



THE FULBRIGHT ECONOMICS TEACHING PROGRAM

*At the University of Economics,
Ho Chi Minh City
In Partnership with the
Harvard Kennedy School*

Guide to Programs and Courses 2009-2011

www.fetp.edu.vn



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Welcome

Dear Prospective Applicant,

Vietnam has recorded important achievements during the *Doi Moi* period. The size of the economy has tripled in just 16 years, and the official poverty rate has fallen by three fourths over the same period. Once isolated from global markets, Vietnam is today deeply integrated into global trading and financial systems. Export growth has averaged twenty percent per year, with growth distributed across an increasingly diverse range of sectors and products.

Managing a larger and increasingly complex and integrated economy places tremendous demands on policymakers. The government faces an array of pressing challenges, including regional development, urbanization, improving health and education systems and environmental sustainability. At the same time, policymakers must pay close attention to macroeconomic stability, international competitiveness and the strength of the financial system.

Vietnamese policymakers must grapple with these challenges at a time of unprecedented economic turmoil. As this brochure goes to press, the world is experiencing economic disruption on a scale not seen in seventy years. It is impossible to tell what the future holds, but the consequences of the current crisis are certain to be far-reaching, and a rapid return to the benign economic environment that has characterized much of the *Doi Moi* period is unlikely. The structural weaknesses in the Vietnamese economy laid bare by the crisis suggest that Vietnam must adopt a new growth model in order to sustain economic growth.

Vietnam's capacity to respond to these and other challenges depends on the quality of public sector management. The Fulbright Economics Teaching Program (commonly known as the Fulbright School) is

dedicated to providing world class training to Vietnamese policymakers and working with them to devise innovative solutions to the country's policy challenges. Fulbright School faculty and our colleagues from institutions inside and outside of Vietnam, including the Harvard Kennedy School, coordinate closely with the Vietnamese government to produce policy analysis that is timely, practical, and critical.

The flagship program of the Fulbright School is the two-year Masters in Public Policy (MPP) offered in collaboration with the University of Economics-Ho Chi Minh City and the Harvard Kennedy School. The program—the first of its kind in Vietnam—provides the next generation of public sector leaders with the skills and experience they need to address the policy challenges of tomorrow.

The Fulbright School MPP is inspired by the Harvard Kennedy School's own public policy degree programs. However, we recognize that Vietnamese policymakers require a curriculum that takes into account the unique challenges of implementing policies in a developing and transition country. It is for this reason that the MPP program is expressly tailored to Vietnam's development context.

Students at the Fulbright School are not passive recipients of an imparted body of knowledge but are instead active participants in a knowledge creation enterprise that is unique in Vietnam. In the following pages you will have an opportunity to meet members of the Fulbright School community and learn more about our activities.

Additional information about the Fulbright School MPP and our other programs and activities is available on our website: <http://www.fetp.edu.vn>.

We look forward to hearing from you.

Jonathan R. Pincus
Dean

A Unique Vietnamese Institution

FOUNDED IN 1994, THE FULBRIGHT SCHOOL IS A PARTNERSHIP OF THE University of Economics, Ho Chi Minh City and the Harvard Kennedy School. The School receives core funding from the Bureau of Educational and Cultural Affairs of the United States Department of State. The School is a Vietnamese institution with international stakeholders, operated according to governance principles that are prerequisites for excellence: autonomy, meritocracy, accountability, and high standards.

The Fulbright School creates, transmits, and disseminates knowledge. Our Vietnamese and international faculty possess a sophisticated understanding of Vietnam, which they connect to regional and global trends. Today this knowledge generation project supports three core initiatives: *teaching*, including the Masters in Public Policy program and executive education; *research*, into complex policy issues confronting Vietnam; and *policy dialogue*, through discussion with Vietnamese policymakers and participation in the public policy discourse in Vietnam.

The materials employed in our teaching are made available to students and teachers across Vietnam and around the world through FETP OpenCourseWare (OCW). The Fulbright School strives to foster a dynamic learning environment, where students and faculty are focused on attaining the highest standards of inquiry and practice.

The Fulbright School is affiliated with the Ash Institute at the Harvard Kennedy School, a leading center for the study and promotion of innovations in government and public leadership. Our faculty draws upon the Ash Institute's cutting-edge policy research and global leadership network to bring comparative experience to bear on Vietnamese policy issues.



Why Study Public Policy?

VIETNAM HAS ENJOYED IMPRESSIVE SOCIOECONOMIC

development over the past two decades. Vietnamese people are leading healthier, more prosperous lives than at any time in the country's history. The engine of this remarkable transformation was a series of farsighted reforms that unleashed the productive forces of Vietnamese society and redefined the role of the state in many sectors.

Vietnamese people have good cause for optimism. However, international development experience teaches that past performance is not a guarantor of future success. Indeed, of the many countries that have achieved lower middle income status, only a small minority have continued to develop into truly prosperous and modern societies. Most reach a plateau, unable to impose the delicate mix of policies needed to maintain an environment facilitative of broad based growth.

While every country's development path is unique, it is nonetheless possible to identify certain characteristics shared by the most successful countries. One of the most basic is the capacity of government to adapt to new and more complex challenges that arise as a society grows wealthier and more advanced. Urbanization, growing inequality, and the need to balance economic growth with environmental sustainability, are just a few of the many inevitable policy problems Vietnam must overcome to achieve its development goals. Crafting appropriate responses will require a more sophisticated policy tool kit than that which Vietnamese policymakers have drawn upon to date.

In the broadest sense, public policy is the study of the resolution of public problems and the advancement of public welfare. Public policy differs from other types of professional training. Where a management program asks how a firm should be managed and public administration schools teach about institutions, procedures and rules, a public policy program asks more fundamental questions. It asks what public goals are, different methods for achieving them and their relationships, and practical problems in applying particular solutions. In short, it is a rigorous, reality-based analysis of problems facing governments with an emphasis on finding solutions.

One of the enduring challenges of effective policymaking in complex economies is that the effect of a policy decision can be felt across many sectors. The decision by a province to offer investment incentives may have an impact not just on its economic structure but also on areas such as environment, agriculture, etc. This requires policymakers and public sector managers to "see over the horizon," anticipating the likely impact of policy options and weighing the costs and benefits of each course of action.

I really appreciate the Fulbright School's dedication to maintaining the highest standards of academic honesty. The consequences for submitting work that is not one's own are severe. There are no exceptions. Our teachers adhere to equally high standards, and students are asked to give detailed feedback on each course. The Fulbright School is a community based on a shared commitment to excellence.

*Ms. Ma Thi Huong
Lecturer, Teaching Team Leader
Thai Nguyen University of Economic
and Business Administration*

Class 7



Jay Rosengard, Harvard Kennedy School

THE FULBRIGHT School is unique among the many public policy educational institutions I

have worked with around the world, primarily because it is carefully designed to meet the specific needs of Vietnam as the country continues its transition from a command to a market economy.

The Fulbright School attracts the best students throughout Vietnam and from a wide cross-section of professional disciplines due to a combination of extensive outreach and recruitment, extremely demanding entrance requirements, a rigorous curriculum that combines theory and application, and use of Vietnamese as the medium of instruction. These factors also allow the Fulbright School to attract faculty who are among Vietnam's best and brightest educators and scholars.

The Fulbright School's emphasis on public accessibility and continuing engagement of alumni is exemplified by its open courseware. Yet another unusual characteristic of the Fulbright School is the exceptional policy research and dissemination program that complements its foundation of excellence in teaching - the integrity and candor of the Fulbright School's research and publications are highly valued by Vietnam's senior leadership.

The Fulbright School is in a unique position to have both an immediate and a long-term positive impact on Vietnamese development, to truly make a difference as Vietnam faces the enormous challenge of designing and implementing public policies that foster sustainable and equitable growth.

Nguyen Xuan Thanh, Lecturer of Public Policy



OF COURSE, IN IMPORTANT respects the Fulbright School MPP is modeled on the Harvard Kennedy School's approach to teaching public policy. Our goal is to equip students with the conceptual and analytical frameworks needed to assess public problems and craft innovative solutions to them. However, in all of our courses we try to account for the unique challenges that confront public sector decision-makers in a developing country like Vietnam. For this reason, although we use case studies developed at Harvard and elsewhere, we also write original case studies based on our research on Vietnam. In these cases we try to explore some of the obstacles that an official in Vietnam confronts trying to affect change in his or her agency. The ultimate goal, of course, is to help our students become more effective leaders.

As a teacher, one of my goals is to leverage students' own professional experiences in the

classroom. For instance, one of the courses that I teach is Project Appraisal. Determining how to allocate scarce public resources efficiently is a responsibility of public sector managers; in this class we learn how to appraise a project from the perspectives of multiple stakeholders—central and local government, business, local people, non-governmental organizations, etc. Of course, many of our students have had first-hand experiences that are directly relevant to this process. I try to ensure that as many of these stories are shared as possible. Oftentimes, at the conclusion of a case study, students will look back on a project he or she was involved in with a new perspective, perhaps concluding that they would have reached a different conclusion. As a teacher of public policy, helping students make the connection between the classroom and the “real world” is tremendously rewarding.

As the director of an agency responsible for promoting trade and foreign investment, I work at the intersection of government and business. To do my job effectively it is critical that I be able to step into the shoes of my “clients”—Vietnamese and international firms—by understanding their concerns and priorities. Thankfully, I had the opportunity to consider the impact that government policy has on business at the Fulbright School. As a career government official, I also learned a great deal from my classmates with business backgrounds.

Mr. Tu Minh Thien

Director, Ho Chi Minh City Trade

Promotion and Investment Center

Class 3

Two-Year Masters in Public Policy Program

THE FULBRIGHT SCHOOL'S TWO-YEAR MASTERS IN PUBLIC Policy (MPP) Program is the first of its kind in Vietnam. The program's objective is to equip Vietnamese professionals with strong intellectual foundations in policy analysis, management, and leadership. Through coursework and research, students will learn to assess the key elements and perspectives of public policy, devise actionable solutions, and assess the organizational capacity needed to implement these solutions.

A solid grounding in economics is the cornerstone of the MPP curriculum. We believe that economic analysis is an essential tool of effective policymaking in any sector in which policymakers must decide how best to allocate scarce resources. Although students are exposed to the quantitative methods of the discipline, greater emphasis is placed on applying core concepts to real-world situations.

The program's design is informed by the Harvard Kennedy School's pioneering approach to public policy education. Unlike public policy programs abroad, however, the Fulbright School MPP is specifically tailored to the challenges confronting public sector decision makers in a developing economy. Fulbright School lecturers review the curriculum on an on-going basis to ensure that it anticipates and responds to the current conditions of Vietnam's economic development.

The MPP is intended primarily for leaders, policymakers, and public sector managers, as well as researchers and university instructors. The program does not teach business administration, but it may be appropriate for some private sector managers, especially those working at the intersection of business and government. Alumni of the one-year program in applied economics and public policy, offered for thirteen years from 1995-2008, are encouraged to apply.

Students who successfully complete all requirements for graduation shall receive a Master in Public Policy degree issued by the University of Economics-Ho Chi Minh City.

The Curriculum

The Fulbright School MPP is a two-year, full-time program consisting of three terms of course work and one term of guided research. Successful completion of a masters thesis is a prerequisite for graduation.

The First Year

The first year of the Fulbright School MPP equips students with theoretical foundations and analytical frameworks.

The fall term provides key prerequisites for the program, including micro-and macroeconomics, and quantitative methods. Students will be expected to complete several required courses at the University of Economics-Ho Chi Minh City.

The spring term consists of specialized policy analysis courses like development economics, public sector economics, financial analysis, and rural transformation. Students synthesize and connect theoretical principles to Vietnam's specific socio-economic context—a critical element of the program's approach.

The Second Year

The second year consists of coursework in management and leadership, policy analysis, and research methods, culminating with the completion of the master's thesis.

In the fall term, through courses in public sector leadership and management, students move beyond policy analysis and formulation to grasp the skills that public officials need to effectively implement policy. In the analytical framework for public policy course, students will systematize knowledge and skills acquired in earlier courses.

During the spring term second-year students work with a faculty advisor to research and write their master's thesis. The masters thesis may take the form of an extended academic study or a policy analysis exercise. All students are expected to meet regularly with their faculty advisor and to attend occasional workshops with other students.

Over the course of the two-year program, coursework is supplemented by a range of enrichment activities. Students explore emerging issues in globalization through an innovative seminar series led by Fulbright School faculty and outside experts. Classroom learning is supplemented by field trips, seminars, panel discussions, and intensive use of computer-based resources to access and analyze data. Through the Fulbright School guest lecturer program, leading scholars, policymakers, and executives speak to students on key policy issues.



Professor Dwight Perkins, Harvard University



Le Thi Quynh Tram, Tutor in Economics

Course Calendar (2009-2011)

Year One

Fall Term - Tools for Analysis and Background 9/2009-12/2009

- Institutional Analysis/Introduction to Public Policy
- Microeconomics for Public Policy
- Macroeconomics – Theory and Policy Applications
- Quantitative Methods

Spring Term - Sectoral Policy Analysis 1/2010-6/2010

- Development Policy
- Financial Analysis
- Public Sector Economics
- Marketing Places (half course)
- Rural Transformation (half course)

Year Two

Fall Term - Advanced Policy Analysis, Management, and Leadership 9/2010-12/2010

- Appraisal of Public Investment
- Research Methods for Public Policy
- Development Finance (half course)
- Trade: Theory and Institutions (half course)
- Public Management (half course)
- Leadership in the Public Sector (half course)
- Philosophy and Theory

Spring Semester – Policy Research 1/2011-6/2011

- Policy seminar series
- Completion of masters thesis



Tools for Analysis and Background

Institutional Analysis/Introduction to Public Policy

The course introduces the discipline of public policy, discusses how policy is made and how we study policy choices. It uses a case-based, interactive approach to introduce students to basic issues confronting public sector managers. Issues including problem definition, prioritization, and decision-making will be addressed. A primary objective of the course is to familiarize students with a classroom environment that emphasizes discussion and dynamic interaction between teacher and student.

Microeconomics for Public Policy

The course introduces the key principles of microeconomics, such as demand, supply, market equilibrium, theory of consumer behavior and production theory. The course also considers key themes in the formulation of public policy like efficiency and equality, cost benefit analysis, market failure, and the economic role of the state in developing, transitional, and integrating economies.

Macroeconomics – Theory and Policy Applications

The course covers the fundamentals of macroeconomics and develops analytical skills needed to analyze macroeconomic events with the objective of introducing students to the process of designing and implementing macroeconomic policies in developing countries. Students will apply models to explain the relationships among macroeconomic variables (GDP, price, employment, consumption, investment, government expenditure, tax, money supply and demand, interest rate, and exchange rate), short term economic changes and long-term growth.

Quantitative Methods

The course presents commonly used methods for estimating economic relationships among observed variables and for testing hypotheses about those relationships. The objective of the course is to introduce students to the power of statistical and econometric methodologies as well as their limitations. The goal of the course is to help students become sophisticated consumers of statistical information.

Spring

Year One

Sectoral Policy Analysis

For several years through the end of 2007 Vietnam experienced a heady boom. Capital poured in from overseas and people rushed to invest in the stock market and in real estate. Many newly established Vietnamese banks behaved as if asset prices would never fall. I knew from courses like economic development that the conditions we were experiencing were not sustainable. I worked with my colleagues to ensure that our investments remained prudent. As a result, even though the current economic situation is very challenging, I feel confident that we will emerge even stronger.

Mr. Trinh Hoai Giang

Deputy General Director, Corporate

Finance, HCMC Securities Corporation

Class 7

Development Policy

Development Policy reviews the main topics in development economics and explores emerging issues such as the role of institutional change in the growth process. It addresses topics relating to economic growth, poverty reduction, inequality, environmental sustainability and social policy. Special topics include the economic development of China and comparative economic development in the East Asian region.

Financial Analysis

The course provides students with a firm grasp of the core principles of finance and methods for applying these theories in real-world scenarios through case studies. Key components include financial statement analysis, the time value of money, cost of capital, capital budgets, capital structure, and firm valuation.

Public Sector Economics

Public sector economics presents advanced topics in microeconomics. The course considers the role and scale of the public sector, the mobilization of state resources and public sector expenditures. The course focuses on principal policy options for the design and implementation of public finance in open economies, emphasizing the utilization of theoretical and applied techniques for the identification and assessment of the impact of alternative taxation policies on an economy's resource allocation.

Marketing Places (half course)

This short course prepares decision makers at the provincial level to more effectively leverage local strengths and outside markets in order to design strategies for regional development. Students will build a marketing strategy for attracting investment, talented labor, and tourists to their home province, and will examine how to gain access to foreign markets for their local products. Case studies based on actual situations in different regions and provinces in Vietnam will be used for class discussion and practice.

Rural Transformation (half course)

Rural Transformation explores the issues and challenges of developing a rural economy. The course will study the experiences of other developing countries, with a focus on issues relating to Vietnam. Field trips will enhance the understanding of real world applications.

Advanced Policy Analysis, Management and Leadership

Appraisal of Public Investment

This course provides students with concepts and skills to conduct project appraisal from budget development to the calculation of financial and economic capital costs. Using multiple investment criteria, students will analyze projects from the viewpoints of all stakeholders. Students will also consider the political and social consequences of development projects. It will draw heavily on case studies based on actual investment projects from Vietnam and other contexts.

Research Methods for Public Policy

Research Methods reviews and summarizes the methods, models, and tools used in the analysis of public policy. Students will divide themselves into course groups based on their thesis topics. The course considers critical issues related to public policy during the first year, enabling students to systemize their knowledge. At this time, students will be equipped with solid methodological grounding needed to undertake the graduation thesis.

Development Finance (half course)

This course considers the approaches to developing a well-functioning financial system in order to promote economic development in an open, transitional, and developing economy. The course will consider the development experience and financial crises of countries in the region in order to draw lessons and implications for Vietnam. Institutional approaches and case studies will be used extensively.

Public Management (half course)

Public Management provides analytical tools for use in the policy implementation process and in managing the activities of public organizations. Key issues include strategic management, performance measurement, organizational networks and structure, process management, leadership and change.

Public Sector Leadership (half course)

This course considers the responsibilities and role of leadership in the political, economic, and social context of Vietnam. The factors that enhance or inhibit the ability to implement authority and carry out a position of leadership will be analyzed in detail. Case studies, drawn from both historical and contemporary contexts, will be used to illustrate the successes and failures of individuals occupying leadership positions.



The Hon. Pham Xuan Tho,
Economist Court of Ho Chi Minh City,
executive education participant, 2005

Trade: Institutions and Impact (half course)

This course applies trade theory to investigate the institutions, such as the World Trade Organization, that help shape trade policies and resolve disputes. Vietnam's trade liberalization process will be examined in the context of the ASEAN Free Trade Area and Vietnam's bilateral and multilateral trade agreements. Empirical evaluations of more or less open trade policies will be reviewed, along with their implications for Vietnam.

Philosophy and Theory

This course, required by the Ministry of Education and Training, covers fundamental philosophical and theoretical concepts. Includes an overview of philosophy and the history of philosophy; dialectical materialism; the unifying principles of the theory and practice of Marxism-Leninism; theories of social and economic morphology; the theory of the state and the rule of law and its application in Vietnam. Taught at the University of Economics-Ho Chi Minh City.

Spring Term

Year Two

Policy Research

Policy Seminars and Master's Thesis

As a condition of graduation, all students must complete a thesis of approximately 40 pages (12,000 words) in length. Students are expected to analyze a specific public sector problem and recommend policies and approaches to implement these recommendations. Every student shall be assigned a faculty advisor. During the semester students will participate in policy seminars organized by thesis topic. These groups will meet weekly to provide an opportunity for students to share the results of their research and receive feedback from classmates and faculty.

Research for Policy Analysis

THE FULBRIGHT SCHOOL BELIEVES THAT EFFECTIVE PUBLIC

policy training requires a sophisticated understanding of policy issues. This conviction drives an ambitious research effort, bringing together Vietnamese and international faculty as well as researchers and policy analysts from leading government agencies and universities in Vietnam and abroad. Fulbright School research generates case studies and policy papers which infuse its curricula with a closeness to practice that is a core component of the School's approach to learning. It also creates intellectual capital, enabling the School to proactively engage in a dialogue with Vietnamese policymakers.

FETP research teams are multidisciplinary and experienced in conducting research in transitional economies. A typical research initiative will be led by a senior Fulbright School faculty member, who works closely with one or more Harvard colleagues. In many cases, Vietnamese policy analysts from government agencies or think tanks join the research team. The School recognizes that statistical data may be unreliable or incomplete and that compiling an accurate picture of a policy problem requires a willingness to work in the field and strong partnerships with Vietnamese government agencies and the private sector. In a globalized world, a country cannot be viewed in isolation, and through its partnership with the Harvard Kennedy School, the Fulbright School has access to a significant reservoir of expertise on the economies of East Asia and Southeast Asia.

Research topics are selected for their relevance to Vietnam's public policy problems and are closely aligned with the Vietnamese government's priorities. In 2009-2010, Fulbright School faculty will undertake an ambitious slate of research projects. The range of public policy challenges produced by rapid urbanization is a key area of inquiry. Ho Chi Minh City and the surrounding provinces are absorbing significant in-migration, attracted by the region's rapid economic growth. At present, however, the region's hard and soft infrastructure is insufficient to absorb this expansion. The stakes are high: international experience demonstrates that poorly managed urbanization can produce serious bottlenecks to long-term socioeconomic development. Barriers to the emergence of more efficient infrastructure—in cities as well as in the countryside—will be considered. The relationship between mobility and poverty reduction is another important topic. Public finance is a second priority area. Fulbright School researchers will consider both revenue and expenditure issues, with particular emphasis on the current budget deficit and the need to increase the efficiency of public resource allocation. Third, regional and local development, including economic development in rural communities, will remain a priority in 2009-2010. In this context Fulbright School and Harvard experts will examine land policy, one of the thorniest issues confronting Vietnamese policymakers and a critical barrier to the development of a more vibrant and competitive economic environment. In close coordination with Vietnamese government colleagues, the research team will create a series of case studies to highlight key problems. The need for increased regional (inter-province) cooperation and coordination will also be considered. Finally, the Fulbright School will continue to conduct analysis of the education sector, with special focus on higher education.



Dr. Vu Thanh Tu Anh, Lecturer of Economics

AS THE Fulbright School's director of research, in recent years I have researched a wide range of policy issues such as regional development, industrial policy, and governance of state-owned enterprises. Recently my colleagues and I

have devoted a great deal of time to macroeconomic issues, which are a primary concern of the government, like inflation, the trade deficit, fiscal stimulus, and public investment.

Our research is always applied and policy-oriented. We combine analysis of problems confronting Vietnam with comparative perspectives. One advantage of developing later is that we can learn from the successes and failures of countries that came before us. How can we avoid the pitfalls that befell other Southeast Asian countries in the 1990s?

One of the most rewarding aspects of my research is the opportunity to incorporate new data and findings into the courses I teach in the MPP program. Effective public policy teaching must be relevant to the challenges students will face as practitioners and the only way to ensure relevance is to continuously update course content..

Jonathan Pincus, Dean of the Faculty



VIETNAM IS A COUNTRY OF nearly limitless economic potential. That potential comes from the Vietnamese people, their desire to improve their situation, to make sure their children have every opportunity in life and their commitment to education and all forms of learning.

Commitment and desire are important, but they are not enough to guarantee economic progress. Development means building public institutions to support a more complex society and economy. Government agencies must work more efficiently and effectively. Economic policy must create a business environment in which people feel that if they work hard they can get ahead. We at the Fulbright School are tremendously proud of the efforts of our alumni to build Vietnam's public institutions and to make policy for the benefit of the Vietnamese people.

Because every country has its own history and country, the process of development differs from place to place. Yet we can learn many lessons, both positive and negative, from the development experiences of other countries and other historical periods. Harvard Kennedy School graduate programs teach students the principles of public policy and distill policy lessons from around the world. The Fulbright School Masters of Public Policy situates this knowledge within the local context by incorporating case material from our research program. The result is a world class program with a uniquely Vietnamese perspective.

Fulbright School lecturers like Professor David Dapice and Dwight Perkins taught me that national economic development is in fact an international process. Vietnam's economic transformation has depended critically on attracting foreign investment and identifying foreign markets for our products. This insight informs my current work as an editor covering international and national economic news.

Mr. Tran Quoc Hai

*Principle Editor, National and International Economic News Bureau,
Vietnam News Agency*

Class 12

FETP OpenCourseWare

My province is poor and remote. We enjoy certain advantages, including tourism and proximity to the border with China. However, many of the factors that have contributed to the rapid growth of provinces around major urban centers, such as FDI attraction, simply will not be a major factor here. It is therefore critical to ensure that every dong of the provincial budget is spent as wisely as possible. Courses like public finance and project appraisal taught me skills that I apply every day. From time to time I also visit the FETP website to read the Fulbright School's latest policy analysis and browse the sections devoted to courses relevant to my work.

Mr. Duong Duc Huy

Director, Agro-Forestry Seed Center,

Lao Cai

Class 7



Professor David Dapice, Tufts University, Harvard Kennedy School Asia Programs

IF VIETNAM IS TO COMPETE SUCCESSFULLY IN THE GLOBAL marketplace, it must tap global sources of knowledge. This observation informs FETP OpenCourseWare. Inspired by the Massachusetts Institute of Technology's OpenCourseWare Initiative, FETP OpenCourseWare is not a long distance learning project. Rather it is a resource for people working or studying in policy-related fields to expand their knowledge of Vietnamese policy issues and the forces of globalization.

Through FETP OCW, anyone with access to the Internet can download our teaching materials and policy research. Use of FETP OCW has increased rapidly over the past five years, a trend that reflects the dramatic expansion of Internet access in Vietnam. All teaching materials (including syllabi, lecture notes, reading lists, problem sets, and selected readings) are governed by the Creative Commons license that enables users to modify materials for their own use. For this reason, FETP OpenCourseWare is a particularly valuable resource for educators. University instructors are encouraged to adopt FETP's curricular materials in their own courses. Students may use FETP's materials to guide independent study.

The benefits of OpenCourseWare are reciprocal. User feedback contributes to the Fulbright School faculty's ongoing curriculum development process. By providing a forum for FETP researchers to publicize their analysis, it is also a means of advancing our goal of contributing constructively to public discussion of policy issues in Vietnam.

Faculty and Administration

WITHOUT QUESTION FETP'S GREATEST STRENGTH IS ITS outstanding faculty, a diverse group of Vietnamese women and men from the academy as well as government service and the private sector. Fulbright School faculty are instructors at Vietnamese universities including the University of Economics, Ho Chi Minh City and the University of Technology of Ho Chi Minh City. Many hold advanced degrees in public policy and economics from foreign institutions. Other instructors are retired government officials and executives at Vietnamese and international firms. These practitioners' perspectives complement the academic training of younger faculty, resulting in an approach to teaching which combines theoretical and practical insights. A team of fulltime Vietnamese faculty manages and teaches many of the courses in the MPP program.

Administration

Jonathan Pincus

Nguyen Thi Kim Chau
Ben Wilkinson

Lecturer in Development;
Dean of the Faculty
Registrar
Harvard Kennedy School
representative

Ben Wilkinson, Representative, Harvard Kennedy
School Vietnam Program

Fulbright School Faculty

Vu Thanh Tu Anh

Nguyen Xuan Thanh

Phan Chanh Duong
Huynh The Du

Tran Thi Que Giang
Dinh Vu Trang Ngan
Le Thi Quynh Tram

Lecturer in Economics;
Director, Research
Lecturer in Public Policy;
Director, MPP program
Lecturer in Management
Lecturer in Banking & Finance
[on leave, 2009-2010 academic year]
Lecturer in Finance
Lecturer in Economics
Tutor in Economics

Professional Staff

Tran Thanh Phong
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Teaching Assistants and Case Writers

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Luong Vinh Quoc Duy	University of Economics, Ho Chi Minh City
Hoang Thi Hong Van	University of Technology, Ho Chi Minh City
Nguyen Vu Quang	University of Technology, Ho Chi Minh City
Vo Tat Thang	University of Economics, Ho Chi Minh City
Lai Van Tai	University of Technology, Ho Chi Minh City
Nguyen Thi Bich Ha	Dong A Bank

International Faculty

The program's international faculty are professors and Fulbright scholars from universities around the world, led by a core group of International Fellows.

International Fellows are professors and lecturers from foreign universities who visit the Fulbright School regularly to conduct research, teach in executive courses, and lecture in the MPP program. International Fellows work closely with Vietnamese faculty, and help shape the program's curriculum; many have devoted significant portions of their careers to the study of Vietnam. Several International Fellows are key participants in Vietnam's policy dialogue. Their knowledge and track record of productive engagement with policymakers affords them the ability to analyze Vietnamese policy challenges with a constructively critical voice.

International Fellows

Dwight Perkins	Harvard University
David Dapice	Tufts University; Asia Programs, Harvard Kennedy School
Clifford Shultz	Arizona State University
Brian Quinn	Boston College School of Law
Ari Kokko	Business School of Copenhagen
Vu Minh Khuong	National University of Singapore
Jay Rosengard	Harvard Kennedy School
Jose Gomez-Ibanez	Harvard Kennedy School
Arn Howitt	Harvard Kennedy School



Chau Van Thanh, Lecturer, University of Economics, Ho Chi Minh City

Approaches to Learning

THE FULBRIGHT SCHOOL PIONEERS ADVANCED TEACHING

methods in Vietnam. Courses are not taught “off the shelf.” Instead course materials are tailored to Vietnam’s conditions by connecting theoretical models of policy analysis to research on actual problems, resulting in a curriculum that teaches students as much about Vietnam as it does about the world. The case method is central to the Fulbright School’s educational philosophy. By forcing students to grapple with problems similar to those they will encounter when they graduate, they acquire the skills they need to become more effective policymakers and leaders.

Fulbright School lecturers foster an interactive classroom experience, emphasizing student-teacher interaction and group problem-solving exercises. Many courses in the MPP program are taught by senior Vietnamese faculty; others are co-taught by Vietnamese and international faculty. Teaching assistants, often recently returned from study abroad or in the process of pursuing an advanced degree, provide additional instruction. Teaching team members hold office hours daily to provide students with an opportunity to seek extra help with difficult concepts or exchange ideas on topics of interest. Every year an impressive roster of guest lecturers from the public and private sectors and major multilateral institutions speak to Fulbright School students and faculty on contemporary issues in economic development.

Fulbright School courses are taught in Vietnamese or in English with consecutive interpretation. In order to ensure that all Fulbright School students can take advantage of foreign-language publications, the School continuously translates materials into Vietnamese, including leading text books, timely and cutting edge articles, and case studies. Indeed, the selection and translation of teaching materials is considered a critical component of the curriculum development process; great importance is attached to quality of these translations. Subject to copyright restrictions, FETP translations are made available to the public on OCW.



Group study

Harvard in Vietnam: Dialogue and Debate

HARVARD UNIVERSITY SCHOLARS HAVE ENGAGED IN A constructive policy dialogue with the Vietnamese government for more than two decades. The objective of this dialogue is to share analysis of the national, regional and global economies and policies adopted by Vietnam and other countries to respond to economic challenges. Policy dialogue initiatives build on Harvard's extensive experience in the Asian region and the active involvement of Harvard academics in policy analysis and formulation around the world. Today, the Harvard Kennedy School's views are sought on a range of policy challenges, including Vietnam's socioeconomic development strategy, international competitiveness, regional development, education policy and macroeconomic policy. Harvard's dialogue with the Vietnamese government is inseparable from the Fulbright School and its faculty, some of whom hold joint appointments. Harvard and Fulbright School faculty approach policy issues from an objective, scientific perspective, and policy dialogue events with the government take place within an atmosphere of mutual respect and trust. The Harvard Kennedy School works closely with a number of government ministries including the Ministry of Foreign Affairs, the Ministry of Agriculture and Rural Development, the Ministry of Education and Training, the Ministry of Finance, and the State Bank of Vietnam.

Over the past two decades many Vietnamese women and men have attended Harvard's graduate and professional schools, while others have spent time as visiting scholars or completed executive education programs. The Harvard Kennedy School Vietnam Program considers these investments in human capital to be an important component of its mission.



Thomas J. Vallely, Director,
Harvard Kennedy School
Vietnam Program

As the Vietnamese economy continues to grow, local governments are confronted with more complex challenges. When I decided to pursue graduate study I knew I wanted a program that would equip me with practical skills that I could immediately apply to my work. The Fulbright School certainly fulfilled my expectations in that regard, but in retrospect, of equal or greater value to the hard skills I acquired was the chance to hone my communication skills, written and oral, and to work effectively in groups.

*Ms. Phung Thi Kim Anh
Specialist General, Danang Party
Committee Office
Class 5*

Executive Education

The Vietnam Executive Leadership Program

In 2008 the Harvard Kennedy School launched an extensive policy analysis and dialogue initiative with the Ministry of Foreign Affairs, long one of Harvard's principal Vietnamese counterparts. The Vietnam Executive Leadership Program (VELP) consists of regular discussion sessions and seminars, applied research, and a guided policy dialogue program for senior Vietnamese officials convened annually at Harvard. In this unique endeavor, Harvard faculty and global business leaders engage participants in structured, research-based discussions of key issues in globalization and their implications for international competitiveness and economic and social development. The objective of the program is to familiarize senior Vietnamese leaders with the latest thinking on globalization and its relationship to development. This initiative is made possible by the generous support of the United Nations Development Program (UNDP) in Vietnam.



Phan Chanh Duong on screen

Custom Programs

The Fulbright School recognizes that senior officials are often unable to attend full-time degree programs. The objective of our executive education initiative is to provide public sector leaders with the knowledge and skills they need to exercise their responsibilities effectively. Vietnamese and international faculty from a range of backgrounds jointly teach each course. The insights and experience of the faculty are integrated with up-to-date research into current economic problems in Vietnam. Each course incorporates case studies and a model of learning that places a premium on dynamic classroom interaction. These specialized programs provide participants with a better understanding of global economic issues and equip them with tools to solve problems facing Vietnam.



Deputy Prime Minister Hoang Trung Hai
and Senator John F. Kerry,
Cambridge, 2008



The Fulbright School regularly organizes executive programs for provincial level policymakers in a particular region. FETP begins these executive education engagements with a period of intensive research into the target province or region to identify the major issues and challenges it faces. Researchers and faculty develop cases based on these insights, incorporating studies of how other regions have responded to similar issues. In addition to tailored analysis, these courses seek to provide participants with an array of analytical skills to help them become more effective policymakers, including the basics of project appraisal and public finance. At the end of a course it is hoped that participants will be able to look at their province in a different light and to formulate the growth strategies most appropriate for it.

The Fulbright School typically organizes executive education programs in collaboration with government agencies, international donors, and the private sector.

Nguyen Xuan Thanh,
Vu Thanh Tu Anh, Huynh The Du
Vietnam Executive Leadership Program,
Cambridge, 2008

Since graduating from the Fulbright School in 2000 I have worked in the public and the private sector. In each position I found the skills I acquired at the Fulbright School to be very valuable. In particular, the Fulbright School taught me to analyze a problem from multiple perspectives, develop a range of possible responses and assess the strengths and weaknesses of each approach. As an elected member of the Danang municipal people's council, I am responsible for helping my constituents resolve problems they encounter in their daily lives. The communication and analytical skills I honed at the Fulbright School help me to advocate persuasively for my constituents' interests and also help me assess and contribute objective and informed opinions to endorse or constructively criticize policies.

Mr. Le Vinh Quang

Deputy Director, EximBank Danang

Representative, People's Council of

Danang

Class 7



Mr. Phan Chanh Duong, Lecturer of Practice

I SPENT THIRTY YEARS AS

an official in the Ho Chi Minh City People's Committee. During my career I was fortunate enough to participate in a number of pioneering ventures. Today I try to impart lessons I learned from these experiences to my students in the Marketing Places course.

Of course, students in the Fulbright School will be confronted with different policy challenges than those that my colleagues and I faced in Ho Chi Minh City during the mid-1980s. At that time we

were concerned with attracting capital and promoting investment. At that time the quality of growth was not a major concern.

Provincial policymakers today face a difficult dilemma: how to promote economic growth and generate jobs while ensuring that investment projects do not negatively impact other sectors of the economy (such as agriculture). In the Marketing Places course we consider how local governments can assess the costs and benefits of particular growth strategies.

Dinh Vu Trang Ngan, Lecturer of Economics



I LOVE OUR STUDENTS

and their tremendous energy and enthusiasm. They are eager for new ideas, yet they never hesitate to ask tough questions and to challenge our viewpoints. They all share in our belief that the aim of studying public policy is to improve the lives of Vietnam's citizens. This common objective unites and motivates us.

The teaching methods used at the Fulbright School are patterned on the Harvard Kennedy School and other top US graduate schools. When they first arrive at the Fulbright School, most of the students need to adjust to new ways of learning. They learn to listen critically, to read conscientiously, to write creatively, and to speak up courageously. The adventure is its own reward.

Another aspect of the Fulbright School's curriculum that is so rewarding is its closeness and relevance to the challenges facing Vietnam. In contrast to my experience teaching economics in the United States, where "development" was often a theoretical or remote concept for my students, when I teach development economics at the Fulbright School I can draw upon actual situations that have touched each of our lives.

We work hard but we also have a lot of fun together. We are like a family here. The Fulbright School is a unique institution, mostly because our students are so special.

Graduates

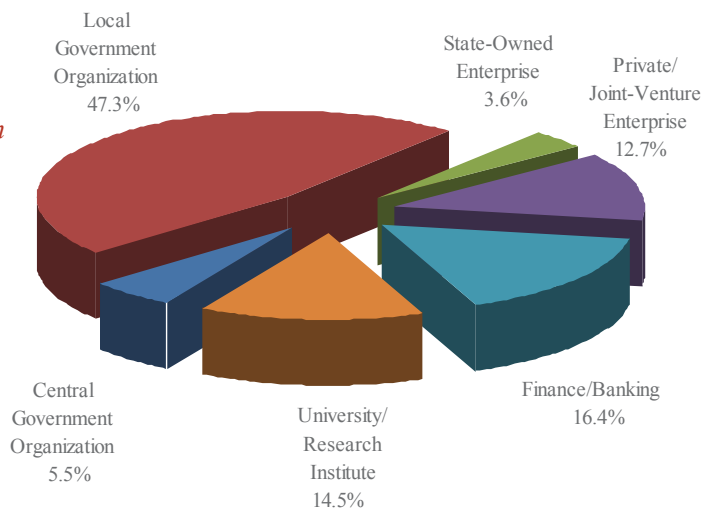
ATTENDING THE FULBRIGHT SCHOOL IS A TRANSFORMATIVE experience. Graduates, the majority of whom return to their home provinces, are often promoted or given new responsibilities immediately. They speak of their increased confidence, knowledge of new conceptual frameworks and sources of information, and greater understanding of economics and the tools of economic reform. A growing minority find new employment opportunities after graduation, often in the private sector, and some go on to pursue additional advanced study abroad. Students with a teaching background frequently incorporate portions of the FETP curriculum into their own courses, upgrading the quality of economics and policy instruction at their home institutions.

MPP 1 Program Students

by Region



by Profession



Admissions Information: Master in Public Policy

THE MPP PROGRAM SEEKS HIGHLY MOTIVATED INDIVIDUALS

with professional experience who desire a public policy education with a focus on economics as part of their professional growth. It is designed primarily for government managers and policymakers. Private sector executives working at the intersection of government and business are welcome to apply but every applicant must possess a proven commitment to and interest in the public sector and policy issues. Applicants typically come from central and provincial government agencies, state enterprises, private business, banking and other financial institutions, Vietnamese universities and research institutes, and the media. Students are selected through a highly competitive admissions process based on test scores, work experience, and application essays. In recent years FETP has admitted approximately one in seven applicants.

FETP is committed to a classroom that represents all Vietnamese. It makes a conscious effort to ensure a diverse student body and actively promotes the recruitment of women, ethnic minorities, and students from underrepresented regions.

The MPP program is a demanding and unique educational experience. Students must adhere to the highest academic standards to complete it. Graduates receive a degree issued by the University of Economics, Ho Chi Minh City. Additional information regarding FETP academic policies is available online.

One-Year Program Graduates

Graduates of the one-year core program offered by FETP between 1995 and 2008 are encouraged to apply to the MPP program. In recognition of the fact that these individuals have already completed some of the coursework required in the MPP program, they will be given the opportunity to commence their studies at the beginning of the second year (September 2009). To become eligible for this track, alumni must satisfactorily complete an applied economics examination that assesses their knowledge of three core subjects: microeconomics, macroeconomics, and quantitative analysis. Alumni candidates who pass this examination will be considered for admission to the second year. Alumni who do not attain a satisfactory score in one subject will also be eligible for admission on the condition that, if admitted, they re-take this subject congruently with the second-year program coursework. Candidates who do not attain a satisfactory score in two or more subjects will be required to apply to the full two-year program.

Scholarships

All applicants who are admitted to the MPP program receive a full scholarship, including tuition fees. During the first year students receive a cost of living allowance; in the second year students are expected to cover their cost of living.

Executive Education Programs

Please see the FETP website at <http://www.fetp.edu.vn>



The Harvard Kennedy School Connection

THE FULBRIGHT SCHOOL'S PARTNERSHIP WITH THE HARVARD

Kennedy School provides an important connection to global knowledge. Because one of the cornerstones of the Kennedy School's connection to Asia is its long experience working with institutions in the region to develop public policy training programs, FETP has access to a significant body of experience with respect to both institution building and curriculum development. The Fulbright School's activities are inspired by the on-going success of the Kennedy School's China Public Policy Program, which together with Tsinghua University has developed a high-level executive education program for Chinese policymakers.

As Vietnam's socioeconomic transformation continues, Vietnamese policymakers must grapple with vexing new policy problems for which there are often no local precedents. In this new environment, the experiences of other countries in addressing similar challenges can be extremely valuable. Through the Kennedy School Ash Institute, Fulbright School faculty and Vietnamese civil servants can tap into a global network of public sector leaders and access cutting-edge research on innovations in government and public leadership. The Ash Institute's teaching programs and conferences provide an opportunity for Vietnamese policymakers to share experiences with peers from the public sector around the world.

The flow of people and ideas between Ho Chi Minh City and Cambridge, Massachusetts ensures that FETP courses remain innovative and current. FETP regularly sends its faculty to Cambridge to serve as research fellows at the Kennedy School's Asia Programs unit or to attend executive programs. Faculty from the Harvard Kennedy School teach on the MPP program and lead faculty seminars in Ho Chi Minh City.

Mary Jo Bane, Academic Dean,
Harvard Kennedy School



Over the past 15 years a significant number of Vietnamese students have completed Master's and PhD programs in Public Administration, Public Policy, and International Development. Harvard Kennedy School graduates hold important positions throughout the Vietnamese civil service as well as in academia, and the private sector. This alumni cohort is an invaluable resource, as many have maintained close ties to the Fulbright School. The School's research initiatives often involve the participation of Harvard Kennedy School alumni.

FETP has also sponsored Vietnamese to study at other schools and faculties at Harvard including the Law School, the Business School, the Faculty of Arts and Sciences, and the School of Public Health.



A weekend outing in DakLak

STUDENTS QUICKLY DISCOVER THAT THEIR CLASSMATES ARE one of the Fulbright School's most valuable resources. Student interaction is an integral part of the Fulbright School experience and providing an environment conducive to this exchange is a core element of the School's educational mission. Students learn from each other through sharing of experiences inside and outside the classroom, forging bonds which endure long after graduation. Oftentimes attending FETP provides students with their first opportunity to meet people with similar professional interests from other regions of the country.

Located in the heart of Ho Chi Minh City, the Fulbright School campus is the center of student life. A wireless network lets members of the Fulbright School get online from anywhere on campus. The open stacks library houses an up-to-date collection of books, reports, and periodicals relevant to the classes and topics studied.

When classes end for the day students often linger on campus to work on group assignments, discuss issues raised in their courses, or just enjoy each others' company. The School organizes weekly sporting events for students, such as soccer or volleyball. Occasional student-faculty tournaments always attract large turn-outs. The opportunity to live in Vietnam's most dynamic city is another attraction of FETP. Students occasionally organize weekend outings to local recreational areas.

A weekend outing in DakLak



The Fulbright School in Perspective

INNOVATION AND TALENT ARE THE LIFEblood OF THE

Fulbright School. Our educational programs and the research which drives them are constantly evolving to keep pace with reality outside the classroom. Exceptionally gifted individuals are the key input in this enterprise. To attract these women and men we are building an institution built on merit, laser-focused on attaining the highest standards of quality, where there is no ceiling on success.

Like Vietnam, the Fulbright School is in transition. From a teaching program focused on economic theory, we have evolved into a unique Vietnamese institution that analyzes policy from many perspectives. This evolution continues. The establishment of Vietnam's first Masters in Public Policy program marks a major step in this evolution, but more remains to be done. Fulbright School faculty and their international colleagues from the Harvard Kennedy School and elsewhere are committed to expanding the breadth of the Fulbright School's policy curriculum, augmenting its economic focus with the insights of other social science disciplines. Priorities include enhancing the program's treatment of several critical development challenges for Vietnam, including rural transformation, health and education, and social safety nets.

The goal of this experiment in institutional innovation is to create a center of excellence in the analysis of public policy and the education of policymakers. While we have moved closer to this objective, more remains to be done. This effort is not without urgency. We believe that the creation of institutions capable of participating in the policy dialogue with an independent and constructively critical voice will be of importance to Vietnam's continued modernization and the emergence of an equitable, prosperous society. No single entity can fulfill this role, and partnerships with other Vietnamese institutions, first and foremost the University of Economics-Ho Chi Minh City, are an invaluable component of our education and growth.

Guest Speakers

THE FETP GUEST SPEAKER PROGRAM PROVIDES STUDENTS and faculty with an opportunity to learn from and exchange views with a wide range of Vietnamese and international policymakers, business leaders, and public intellectuals. In recent years guest speakers have included:



Mr. Duong Trung Quoc, historian



Ms. Harriet Mayor Fulbright



Madam Pham Chi Lan, former member of the Prime Minister's Research Commission



Dr. Pham Duy Nghia, Vietnam National University Faculty of Law

Dr. Nguyen Si Dung, Vice Chairman of the Office of the National Assembly
Dr. Le Dang Doanh, Senior Advisor to the Minister of Planning and Investment
Professor Kenichi Ohno, National Graduate Institute for Policy Studies
Dr. Dang Hung Vo, Vice Minister of Natural Resources and Environment
The Hon. Michael Michalak, United States Ambassador to Vietnam
Dr. Dang Phong, economic historian
Mr. Nguyen Ngoc, writer
Senator Chuck Hagel
Dr. Nguyen Dinh Cung, Central Institute for Economic Management
The Hon. Borje Ljunggren, former Swedish Ambassador to Vietnam and China



Village School Teacher, by Pham Luc, 2003 Donated to the Fulbright School collection by the artist

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All questions concerning admissions should be sent to:

Fulbright Economics Teaching Program
232/6 Vo Thi Sau, District 3, Ho Chi Minh City
Tel: 08-3932-5103, Fax: 08-3932-5104
E-mail: admissions@fetsp.vnn.vn

Information on application is available at <http://www.fetsp.edu.vn/apply>