

# Sustainable Development and Integrated Management (Lecture 1)

## Trends in Development

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April 17, 2012

# Critical false assumption

1. Blind faith in the belief that Western 'scientific' methods are superior to traditional practices
2. The belief that there is no gender dimension to development
3. The proposition that the elimination of poverty can be achieved by realizing sustained economic growth
4. The priority of economic development over all else, so that governance issues are incidental to economic development

# History of “Development”

- ▶ After the WW II
  - ◆ Development = Modernization
- ▶ 1950s & 1960s
  - ◆ Development = Economic development
  - ◆ Improvement of people and circumstance at household level
  - ◆ Commitment to industrialism & rush to develop economies
- ▶ 1970s
  - ◆ Rediscovery and loss of a poverty focus (Robert McNamara 1968-1981)
  - ◆ Importance of placing poverty reduction at centre stage of development
  - ◆ BHN approach (Food&nutrition, medicals&health, basic education)
  - ◆ ILO initiatives (1972)
  - ◆ New direction for overseas aids (1973, USA)

# History of “Development”

## ► 1970s&1980s

- ◆ Movement to basic needs in development planning = positive evolution, However...
  - ◆ Technical assistance professionals already “knew the sort of help that poor people needed to overcome their poverty” = paternalistic tone
  - ◆ Meaning of development remained “technocratic”, “paternalistic” & “elitist”
  - ◆ Little nor no value was given in development planning to the knowledge that poor people have of how poverty effects, why they cannot escape...
- Debt crises
    - ◆ Oil crises in 1970s
    - ◆ Decreased income of non-oil producing developing countries
    - ◆ Increased borrowing from developed countries

# History of “Development”

## ► Critique

- ◆ No policy dialogue
  - ◆ Limitation of economic development
  - ◆ Limited benefit to the lower
  - ◆ Critical assumption: “the poor have little if anything to contribute”
  - ◆ Western-trained development professionals could not see that “the poor are victims of the systems in which they struggle to survive”
- Energy crises (1972-1980) precipitated a reassessment of development issues dealing with sustainability and resource management

# Paradigm Shift

1. Significance of Green Revolution
2. Gender sensitive development
3. Microfinance-led development

# Green Revolution

- ▶ During Robert McNamara term at the World Bank
- ▶ Three complementary shifts in thinking:
  1. Discovery of the importance of successful farming systems to technology transfer
  2. Discover of the critical contribution that women make to rural production, especially in the poorest households, and
  3. The discovery of the constraints to self-employment and income generation by poor households that can be lifted by the application of microfinance

# Gender sensitive development

- No literatures before 1970s on gender issues, importance of role of women in development
- “*Women’s Role in Economic Development*” by E. Boserup (e.g. women are responsible for 70% of agricultural production in selected African countries)
- First stage: WID (women in development) to define the role of women
- Second stage: WAD (women and development) to increase the number of women in all aspect of development, agriculture, health, education or community development
- Third stage: GAD (gender and development) to open the gate to more holistic approach to incorporate women’s issues into development planning



# Microfinance-led development

- Past approach for agricultural development in poor
  - ◆ Need for subsidized rural credit to enable poor farmers to adopt new technologies and move into cash-based production systems was taken as a given
- New approach
  - ◆ Grameen Bank (professor M. Yunus) in Bangladesh
  - ◆ built on participatory partnerships with poor people
  - ◆ The poor do have investment opportunity, are driven by self-interest,
  - ◆ To provide opportunity do take responsibility for their own welfare, own livelihoods, and own future
  - ◆ Enable individuals, groups and communities to mobilize local resources, engage in wealth creation, obtain the means to have greater control of their personal prospects
  - ◆ Microfinance is, therefore, very people-centered approach

# Progress in development 1970s to 1990s

- ▶ A child born today can live 8 years longer than 30 years ago
- ▶ Adult literacy rate increased from 47% in 1970 to 73% in 1999
- ▶ Access to safe water in rural areas grew more than fivefold
- ▶ Average income (in US\$) doubled in real terms
- ▶ Widened the human freedom (from military rule to more political choice)

# Development: Trend in 1990s

- ▶ Human Security (UNDP, 1994)
- ▶ New Development Strategy (OECD, 1996)
- ▶ Comprehensive Development Framework (World Bank, 1999)
- ▶ Jubilee 2000 (NGO, 2000)
- ▶ Common factors
  - Poverty alleviation
  - Emphasis on Non-economic aspects
  - Holistic approach
  - Partnership of stakeholders
  - People-centered participation

# UN Millennium Declaration Goals for 2015

- ▶ To halve the proportion of people living in extreme poverty
- ▶ To halve the proportion of people suffering from hunger
- ▶ To halve the proportion of people without access to safe water
- ▶ To achieve universal completion of primary schooling
- ▶ To empower women and eliminate gender disparities in basic education
- ▶ To reduce maternal mortality ratios by three-quarters
- ▶ To reduce infant mortality ratios by two-thirds
- ▶ To halt and begin to reverse the spread of HIV/AIDS
- ▶ To provide access for all who want reproductive health services
- ▶ To implement national strategies for sustainable development to reverse the loss of environment resources by 2015

# Regional differences in development

- ▶ Adult literacy: (average in developing countries 73%)
  - South Asia 55%, Sub-Saharan Africa 60%
- ▶ Life expectancy at birth: (average 60 years)
  - Sub-Saharan Africa 48.8 years
- ▶ People living on less than \$1
  - Sub-Saharan Africa 46%
  - South Asia 40%
  - East Asia and the Pacific 15%
  - Latin America 15%

# A long way still to go...

## ► Health

- No access to improved water sources: 968 million
- No access to basic sanitation: 2.3 billion
- Living with HIV/AIDS: 34 million

## ► Education

- Illiterate adult: 854 million (about 70% are women)
- Out-of-school children at basic education : 325 million (about 60% girls)

## ► Income Poverty

- Living on less than \$1 per day: 1.2 billion
- Living on less than \$2 per day: 2.8 billion

## ► Child welfare

- Under weight children under 5: 163 million
- Children under 5 dying annually from preventable causes: 11 million

# Six Biases

## (Nothing but Review!)

1. Spatial biases: urban, tarmac and roadside
2. Project biases
3. Person biases
4. Dry season biases
5. Diplomatic biases: politeness and timidity
6. Professional biases

# Spatial Biases

- ▶ Concentrates on rural visits near towns and capital cities and administrative centers
- ▶ Hard to reach from the urban centers, “remoter areas”, they remain largely unseen
- ▶ Services near main roads are better staffed and equipped
- ▶ Road and transportation development brings well-off rural people to visible areas
- ▶ Fuel shortages and costs...remoter areas cost more



# Project Biases

- ▶ Rural development and research are linked to networks of urban-rural contacts
- ▶ Research generates more research
- ▶ Investment by donors draws more study and project
- ▶ “Project tour” may be organized for public relations
- ▶ “Project focused areas” may not reflect real situations of rural people

# Person Biases

1. Elite bias: less poor and more influential rural people
  - They are the key informants
  - Progressive farmers, village leaders, teachers, traders
  - They articulates 'the villagers' interests and wishes"
2. Male bias: most local level representatives are men
  - Female farmers have less chance to be heard and to be seen
  - Rural women are deprived class within a class
3. User and adopter biases: those who use new practices are more seen
  - Children in schools rather than those out of school
  - Patients in clinic rather than those who are too sick, too poor
4. Active, present and living bias:
  - Much of the worst poverty is hidden by its removal

# Dry Season Biases

- ▶ Most poor people live in areas of “wet-dry” tropical seasons
- ▶ Wet season: food shortage, infectious diseases, higher infant mortality rates, malnutrition
- ▶ Outsiders’ visits concentrate on dry season due to accessibility and feasibility
- ▶ Institutes concentrate their field research in dry seasons
- ▶ “The worst is not seen”

# Diplomatic Biases

- ▶ Poverty in any country can be a subject of shame, something to be shut out
- ▶ Project officers may not wish to examine the failure of the program intended to benefit the poor
- ▶ Courtesy, politeness and cowardice may keep outsiders and the poorest apart

# Professional Biases

- ▶ Professional training, values and interests present problems
- ▶ They can satisfy their interest through informants among the better educated or less poor
- ▶ Poverty (lack of assets, inadequate stocks, foods and income), physical weakness, isolation, powerlessness all mesh and interlock!
- ▶ Professionals often lack in time and become narrowly single-minded to their own specialization
- ▶ They are NOT aware of all the negative factors affecting poorer people

# How can we contribute?

- ▶ As an engineer?
- ▶ As a researcher?
- ▶ As an educator?
- ▶ As a graduate student?
- ▶ As a Japanese/other national?