

厦门大学研究生课程教学大纲

课程名称	《发展经济学：贫困、收入不平等与政策评估》		
课程英文名称	Development Economics: Poverty, income inequality and policy evaluation		
*课程编码		面向对象	
先修课程或 预备知识要求	本科经济和统计学课程		
课程学科分类	<input type="checkbox"/> 一级学科课程 <input type="checkbox"/> 二级学科课程 <input type="checkbox"/> 研究方向课程	课程内容分类 (可多选)	<input checked="" type="checkbox"/> 理论讲授 <input type="checkbox"/> 实验 <input type="checkbox"/> 实务 <input type="checkbox"/> 方法论 <input checked="" type="checkbox"/> 文献 <input checked="" type="checkbox"/> 案例 <input type="checkbox"/> 其他_____ (请注明)
总学分/总学时	3 Credits	实践(含实验)学时	
教学目的 与要求	<p>重点介绍世界及各国的具体案例，加强学生们发现问题和解决问题的能力，要求理论联系实际。提高中英文专业表述论证水平，以便更好地适应以后的工作/研究挑战，培养以后能进入国际组织，政府决策机构和智库的人才是我们的课程目标。</p>		

<p>教学主要内容 (中英文)</p>	<p>The course provides a thorough introduction to the methodologies of measuring poverty and inequality; and the policies used to fight poverty in the world and China, from early times to the present day, spanning both rich and poor countries, given that today's rich world was once as poor as today's poor world. It reviews past and present debates on poverty, inequality and policy evaluation through country case studies. Main evaluation methods including <i>Randomization</i>, <i>Matching</i>, <i>double/triple difference</i> and <i>instrumental variables</i> will be covered.</p> <p>Using the data from developed and developing countries, students will learn about many key ideas of economic modeling through the lens of understanding poverty and income inequality. And they will learn how those ideas are put into practice. The course will cover most of the data used in economic analysis, such as household surveys, National Account, International Comparison Program (ICP), Purchasing Power Parities (PPP) and World Development Indicators. The details of data collection/production will be discussed in the class as well as the important issues/limitations when using those data. While economics is important to understanding and fighting poverty, the course will also draw insights from many other fields, including social and political sciences, statistics, computer programming. Vice versa, the methods taught in this course can be used in many other fields.</p>
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教学进度
(中英文, 包括
章节内容及提
要)

Development Economics:
Poverty, income inequality and policy evaluation

Poverty

1. Concepts, history and background
2. Absolutely poverty, relative poverty and etc.
3. Poverty lines
4. Poverty measures
5. Country studies
6. Global poverty
 - . International Comparison Program (ICP) and Purchasing Power Parity
 - . History
 - . Pro and cons
 - . Current version of PPP
 - . The things most of the users don't know but should know
 - . Results
7. Multiple dimensional poverty measures
 - Current methods
 - Data limitations and biases results

Income and consumption inequality

1. Welfare indicator: income vs consumption
 2. Inequality measures
 - o Gini, Thai etc. indices
 - o Watts, MLD
 - o Polarization
 3. Inequality decomposition
 4. Good and bad inequality
 5. Inequality of opportunity
 6. Global, regional and country level income inequality
- Case study

Policy and programs evaluation

1. Problem

To assess impact we need to measure the gains to participants at given level of "income" gains to the "poor." The gain is the difference between participation with the program and that without it. However, while a post-intervention is observed, its value in the absence of the program is not, i.e., it is a counterfactual. The essential problem in evaluation is one of missing data on the counterfactual.

would have happened in the absence of the intervention

2. Common mistakes when doing impacts evaluation
 - participants vs non-participants
 - reflexive comparisons (before vs after)

Tools to fill in the missing data

Randomization: Only a random sample is allowed to participate. “Randomized out” group is the counterfactual.

Matching: Match participants to non-participants from a larger survey. The matches are chosen on the basis of similarities in observed characteristics.

Double or Triple difference:

- Collect baseline data on non-participants and (probable) participants before the program.
- Compare with data on the same individuals after the program.
- Subtract the two differences, or use a regression with a dummy variable for participant.

Instrumental variables:

- Use variables that influence participation -- but do not affect outcomes given participation -- to identify the exogenous variation in outcomes due to the program. The counter-factual is then identified.

3. Current problems in practice

Survey data and analysis take too long

- Weak feedback into program implementation.
- Results come too late to make a difference

Project monitoring has little or no evaluative content

- Plenty of data on inputs,
- but little on performance relative to a relevant counter-factual

- **Programs have to be put in place quickly** Neither randomization or baseline surveys are feasible.

■ Allowing for unobservables

- Finding valid instrumental variables/exclusion restrictions

The foundations of Economic analysis—data

1. Underlying data:

Household survey

National Account: GDP, PCEtc;

	<p>ICP/PPP CPI Population</p> <p>2. Common mistakes when using these data</p>
<p>理论与实践（含实验）教学安排</p>	<ol style="list-style-type: none"> 1. Student will be assigned to small team and use country level data to analyze country's poverty and inequality measures; 2. Students will present their research results in the class following by the class discussion; 3. Students will be expected to give assessment to each type of data they used and provide the overall assessment.
<p>教材或参考书 主要文献资料 或相关数据库</p>	<p>Economics of Poverty by Martin Ravallion, Volume of Measuring Poverty edited by Stephan Klasen (2018), University of Göttingen Martin Ravallion and Chen, Shaohua (2019), "Welfare-Consistent Global Poverty Measures", Journal of Public Economics, forth coming World Bank: "Poverty and Shared prosperity 2016: Talking on Inequality" The World Bank Report. Washington, DC: World Bank, 2016. doi:10.1596/978-1-4648-0958-3 World Bank. <i>A Measured Approach to Ending Poverty and Boosting Shared Prosperity: Concepts, Data, and the Twin Goals</i>. Policy Research Report. Washington, DC: World</p>

	<p>Bank, 2014. doi:10.1596/978-1-4648-0361-1.</p> <p>Martin Ravallion and Chen, Shaohua (2015), “Estimating Benefit Incidence Allowing for Incentives, Errors and Heterogeneity”, Journal of Public Economics 128 (2015) 124–132</p> <p>the Framework, Methodology, and Results of the International Comparison Program (ICP), Chapter 20. Washington, DC: World Bank, May 2013</p> <p>https://publications.worldbank.org/index.php?main_page=product_info&products_id=24450</p> <p>PovcalNet http://iresearch.worldbank.org/PovcalNet/povOnDemand.aspx</p> <p>World Development Indicators http://datatopics.worldbank.org/world-development-indicators/</p>
作业要求	Literature review, PPT, preparing for class discussion and short paper/report in 中英文
考核方式	<input type="checkbox"/> 笔试 <input checked="" type="checkbox"/> 口试 <input type="checkbox"/> 考察 <input checked="" type="checkbox"/> 论文 <input type="checkbox"/> 其他 <u>Presentation</u> (请注明)
成绩构成	作业, 讲演, 论文 各 1/3
备注	

*新开设课程可不填写课程编码，同意开设后由教学秘书编码并填入本表。