Aid.pdf)

2. Gulrajani, N. (2016). Bilateral versus multilateral aid channels. Overseas Development Institute (Available at: <https://www.odi.org/sites/odi.org.uk/files/resource-documents/10393.pdf>)

Week 8. Mid-term Exam (21 Apr)

Week 9 - 10. Changing aid Architecture and new actors (28 Apr, 5 May)

Changing Aid Landscape

Emerging donors and new actors

South-South Cooperation and Triangular co-operations

Chinese Aid

Readings

1. Zimmermann, F. and Smith, K. (2011), More Actors, More Money, More Ideas for International Development Co-operation. *Journal of International Development.*, 23: 722–738. doi:10.1002/jid.1796
2. Benn, J. and W. Luijkx (2017), "Emerging providers' international co-operation for development", *OECD Development Co-operation Working Papers*, No. 33, OECD Publishing, Paris. <http://dx.doi.org/10.1787/15d6a3c7-en>
3. Bräutigam, D. (2011). Chinese development aid in Africa: What, where, why, and how much?

Week 11. Presentations (12 May)

Week 12. Presentations (19 May)

Week 13. Presentations (26 May)

Week 14. Sustainable Development Goals and Emerging Issues (2 June)

Financing for Development

MDG vs SDG

SDG Leave No one Behind and Vulnerable groups

Case Study of a Community Development for Guatemalan Refugees

Readings

1. Fukuda-Parr, S. (2016). From the Millennium Development Goals to the Sustainable Development Goals: shifts in purpose, concept, and politics of global goal setting for development. *Gender & Development*, 24(1), 43-52.
2. Stuart, E. and Samman, E. (2017). Defining 'leave no one behind'. Briefing note. October 2017. Overseas Development Institute (Available at : <https://www.odi.org/sites/odi.org.uk/files/resource-documents/11809.pdf>)

Week 15. Final Exam (9 June)