TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of Government

MAPP558

DEVELOPMENT POLICY AND MANAGEMENT

(15 Points)

Trimester Two 2008

COURSE OUTLINE

Contact Details

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Trimester Dates

Monday 7 July to Saturday 8 November 2008

Study Days, Times and Locations

Study days are held during School of Government modules, on the following dates.

Module One:	Friday 22 August 2008	8.30am – 6.00pm
Module Two:	Friday 17 October 2008	8.30am – 6.00pm
Module Three:	Friday 21 November 2008	8.30am – 6.00pm
Locations:	Classes will 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

1. This course is about public governance: the role of the state in development in the poorer countries of the world. It is particularly about how the state uses 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 the

state to make it work better for development goals, and what incentives there are on governments to undertake reforms.

2. 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

3. 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. 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.

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

(1) Do at least the minimum reading prescribed in this Course Outline and distributed to you in hard copy;

(2) 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;

(3) Consider the study questions in the Study Guide and come prepared to discuss them.

Course Content

Study Days

5. Study Day One (Module One)

(1) **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?

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

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

(4) **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?

(5) **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?

6. Study Day Two (Module Two)

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

(2) **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?

(3) S**pecific 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.

7. Study Day Three (Module Three)

(1) **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.

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

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

Additional group discussions

8. *Note*: as well as the three study days, and depending on interest from course members, I will arrange additional discussion sessions during the course. Dates, times and venues for these discussions will be notified by email and through Blackboard.

Learning Commitment

9. The learning objectives for this course are demanding and, to achieve them, you 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. This 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

10. 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

General texts

11. 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 (1997b) is an authored work on public administration and development. Levy and Kpundeh (2004) cover 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. Three recent books – Sachs Sachs (2006a), Easterly (2006b) and Collier (2007b) – take different perspectives on recent evidence about development processes and policy prescriptions, particularly involving international action.

Specific readings for modules

12. The following are (at time of writing) the minimum readings I would like you to have completed before each Study Day. These readings will be distributed to you in hard copy and, where possible, made available to you in the Course Resources area of Blackboard. You will also need to select from the further readings and resources listed in the next section of this outline.

    (1) **Study Day One (22 August)**: Study Guide Part One, Sen (2001), Smith (2002), Kymlicka (1990), World Bank (2007b), Thomas (2000b), Thomas (2000a), Martinussen (1997d), Martinussen (1997c), Martinussen (1997a), Martinussen (1997b).

    (2) **Study Day Two (17 October)**: Study Guide Part Two, World Bank (2005), Turner and Hulme (1997a), Laking (2007a), Laking (2007d), Martin (2007), Laking (2007b), Laking (1999), Laking (2007c), Reid (2005).

    (3) **Study Day Three (21 November)**: Study Guide Part Three, Sachs (2006b), Easterly (2006a), Collier (2007a), Turner and Hulme (1997c), Grindle (2000), Dolowitz and Marsh (1998).

Further readings and resources

13. 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 or from the Internet. 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 (2006a) – "The State of Human Development" pp 263-273; World Bank (2007b) - "Millennium Development Goals: Charting Progress".

- Global poverty: *Technical* - Sala-i-Martin (2002b) and Sala-i-Martin (2002a), 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 et al. (2003); Levy and Kpundeh (2004), "Meeting the Challenge …"; World Bank (2006), Chapters 5 and 6, Pages 121-175; Turner and Hulme (1997a), Chapters 4 and 5; Stevens (2005).

The political economy of reform: Grindle (2004, Grindle (2007), 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 (2002); Easterly (2006b); O'Brien and Ryan (2001); Collier (2000); World Bank (Independent Evaluation Group) (2008).

Analytical resources:

- Significant datasets: UNDP (2006b) – Human Development Indicators, World Bank (2007a) - Governance Matters, Marshall et al. (2008) – 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.

- Round-ups of development news:
  - "Global Development Briefing": email newsletter published by The Development Executive Group: subscribe at http://www.developmentex.com/development_intelligence/news_and_analysis/briefing/index.jsp

- o "E-Newsline": email newsletter published by the ADB Institute: subscribe at http://www.adbi.org/e-newsline/subscribe.htmls.

Materials and Equipment

Internet access

14. To participate in this course, you have to be able to:

    (1) Write and submit essays electronically and be able to read my feedback and assessment also in electronic form;

    (2) Send and receive messages and attachments by e-mail;

    (3) Access the course website on Blackboard, the University's Web-based educational software, and be able to use its basic functions.

15. *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.

16. Please send me your essays as attachments to e-mail messages. I do not require hard copy of assignments. You should keep a copy of all submitted work. I will email you back your essay also as an electronic document, with comments and an assessment. To read all my comments, you need to use "Track Changes" in Microsoft Word.

17. *Blackboard*: the course pages on Blackboard are the essential central location for all course announcements, electronic resources, discussions and returned assignments. As soon as you have your student e-mail account, log onto Blackboard and our course. Make sure you know how to access Announcements and use Course Resources and Discussion Groups.

Electronic document formats

18. 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 you really have difficulty downloading large files, I can make a CD available.

Mandatory Course Requirements

19. To fulfil the mandatory course requirements for this course, you must:

    (1) Submit all assignments by the due date;

    (2) Attend all three study days of the course.

Assessment Requirements

Assessment Calendar

Assessment Requirement	Due Date	Indicative length (words)	Course weighting
Blackboard 1: Why I am studying development	18 August	500	5%
Study Day One	22 August		
Blackboard 2: Human development and governance	22 September	500	10%
Essay: The role of the state and other institutions in human development	6 October	1500	35%
Study Day Two	22 October		
Blackboard 3: Improving public services and governance for the poor – Part A: project proposal	10 November	500	10%
Study Day Three	21 November		
Report: Improving public services and governance for the poor – Part B: full report	1 December	2500	40%

Detail

1. Blackboard posting 1: due 5.00 pm 18 August

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 and why you have an interest in it. (You can always change your mind later).

2. Blackboard posting 2: due 5.00 pm 22 September

Topic: "Human development and governance": A comparative analysis of indicators of human development and governance for two countries with roughly similar levels of GDP per capita (say within 10% of each other). You should present this in the form of a table comparing (for the most recent years available)

1. GDP per capita,
2. other significant human development indicators; suggested: literacy, primary education participation (male and female), infant (under five) mortality and life expectancy,

3. the six "Governance Matters" indicators for voice and accountability, political stability, government effectiveness, regulatory quality, rule of law and control of corruption.

Please (1) explain any problems you think there are with measurement of these indicators and (2) comment on significant differences between the two countries in the indicators for 2 and 3.

3. Essay: due 5.00 pm 6 October

Topic: "The role of the state and other institutions in human development": What are the goals of human development? How may human development be influenced, for good or ill, by the power of the state? What is the relationship between the state and other institutions – family, community, market – in contributing to the welfare of individuals?

4. Your project: "Improving public services and governance for the poor"

20. The final major output for assessment will be a project analysing the current state of a significant public service for poor people in a developing country and recommending changes to improve the service. Examples of services which are important to the poor include public health care, primary education, access to justice; personal security, and local access roading. Your project should analyse the role of the public, private and NGO sectors in providing the services; discuss problems of efficient, effective and equitable delivery of services to the poor; diagnose the quality of public governance affecting delivery; recommend changes to public governance in order to improve service delivery; and discuss political and administrative barriers to improvement ands how to mitigate these risks.

21. Your project has three phases: an initial project proposal, discussion of common governance factors in class, and your final report.

Blackboard posting 3: due 5.00 pm 10 November

Topic: 4a. Project proposal: This is a summary of your project proposal giving the context for the country, describing the public service you are analysing, and briefly sketching some of the governance issues which may influence quality of delivery.

Report: due 5.00 pm 1 December

Topic: 4b. Final project report: Your full report on your project, developing the analysis of quality of service, governance issues, recommendations for reform and risk mitigation.

Deadlines

22. I expect you to attend all three course days in full. Presentations and discussions in class are an important part of the learning for the course. There are no formal penalties for failure to attend class, but I will consider your attendance record when assessing an overall course grade.

23. 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. For your essay and project, marks will be deducted where assignments are submitted after the due date, at the rate of five marks a day for the first seven calendar days, after which the assignment will not be accepted. Your Blackboard contribution must be submitted by the due date or no marks will be awarded.

24. 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 me know as soon as possible in advance of the deadline if you are seeking an extension.

Communication of Additional Information

25. Further information about this course will be posted in the Announcements section of the Blackboard course pages or emailed to you, or both. Please remember that emails go to your student email address.

Withdrawal Dates

26. Students giving notice of withdrawal from this course after **Monday 1 September 2008** will not receive a refund of fees. Students giving notice of withdrawal from this course after **Wednesday 19 November 2008** are regarded as having failed the course, unless the Associate Dean subsequently gives approval to withdraw. Notice of withdrawal must be in writing or emailed to the Masters Administrator. Ceasing to attend or verbally advising a member of staff will not be accepted as a notice of withdrawal.

General University Information

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 on the ground floor (EA005). This counter is the first point of contact for :

- 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.

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an on-line 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 Head of 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.

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 or go to www.victoria.ac.nz/home/about/policy/students.aspx

For information on the following topics, go to the Faculty's website www.victoria.ac.nz/fca under Important Information for Students:

- Academic Grievances

- Student and Staff Conduct

- Meeting the Needs of Students with Impairments

- Student Support

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: including the work of others will not be considered plagiarism as long as the work 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:

www.victoria.ac.nz/home/studying/plagiarism.html

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 6015. To contact the Pacific Support Coordinator, email *pacific-support-coord@vuw.ac.nz* or phone (04) 463 5842.

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