TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of Government

MAPP 558

DEVELOPMENT POLICY AND MANAGEMENT

(15 Points)

Trimester Two 2007

COURSE OUTLINE

Contact Details

Course Coordinator:	**Rob Laking**
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Module Dates, Times and Locations

Module Four:	Friday 24 August 2007	8.30am – 6.00pm
Module Five:	Friday 19 October 2007	8.30am – 6.00pm
Module Six:	Friday 23 November 2007	8.30am – 6.00pm

Location: Classes will normally be held on the Pipitea Campus of Victoria University and you will be advised of your classroom one week prior to each module by email.

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:

Objective	Relationship to assessment (see below for details)
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.

Study Guide

There is a Study Guide as a companion to this course outline. The Study Guide is essential reading for the Course. Throughout the text there are study questions which you should think about and be prepared to discuss at the Module. The sections in this Outline on Course Content and Readings and Other Resources are also included in the Guide, and the Study Guide bibliography includes many additional references.

There are four things you need to do, to get full value from the discussions at the Modules:

1. Read the section in the Study Guide for each Module;

2. Do at least the minimum reading prescribed in this Course Outline and distributed to you in hard copy;

3. Adopt a country: choose a developing country that you want to study in depth and start reading about governance and development in that country; you may find it helpful to join with other colleagues to focus on specific countries and share information and ideas;

4. Consider the study questions in this Guide and come prepared to discuss them.

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?

Module Five

Institutions, interests and power: What role do politics, economics and formal and informal institutions play in public governance?

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?

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?

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.

Learning Commitment

The learning objectives set for each course are demanding and, to achieve them, candidates must make a significant commitment in time and effort to reading, studying, thinking, and completion of assessment items outside of contact time. Courses vary in design but all require preparation and learning before the first module. Regular learning is necessary between modules (students who leave everything to the last moment rarely achieve at a high level). Expressed in input terms, the time commitment required usually translates to 65-95 hours (excluding class contact time) per course.

The above is the School's estimate of workload. If you find you are spending a lot more time than that, please let me know.

Group Work

All work is assessed individually. However, you may find it both useful and stimulating to team up with someone else to share materials and ideas for your case study; and I would particularly encourage partnerships between New Zealand and international students.

Readings and Other Resources

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: Study Guide Introduction and Part One; Allen and Thomas (2000) Chapters 1 and 2; Martinussen (1997) Chapters 5-7 and 16; Sachs (2005) Chapters 2 and 3.

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

Module Six: Study Guide Part Three; 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 may be included in a supplement to this course outline.

Ethical issues: Smith (2002).

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

Stocktake of development:

- General: UNDP (2006), World Bank (2007) - "Millennium Development Goals: Charting Progress".

- 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); World Bank (2005), introductory chapter.

Public governance and state capacity: Hilderbrand and Grindle (1997); Doornbos (2001); Anderson et al. (2003); Levy (2004) "Meeting the Challenge ..."; World Bank (2006)

Chapters 5 and 6, Pages 121-175; Turner and Hulme (1997), Chapters 4 and 5; Stevens (2005).

Case studies in reform:

- Civil service: Reid (2005).

- Financial management: Laking (1999); Amosa (2003).

- Decentralisation: Laking (2007b), Mokhsen (2003).

- Service delivery: Laking (2007a), drawing on Gupta et al. (2003); Laking (2007b), drawing on Parison (2005).

- Corruption: Martin (2007), drawing on Fjeldstad (2005).

The political economy of reform: Grindle (2004); Laking and Norman (2007); Kibria (2001); Painter (2004); Duncan et al. (2002); Stevens and Teggemann (2004).

The role of aid, donor organisations and the international politics of reform: Dollar and Pritchett (1998), Introductory Chapter; Easterly (2006); O'Brien and Ryan (2001); Collier (2000); Laking (2007b).

Analytical resources:

- Significant datasets: UNDP (2005) – Human Development Indicators, Kaufmann et al. (2006) – Governance Matters, Marshall et al. (2003) – Polity IV, OECD (2006) – Development Assistance.

- Useful websites:

  o *World Bank*: main site - http://www.worldbank.org/, document depository - http://www-wds.worldbank.org/, public sector governance - http://www.worldbank.org/publicsector/;

  o *United Nations Development Programme (UNDP)*: main site - http://www.undp.org/, Human Development Reports - http://hdr.undp.org/;

  o *Asian Development Bank (ADB)*: main site - http://www.adb.org/, governance - http://www.adb.org/Governance/;

  o *UK Department for International Development (DfID)*: main site - http://www.dfid.gov.uk/; Governance and Social Development Resource Centre - http://www.gsdrc.org/,

  o *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.

Materials and Equipment

Internet access

To participate in this course, you have to be able to send and receive messages and attachments by e-mail and also to access Blackboard, the University's Web-based educational software.

E-mail: I can correspond with you individually using your preferred e-mail address. However, any e-mails I send to the whole class will be sent from Blackboard and will only go to your student account e-mail address. Therefore, you should either check this address regularly for

new mail, or arrange for all mail sent to that address to be forwarded to your preferred e-mail address.

I do not require hard copy of assignments and in fact I strongly prefer to receive electronic versions of your assignments as attachments to e-mail messages. I will send you back a marked version of each assignment with comments also as an electronic document.

Blackboard

The course pages on Blackboard are the essential central location for all course announcements, electronic resources, and discussions. 30% of your course marks are assessed on the basis of three contributions to Blackboard, so you must be able to post comments in the course discussion forum. As soon as you have your student e-mail account, please make sure that you can log onto Blackboard and our course. A leaflet explaining the use of Blackboard should be enclosed with your course readings. The basic instructions for getting onto Blackboard are:

1 Open a Web browser and go to the VUW Blackboard Homepage:
http://blackboard.vuw.ac.nz
2 Click on **Login** to go to the login screen.
3 Type your SCS username in the field labelled USERNAME. You can find your username in the confirmation of study sheet. It is usually made up of 6 letters of your last name and 4 letters of your first name.
4 Enter your SCS password in the PASSWORD field. If you have never used VUW SCS computer facilities, you will need to change the original password (your student ID number) before you can login to Blackboard. Visit
http://www.vuw.ac.nz/scs/support/change_pw.aspx
to change your password.
5 Click on **Login** and your personalised Blackboard portal page will open.

Electronic document formats

All assignments have to be in a form that I can read using Microsoft Word on a PC. The standard format for course resources will be in Adobe PDF. Some of these will be quite large files, and you will benefit from having broadband access to download them. If anybody really has trouble with large files, I can make a CD available.

Assessment Requirements

Summary

No	Topic	Max Words	% Course Mark	Due by 5.00 pm Monday
1	Blackboard: Why I am studying development	500	5	20 August 2007
2	Blackboard: Is "good governance" a universal set of values in development?	500	10	8 October 2007
3	Essay: How can public governance affect human development?	2000	30	15 October 2007
4a	Blackboard: Project preliminary discussion	1000	15	12 November 2007
4b	Report: Project main report	2500	40	3 December 2007

Details

1. Blackboard posting: due 5.00 pm Monday 20 August 2007

Topic: "Why I am studying development": an opportunity to introduce yourself, say a little bit about your background, and discuss your interest in developing countries and the process of development. If you have a particular country of interest for a case study, you can say something about it here – its performance in terms of human development and the millennium development goals, and any significant issues of public governance. (You can always change your mind later).

Maximum length: 500 words

Percent of course mark: 5%

2. Blackboard posting: due 5.00 pm Monday 8 October 2007

Topic: Is "good governance" a universal set of values in development?

Maximum length: 500 words

Percent of course mark: 10%

3. Essay: due 5.00 pm Monday 15 October 2007

Topic: **"How can public governance affect human development?"**

Maximum length: 2000 words.

Percent of course mark: 30%

4. Project:

Topic: "Analyse a specific area of development in a developing country and discuss the role of public governance in securing good human development outcomes."

1. Your project should draw upon case material of public governance issues in a specific country.

2. Your report should be in two parts: (1) a preliminary discussion of your topic and line of argument, for posting on Blackboard; and (2) the main report itself.

I will review drafts, if you can email them to me at the same time as you post your Blackboard "preliminary discussion" contribution (4a – see below).

4a: Blackboard posting: Project Preliminary Discussion: due 5.00 pm Monday 12 November 2007

Topic: This should be a brief discussion of the background to your project, some of the issues raised, and the questions you intend to deal with. If you are collaborating with someone else on a project, you can share this posting (one of you can post it on behalf of both of you).

Maximum length: 1000 words.

Percent of course mark: 15%

4b: Project Main Report: due 5.00 pm Monday 3 December 2007

Topic: The final report.

Maximum length: 2500 words

Percent of course mark: 40%

Submitting assignments

I expect all work to be submitted electronically. I do not require printed copies of any work for assessment.

1. Blackboard comments: should be posted to the appropriate discussion group by the due date.

2. Other written work for assessment: should be emailed by the due date as an attachment to an email message to me at rob.laking@vuw.ac.nz.

I will mostly respond to your contributions on Blackboard with a short (public) comment. I will return other written work electronically via your personal Drop Box in Blackboard, with corrections, comments and overall assessment using "Track Changes" in MS Word.

Please keep a copy of all submitted work.

The School has also supplied the following information for ANZSOG candidates:

> 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 Coordinator at the start of the course.

ANZSOG candidates will know who they are, but for other readers, ANZSOG stands for "Australia-New Zealand School of Government".

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 may be deducted where assignments are submitted after the due date – see below.

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. Note that this applies only to extreme unforeseen circumstances and is not necessarily awarded. You should let your Course Coordinator know as soon as possible in advance of the deadline if you are seeking an extension.

My policy is as follows:

- Blackboard comments must be posted by the due date, without exception.

- For other written work (except where I have granted an extension as above) I deduct five marks a working day for lateness and will not accept it after five working days.

Mandatory Course Requirements

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

1. Submit all assignments by the due date;

2. Attend all sessions of all three Modules of the course.

Communication of Additional Information

Additional information may be provided in class, by post, by email or via Blackboard. Generally, anything of importance from me will be announced on Blackboard and emailed to you as well.

Withdrawal Dates

Students giving notice of withdrawal from the course after 4 September 2007 will not receive a refund of tuition fees.

Students giving notice of withdrawal from the course after 23 October 2007 are regarded as having failed the course, unless the Associate Dean subsequently gives approval to withdraw.

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.

Notice of Turnitin Use

Student work provided for assessment in this course **may be** checked for academic integrity by the electronic search engine www.turnitin.com. Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. **At the discretion of the School, handwritten work may be copy typed by the School and subject to checking by Turnitin.** You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

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 students 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 penalized 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

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 hardcopy or under "About Victoria" on the VUW homepage at www.vuw.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically at

www.vuw.ac.nz/home/studying/downloads/course_outlines_general_information.pdf

- Academic Grievances

- Student and Staff Conduct

- Meeting the Needs of Students with Impairments

- Student Support

Manaaki Pihipihinga Programme

Manaaki Pihipihinga is an academic mentoring programme for undergraduate Māori and Pacific students in the Faculties of Commerce and Administration, and Humanities and Social Sciences. Sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade (back courtyard), Room 109D, and Room 210, Level 2, Railway West Wing. There is also a Pacific Support Coordinator who assists Pacific students by linking them to the services and support they need while studying at Victoria. Another feature of the programme is a support network for Postgraduate students with links to Postgraduate workshops and activities around Campus.

For further information, or to register with the programme, email manaaki-pihipihinga-programme@vuw.ac.nz or phone (04) 463 5233 ext. 8977. To contact the Pacific Support Coordinator, email pacific-support-coord@vuw.ac.nz or phone (04) 463 5842.

Reading List

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KAUFMANN, D., KRAAY, A. & MASTRUZZI, M. (2006) *Governance Matters V: Governance Indicators for 1996–2005 (Statistics and Charts),* www.worldbank.org/wbi/governance/govmatters5.

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LAKING, R. (2002) *Assessing the governance-development relationship*. Wellington.

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