

School of Government

MAPP 558

DEVELOPMENT POLICY AND MANAGEMENT

(15 Points)

Trimester 2 / 2009

COURSE OUTLINE

Names and Contact Details

Course Coordinator:	<p>Rob Laking Room RH 831, Level 8, Rutherford House, Pipitea Campus Telephone: (04) 463 5082 Fax: (04) 463 5454 Email: rob.laking@vuw.ac.nz Office Hours: Please email me for an appointment.</p>
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Trimester Dates

Trimester Dates: Monday 13 July to Saturday 14 November 2009

Teaching Period: Monday 6 July to Saturday 24 October 2009

Study Days, Times and Locations

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

Module One:	Tuesday 7 July 2009	8.30am – 6.00pm
Module Two:	Tuesday 1 September 2009	8.30am – 6.00pm
Module Three:	Tuesday 20 October 2009	8.30am – 6.00pm
Locations:	Classes will be held on the Pipitea Campus of Victoria University in Wellington and you will be advised of your classroom one week prior to each module by email.	

Course Learning Objectives

1. This course is about the role of the state in development in the poorer countries of the world. It is particularly about public governance: the acquisition and use of state power and its influence on 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	Assignments on goals of development, development differences, laws supporting public governance, role of the state, analysis of service delivery and the idea of “good governance”.
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): Tuesday, 7 July 2009

- (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), Tuesday, 1 September 2009**

- (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) **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.

7. **Study Day Three (Module Three), Tuesday, 20 October 2009**

- (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.

Course Delivery

9. This course is delivered in a modular format, which includes a minimum of 24 hours contact. The 24 hours are broken up into three separate days of eight hours each (a 'module'). There are three modules in the course with approximately five to six weeks

between each module. Attendance is required at all three modular teaching days (8.30am – 6.00pm).

Expected Workload

10. 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

11. 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

12. 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 (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 [selections marked with * are to be reviewed for updating]

13. 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 (7 July):** Study Guide Part One, Sen (2001), Smith (2002), Kymlicka (1990), World Bank (2008), Thomas (2000b), Thomas (2000a), Martinussen (1997d), Martinussen (1997c), Martinussen (1997a), Martinussen (1997b).
- (2) **Study Day Two (1 September):** 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 (20 October):** Study Guide Part Three, Sachs (2006b), Easterly (2006a), Collier (2007a), Turner and Hulme (1997c), Grindle (2000), Dolowitz and Marsh (1998).

Further readings and resources

14. 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 given during the course.

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

Stocktake of development:

- General: UNDP (2007);
- 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 (2009) – Human Development Indicators, World Bank (2007) - Governance Matters, Marshall et al. (2008) – Polity IV, OECD (2009) – 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.gsdr.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/dcranex.
- 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
 - “E-Newsline”: email newsletter published by the ADB Institute: subscribe at <http://www.adbi.org/e-newsline/subscribe.htmls>.

Materials and Equipment

Internet access

15. 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.

16. *E-mail*: You must be able to receive, and should regularly check for, emails at your student email address. Any e-mails from Blackboard will only go to your student 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. You can do this by logging into SCS Email (<http://mail.student.vuw.ac.nz>) and selecting **Options** and then **General**.

17. Please send me your essays as attachments to e-mail messages. I do not require printed copies 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.

18. *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

19. 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.

Assessment Requirements

Assessment Calendar

Due date	Assignment	Subject	Course Weight
Friday, 3 July	Blackboard 1	Priorities for development	5
Tuesday, 7 July	Study Day 1		
Monday, 13 July	Blackboard 2	Development differences	10
Monday, 27 July	Blackboard 3	Laws for governance	10
Monday, 10 August	Blackboard 4	Who should run schools?	10
Monday, 24 August	Assignment 1	Plan for analysing health services	20
Tuesday, 1 September	Study Day 2		
Monday, 14 September	Blackboard 5	The problems with 'good governance'	10
Monday, 5 October	Blackboard 6	Project proposal	5
Tuesday, 20 October	Study Day 3		
Tuesday, 27 October	Assignment 2	Project report	30
		Total	100

A note on Blackboard postings: all Blackboard postings are made to the class Discussion Board in Blackboard and are viewable by other class members.

Note: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

Detail

1. Blackboard posting 1: due 5.00 pm Friday, 3 July

Topic: “Priorities for development”: please introduce yourself, say a little bit about your background, and discuss your interest in developing countries and the process of development. Then share some of your ideas about the main priorities for development in poor countries.

2. Blackboard posting 2: due 5.00 pm Monday, 13 July

Topic: “Development differences”: 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. You do not need to speculate on what the reasons for the differences might be, but any discussion of this aspect would be welcome.

3. Blackboard 3: due 5.00 pm Monday, 27 July

Topic: “Laws for governance”: In a country you choose, think of the one or more laws that contribute to accountability and transparency. Do you think they are effective?

4. Blackboard 4: due 5.00 pm Monday, 10 August

Topic: “Who should run schools?”: Who should run schools and why: government, local communities, NGOs, private sector, religious organisations? How should schools be paid for? *You can make your posting for this topic either as a response to my topic statement or as a reply to another course member’s posting.*

5. Written assignment 1: due 5.00 pm Monday, 24 August

Topic: “A plan for analysing health services”: Imagine that you are going on mission for the Asian Development Bank to write a report on improving access to basic health services in rural districts of a member developing country. Your role is to analyse the role of the state and other institutions in provision of health services and to diagnose institutional failure leading to shortcomings in access. You don’t know anything (yet) about local health services in the country, but you are considering your work programme: what questions would you want answers to and how would you gather your evidence? Give an outline of your proposed final report with brief indications of what would be covered and how.

6. Blackboard assignment 5: due 5.00 pm Monday, 14 September

Topic: “The problem with good governance”: Is the good governance agenda just a rich country attempt to impose alien values on poor countries? Can these values be successfully transferred to recipient countries? *You can make your posting for this topic either as a response to my topic statement or as a reply to another course member’s posting.*

7. Your project: “Improving public services and governance for the poor”

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 and how to mitigate these risks.

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

8. Blackboard posting 6: due 5.00 pm Monday, 5 October

Topic: 7a. 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.

Written assignment 2: due 5.00 pm Tuesday, 27 October

Topic: 7b. Final project report: Your full report on your project, developing the analysis of quality of service, governance issues, recommendations for reform and risk mitigation.

Attendance and Deadlines

20. The School expects you to attend all three modules for the course. If, before enrolment for a course, you are aware that you will not be able to attend a module, you must notify the Director of Master's Programmes when you enrol explaining why you will not be able to attend. The Director of Master's Programmes will consult with the relevant course coordinator. In such circumstances, you may be declined entry into a course.
21. If you become aware after a course starts that you will be unable to attend a module or a significant part of a module (i.e. more than two hours in any given day) you must advise the course coordinator before the module explaining why you will be unable to attend. The course coordinator may excuse you from attendance and may also require you to complete compensatory work relating to the course content covered during your absence.
22. 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 per cent for every day by which the assignment is late and no assignments will be accepted after five working days beyond the date they are due. For example, if you get 65% for an assignment, but you handed it in on Monday when it was due the previous Friday, you will get a mark of 50%.
23. If ill-health, family bereavement or other personal circumstances beyond your control 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 coordinator know as soon as possible in advance of the deadline (if circumstances permit) if you are seeking an extension. Where an extension is sought, evidence, by way of a medical certificate or similar, may be required by the course coordinator.

Plagiarism

24. I will routinely check all submitted work with Turnitin (<http://www.turnitin.com>). Turnitin is an on-line plagiarism prevention tool which identifies material that may have come from other sources including the Internet, books, journals, periodicals or the work of other students. If there is evidence of a significant breach of the standards for original work and correct referencing, I will not mark the assignment and will register a case of academic misconduct, under the university processes also outlined below. You can use Turnitin to check your assignments yourself if you wish, before submitting them. I will explain how to do this when you are enrolled.

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 20 July 2009** will not receive a refund of fees. Students giving notice of withdrawal from this course after **Monday 12 October 2009** 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.

Other Information

For the following important information follow the links provided:

Academic Integrity and Plagiarism

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

General University Policies and Statutes

<http://www.victoria.ac.nz/home/about/policy/academic.aspx>

Faculty of Commerce and Administration Offices

<http://www.victoria.ac.nz/fca/studenthelp/Contactus.aspx>

Manaaki Pihipihinga Programme

http://www.victoria.ac.nz/st_services/mentoring/

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