

## School of Government

# MAPP 558 DEVELOPMENT POLICY AND MANAGEMENT (15 Points)

Trimester Two 2006

## COURSE OUTLINE

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### Contact Details

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### Course Dates, Times and Location

**Module Four:** Friday 1 September 2006 8.30am-6.00pm

**Module Five:** Friday 20 October 2006 8.30am-6.00pm

**Module Six:** Friday 24 November 2006 8.30am-6.00pm

**Location:** The course will be held on the Pipitea Campus of Victoria University of Wellington. You will be advised of your classroom one week prior to the course by email.

**Assignment Deadlines:**

Essay	Monday 9 October 2006
Case Study Executive Summary	Monday 13 November 2006
Case Study Final Report	Monday 1 December 2006

## Course Objectives

This course is about the role of the state in development in the poorer countries of the world. It is particularly about how the state uses the institutions of public governance - its power to make and enforce its laws, raise taxes and spend public money, organise itself and employ people - to achieve its objectives for development. We will also discuss the process of reform to public governance to make them work better for development goals, and what incentives there are on governments to undertake reforms.

The learning outcomes you should expect from this course and the relationship to the items of assessment are as follows:

<b>Objective</b>	<b>Relationship to assessment (see below for details)</b>
Assess the effects on development of public governance in a country;	Essay on the role of public governance in development.
Decide what the major priorities for improving public governance are and work out how these improvements can be achieved.	Case study on a problem of public governance in development.

## Course Content

### Module Four

**The meaning of “development”.** Development is a process of individual and social change: How would we judge whether change is “good” for poor people? When states try to influence development, what should be their goals?

**A stock-take of development in the world.** What is the current state of development of the poor countries of the world?

**The process of development.** How does development come about? What are the main theories of development?

**The role of the state in development.** What do theories of development imply for the role of the state in development? What influences are there on state action in development?

**Analysing the role of the state.** What methods and resources are there for analysing the role of the state in development and the quality of state performance?

### Module Five

**Governance and good governance.** What are the main attributes of public governance that are useful for understanding government performance? What evidence is there on the relationship between public governance and development outcomes? How can state capacity be built for better public governance?

**Specific topics in public governance.** What can we learn from case studies of public decision-making and public management? Specific topics and cases for discussion will include checks and balances institutions (Parliament, the Courts, freedom of information legislation etc), organisation of the public sector, the role of the civil service, public financial management, decentralisation and relationships

between levels of government, the relationship between the state and civil society, the justice sector (laws and regulations and the operation of the courts), and the problem of corruption in the public sector. The focus will be on approaches to analysis that you can use in the development of your case study.

## **Module Six**

**The political economy of reform.** What makes governments want to reform? The emphasis will be on narrating episodes of reform in selected countries, to see if we can understand some of the factors that might be important in influencing political decision-makers.

**The role of the international community.** What role can or should international agencies play in the reform of public governance in developing countries?

**Issues from class case studies.** Based on your work on your case studies, we will draw out some ideas about the main issues for public governance and development in the countries you have chosen for study.

## **Expected Workload**

The following sets out the official norms for modular courses as decided by the Director of Programmes:

“The expected workload is, on average, (a) approximately 8 hours of preparation time before the first module of the course, (b) 24 hours of class contact time and (c) approximately 10 hours of independent study per week between modules and after the final module.”

These seem reasonable to me, but please let me know if it turns out to be a great deal more or less than this.

## **Group Work**

There is no group work for assessment on this course, but you will be expected to work in small groups during class and it would be advantageous if, in your preparation for your case studies, you can pair up and share a country.

## **Readings**

The references below are to a full bibliography at the end of this course outline.

### ***General texts***

There is no set text for the course. There are two general books on development and public governance that you may find useful for your library: Desai and Potter (2002) is an edited collection of readings on development theory and policy; and Turner and Hulme (1997) is an authored work on public administration and development. A third publication, Sachs (2005), is specifically directed at achievement of the Millennium Development Goals, but has a lot of useful observations on the meaning and measurement of development and the role of the state in development. Levy and Kpundeh (2004)

covers a number of reform topics in an African context such as general civil service reform, pay policy, government budgeting and financial management and sets these in the context of the political economy of reform. Finally, World Bank (2006) contains a summary of the most recent statistics on achievement of the MDGs and a useful discussion of the measurement of the relationship between public governance and development.

### ***Specific readings for Modules***

The following are (at time of writing) the minimum readings that I would like you to have completed before each Module. These readings will be distributed to you in hard copy and where they are available electronically will be placed in the course folder as well. You will also need to select from the further readings and resources listed in the next section.

*Module Four:* Allen and Thomas (2000) Chapters 1 and 2; Martinussen (1997) Chapters 5-7 and 16; Sachs (2005) Chapters 2 and 3.

*Module Five:* Turner and Hulme (1997), Chapter 1; Laking (2002); Sachs (2005), Chapters 7-9.

*Module Six:* Turner and Hulme (1997), Chapter 10; Grindle (2000); Dolowitz and Marsh (1998); Sachs (2005), Chapter 13.

### ***Further readings and resources***

These readings and other resources (databases etc) are mainly where you need to follow up a topic in more depth. I will make these readings available electronically where possible. Otherwise you will need to obtain them from or through the University library. Further references will be included in a supplement to this course outline.

*Ethical issues:* Smith (2002); Isbister (2000).

*Meaning of development:* Seers (1969); Todaro (1994), pp 14-20; Sen (2001); Sen (1999); Moore, Choudhary et al. (2000).

*Stocktake of development:*

- General: UNDP (2005), World Bank (2005); World Bank (2006) Statistical Annexes.
- Global poverty: *Technical* - Sala-i-Martin (2002), Dollar (2004); Milanovic (2006); *Non-Technical* - Secor (2003), The Economist (2004).

*Development as a process:* Adelman and Vines (2001); Rodrik and Subramaniam (2003); O'Hara (1999) - Encyclopedia of Political Economy: entries on development political economy: history and major contemporary themes, international political economy, colonialism and imperialism: classic texts, core-periphery analysis, and world systems analysis; Pieterse (2000).

*Public governance and state capacity:* Hilderbrand and Grindle (1997); Doornbos (2001); Anderson, Reid et al. (2003); Levy (2004); World Bank (2006) Part II Pages 121-192; Turner and Hulme (1997), Chapters 4 and 5; Stevens (2005).

*Case studies in reform:*

- Civil service: Reid (2005); Stevens and Teggemann (2004).
- Financial management: Laking (1999).

- Decentralisation: Mokhsen (2003); Kidd and Crandall (2006).
- Corruption: Laking (2006); TI - Bangladesh (2001).

*The political economy of reform*: Grindle (2004); Rugumyambeto (2003); Kibria (2001); Painter (2004); Polidano (2001); Kiragu, Mukandala et al. (2004); Duncan, Sharif et al. (2002); Dahl-Østergaard, Unsworth et al. (2005)

*The role of aid, donor organisations and the international politics of reform*: Dollar and Pritchett (1998), Introductory Chapter; Stone (2004); World Bank (1999); Easterly (2006); O'Brien and Ryan (2001); Stiglitz (2003); Gilbert, Powell et al. (1999); Collier (2000); Harrison (2001); Larmour (2002);

*Analytical resources*:

- Significant datasets: UNDP (2005) – Human Development Indicators, Kaufmann, Kraay et al. (2006) – Governance Matters, Marshall, Jagers et al. (2003) – Polity IV, OECD (2006) – Development Assistance.
- Useful websites:
  - *World Bank*: main site - <http://www.worldbank.org/>, document depository - <http://www-wds.worldbank.org/>, public sector governance - <http://www.worldbank.org/publicsector/>;
  - *United Nations Development Programme (UNDP)*: main site - <http://www.undp.org/>, Human Development Reports - <http://hdr.undp.org/>;
  - *Asian Development Bank (ADB)*: main site - <http://www.adb.org/>, governance - <http://www.adb.org/Governance/>;
  - *UK Department for International Development (DfID)*: main site - <http://www.dfid.gov.uk/>; Governance and Social Development Resource Centre - <http://www.gsdrc.org/>;
  - *Organisation for Economic Cooperation and Development (Development Assistance Committee) (OECD (DAC))*: main site - <http://www.oecd.org/dac/>; statistics - [www.oecd.org/dac/stats/dac/dcrannex/](http://www.oecd.org/dac/stats/dac/dcrannex/);

## **Assessment Requirements**

### **1. Essay: due 5.00 pm Monday 9 October**

Topic: “How can public governance affect human development?”

**Maximum length**: 3000 words.

**Percent of course mark**: 40%

### **2. Project:**

#### **a. Executive summary due 5.00 pm Monday 13 November**

#### **b. Full report due 5.00 pm Monday 1 December**

Topic: “Analyse issues of development in a developing country and discuss the role of the state in development.”

- Your project can either be a general treatment based on your reading or can draw upon case material from your own experience of or reading about public management reform in specific countries.
- Your report should be in two parts: (1) an executive summary of your main findings, for distribution to other members of the class; and (2) the main report itself.

**Maximum lengths**: 3000 words (main report); 500 words (executive summary).

**Percent of course mark**: Executive summary (15%); main report (45%).

## **Form of assignments**

Please note that I strongly prefer you to submit assignments as MS Word documents emailed as attachments and I will return commented versions also as email attachments. Assignments should generally be submitted by email in which case you do not need to send me a printed copy as well.

## **Students should keep a copy of all submitted work.**

ANZSOG candidates taking this course as an elective should note that they take it for 24 points, and not 15 points. Accordingly, the learning outcomes to be achieved by ANZSOG candidates are wider and deeper than those expected for non-ANZSOG candidates. The content of those learning outcomes, and the means whereby they will be assessed, will be negotiated and confirmed with the course co-ordinator at the start of the course.

## **Penalties**

The ability to plan for and meet deadlines is a core competency of both advanced study and public management. Failure to meet deadlines disrupts course planning and is unfair on students who do submit their work on time. It is expected therefore that you will complete and hand in assignments by the due date. Marks will be deducted at the rate of five for every working day by which the assignment is late (weekends and public holidays excluded) and no assignments will be accepted after five working days beyond the date they are due. If you need to supply a printed version instead of an electronic one, then for out of town students, two calendar days' grace is given to allow for time in the post.

If ill-health, family bereavement or other personal emergencies prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply for and may be granted an extension to the due date. You should let your course co-ordinator know as soon as possible *before the due date* if you are seeking an extension.

## **Mandatory Course Requirements**

To fulfil the mandatory course requirements for this course, you are required to:

1. submit all assignments by the due date, unless you have been granted an extension; and
2. attend all contact sessions of the course. If you are unable to attend a session, you must inform the course co-ordinator as soon as possible and you may be required to submit a further item of assessment.

## **Communication of Additional Information**

When I need to get in touch with you, I will generally do so by email and (see above) generally expect to receive and return assignments via email. An up-to-date email address is therefore very important.

***NB: How to access electronic documents***

This information updates what was available to you in an earlier version of this course outline.

The course makes use of Blackboard, the University's web-based educational software. To access Blackboard, you must be a registered Victoria University student. How to get to the MAPP 558 site:

- In your browser, go to [www.blackboard.vuw.ac.nz](http://www.blackboard.vuw.ac.nz)
- Click the "Login" button
- Enter your student ID (provided when you enrolled) and your password
- Find our course: **06.2.MAPP558: Development Policy & Mgmt**
- Look for any new announcements and click on "Course Resources", on the left hand side of the screen, to get to the document library.

If you have trouble accessing any of the documents, please contact either the course co-ordinator or the Administrator.

## **Faculty of Commerce and Administration Offices**

### **Railway West Wing (RWW) - FCA Student and Academic Services Office**

The Faculty's Student and Academic Services Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications. To check for opening hours, call the Student and Academic Services Office on (04) 463-5376.

### **Easterfield (EA) - FCA/Education/Law Kelburn Office**

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA 005) and offices 125a to 131 (level 1). The office is available for the following:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- Forms for FCA Student and Academic Services (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

To check for opening hours call the Student and Academic Services Office on (04) 463-5376.

## **General University Policies and Statutes**

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied. See the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at [www.vuw.ac.nz](http://www.vuw.ac.nz).

## **Student and Staff Conduct**

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at [www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct). The Policy on Staff Conduct can be found on the VUW website at [www.vuw.ac.nz/policy/staffconduct](http://www.vuw.ac.nz/policy/staffconduct).

## **Academic Grievances**

If you have any academic problems with your course, you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Co-ordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website at [www.vuw.ac.nz/policy/academicgrievances](http://www.vuw.ac.nz/policy/academicgrievances).



## **Academic Integrity and Plagiarism**

Academic integrity is about honesty – put simply, it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other student or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: It is, however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalised severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website at [www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html).

## **Students with Impairments**

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the Course Co-ordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building, telephone (04) 463-6070, email [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz). The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

## **Student Support**

Staff at Victoria want students to have positive learning experiences at the University. Each Faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

In addition, the Student Services Group (email [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz)) is available to provide a variety of support and services. Find out more at [www.vuw.ac.nz/st\\_services/](http://www.vuw.ac.nz/st_services/).

VUWSA employs Education Co-ordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and Faculty delegates. The Education Office (telephone (04) 463-6983 or (04) 463-6984, email [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz)) is located on the ground floor, Student Union Building.

### **Manaaki Pihipihinga - Maori and Pacific Mentoring Programme (Faculty of Commerce and Administration)**

This is a mentoring service for Maori and Pacific students studying at all levels. Weekly one hour sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade, and Room 210 and 211, Level 2, Railway West Wing. Sessions cover drafting and discussing assignments, essay writing, and any questions that may arise from tutorials and/or lectures. A computer suite networked to Cyber Commons is available for student use.

To register with Manaaki Pihipihinga, please contact one of the following:

Puawai Wereta  
Room 210, Level 2  
Railway West Wing  
Tel. (04) 463-8997  
Email: [puawai.wereta@vuw.ac.nz](mailto:puawai.wereta@vuw.ac.nz)

Fa'afai Seiuli  
Room 109 B  
14 Kelburn Parade  
Tel. (04) 463-5842  
Email: [faafoi.seiuli@vuw.ac.nz](mailto:faafoi.seiuli@vuw.ac.nz)

## Reading List

Adelman, I. S. and R. S. Vines (2001). Fallacies in Development Theory And Their Implications for Policy. Meier and Stiglitz: 103-134.

Allen, T. and A. Thomas, Eds. (2000). Poverty and Development into the 21st Century, Open University/Oxford University Press.

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Dahl-Østergaard, T., S. Unsworth, et al. (2005). "Lessons learned on the use of Power and Drivers of Change - Analyses in development cooperation: Final Report", OECD DAC Network on Governance (GOVNET).

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