

School of Government

MAPP 558
DEVELOPMENT POLICY AND MANAGEMENT
(15 Points)

Trimester 1 / 2014

COURSE OUTLINE

Names and Contact Details

Course Coordinator: **Associate Professor Graham Hassall**
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School Office Hours: 8.30am to 5.00pm, Monday to Friday

Trimester Dates

Monday 24 February – Tuesday 24 June 2014

Withdrawal from Course

Formal notice of withdrawal must be in writing on a Course Add/Drop form (available from either of the Faculty's Student Customer Service Desks or from the course administrator). Not paying your fees, ceasing to attend lectures or verbally advising a member of staff will NOT be accepted as a formal notice of withdrawal.

1. Your fees will be refunded if you withdraw from this course on or before **Friday 7 March 2014**.

2. The standard last date for withdrawal from this course is **Friday 16 May 2014**. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an ‘*Application for Associate Dean’s Permission to Withdraw Late*’ including supporting documentation. The application form is available from either of the Faculty’s Student Customer Service Desks.

Class Times and Room Numbers

This course is delivered in a modular format.

Module One:	Friday 28 February 2014	8.30am – 6.00pm
Module Two:	Friday 2 May 2014	8.30am – 6.00pm
Module Three:	Friday 13 June 2014	8.30am – 6.00pm

Breaks: morning: 10.30am – 11.00am; lunch (not provided): 12.30pm – 1.30pm;
afternoon: 3.30pm – 4.00pm

Locations: Lecture Theatre 3 (RH LT3), Ground Floor, Rutherford House, Pipitea Campus
The timetable is available to view on the Victoria University website at www.victoria.ac.nz/students/study/timetables .

Attendance is required at all teaching days

Prescription

The course examines how governments make a difference to development in their policies and their implementation. It looks at different approaches to the theory of state-led development and alternative models of the relationship between public institutions and human development.

Course Delivery

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 six weeks between each module. **Attendance is required at all teaching days (8.30am – 6.00pm).**

Expected Workload

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 day of the course and regular learning is also necessary (students who leave everything to the last moment rarely achieve at a high level).

Expressed in input terms, on average, the time commitment required usually translates to approximately 150 hours (including class contact time) for a 15-point 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.

Course Learning Objectives

This course is about approaches to development policy and management, viewed in global perspective. 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 the incentives governments and other actors have 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)
Understand the global development policy environment	Assessed either in the Case Studies or Research Essay
Assess the effects on development of public governance in a country	Research Essay 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

The course is also taught with a view to promoting the Victoria graduate attributes of communication, critical and creative thinking and leadership.

Course Overview

Module One: Development Policy

Session 1 – Overview

- Course overview and introductions
- The meaning of development
- The meaning of policy
- Research technique
- Assignments and assessment

Session 2 – Stocktake of Development

- Early C20th models
 - Economic development
- Later C20th models
 - Human development
- Current stocktake

Session 3 – Development Policy Processes

- Stake-holder identification
- Planning, Implementation, and Monitoring
- Knowledge management

Session 4 – Development Principals and Agents

- development agencies
 - national
 - global
 - Pacific region
 - New Zealand
- the aid debate
- NZ aid policy

Module Two: Institutions, Interests and Power

Session 5 – The Public and Private Sectors

- The role of the public sector
- Patronage and clientalism
- Pathologies of corruption

Session 6 – Global & Multilateral Institutions

- UN / Bretton Woods (WB/IMF)
- The emergence of rights and norms
- Criticisms of early models and agencies

- Multilateral development agencies (e.g. ADB; Commonwealth Secretariat; OECD)

Session 7 – Globalization and the Global Development Agenda

- UN conferences
- Financing development
- Post2015

Session 8 – Regional Organizations

- Asian Development Bank
- ASEAN
- Council of Regional Organizations of the Pacific

Module Three: Drivers of Reform

Session 9 – Leadership for Development & Peace-building

- Public
- Private
- Voluntary
- The link between good governance, peace, and development

Session 10: Values for Development

- Democracy
 - Transparency and Accountability
 - participation
- effectiveness
 - Monitoring & Evaluation
- Sustainability

Session 11 – ICT4D

- Knowledge societies
- Transparency
- development communications

Session 12 – Course review

Course Content

Module One: Development Policy

Session 1 – Overview

- Course overview and introductions
- The meaning of development
- The meaning of policy
- Assignments and assessment
- Researching development policy literature

The purpose of the first session is to introduce ourselves to each other, to discuss definitions of “development” and “policy”, and to consider some issues in using development policy literature.

Session 2 – Stocktake of development

- Early C20th models
 - Economic development
- Later C20th models
 - Human development
- Current stocktake

This session examines change in development thinking across the Twentieth Century and into the Twenty First. It asks such questions as: How does development come about? What are the main theories of development? What is the current state of development in globally, and in the Asia-Pacific region? How would we judge whether change is “good” for the materially poor? When states try to influence development, what should be their goals? It also examines a “stocktake” of development progress at the current time.

Required Readings

Bergh, G. and J. Couturier (2013). A rough guide to emerging consensus and divergence in post-2015 goal areas. London, Overseas Development Institute.

EMMERIJ, L., JOLLY, R. & WEISS, T. G. (2001) *Ahead of the Curve? UN Ideas and Global Challenges*, Bloomington and Indianapolis, Indiana University Press. Chapter 1: “Four Powerful Ideas and the Early Years”.

United Nations. Department of Economic and Social Affairs, World Economic Situation and Prospects 2014

www.un.org/en/development/desa/policy/wesp/wesp_current/wesp2014.pdf

Supplementary Reading

Easterly, W. (2009). "How the Millennium Development Goals are Unfair to Africa." World Development 37(1): 26-35.

EMMERIJ, L., JOLLY, R. & WEISS, T. G. (2001) *Ahead of the Curve? UN Ideas and Global Challenges*, Bloomington and Indianapolis, Indiana University Press. Chapter 3. The 1940s and 1950s: The Foundations of UN Development Thinking and Practice.

Glasby, G. P. (2002). "Sustainable Development: the Need for a New Paradigm." Environment, Development and Sustainability (4): 333–345.

- Hezel, F. X. (2012). Pacific Island Nations: How Viable Are Their Economies? Honolulu vi, 33 pp., East-West Center.
- JOLLY, R., EMMERIJ, L., GHAI, D. & LAPEYRE, F. (2004) *UN Contributions to Development Thinking and Practice*, Bloomington and Indianapolis, Indiana University Press. (chapter 12: “Lessons for the Future: Development Thinking and the UN’s Future”)
- Lentner, H. H. (2004). POWER AND POLITICS IN GLOBALIZATION: The Indispensable State. New York and London, Routledge.
- Niggli, P. (2004). *After Globalisation Development Policy in the 21st Century*. Berne, Swiss Coalition of Development Organisations: Swissaid • Catholic Lenten Fund • Bread for all • Helvetas • Caritas • Swiss Interchurch Aid
- Sen, Amartya. *Development as Freedom*. New York: Anchor Books, 1999.
- Todaro, M. P. *Economic Development*. Burnt Mill, UK: Longman, 1994.
- UNITED NATIONS. DEPARTMENT OF ECONOMIC AND SOCIAL AFFAIRS (2010) *World Economic and Social Survey 2010: Retooling Global Development*. New York, United Nations. (chapter 2: “Retooling poverty reduction strategies: towards a new consensus?”)

Session 3 – Development Policy Processes

- Stake-holder identification
- Planning, Implementation, and Monitoring
- Knowledge management

This session will review models of “the policy process”, keeping in mind the context of developing countries. It highlights the challenges typically faced in each stage in a development cycle, including roles and expectations of stake-holders, the challenges of knowledge management, the realities of “messy” implementation, and the funds of monitoring and evaluation.

Required Reading

- Turner, M. and D. Hulme (1997). Governance, Administration and Development: Making the State Work. Houndsmills & New York, Palgrave. (chap 6: “Planning for Development: the Solution or the Problem?”)

Supplementary Reading

- DOLOWIZ, D. P. & MARSH, D. (1998) Policy Transfer: a framework for comparative analysis. IN MINOGUE, M., POLIDANO, C. & HULME, D. (Eds.) *Beyond the New Public Management*. Cheltenham and Northampton, Edward Elgar.
- Gadrey, J. and F. Jany-Catrice (2006). The New Indicators of Well-Being and Development. Houndsmills, Basingstoke, Palgrave Macmillan.
- Gleick, P. H. (2000). "The Changing Water Paradigm: A Look at Twenty-first Century Water Resources Development." Water International 25(1): 127-138.
- Solesbury, W. (2003). Sustainable Livelihoods: A Case Study of the Evolution of DFID Policy. Working Paper. London, Overseas Development Institute. 217.

Session 4 – Development Agencies

- development agencies
 - National
 - Global
 - Pacific region
 - New Zealand
- the aid debate
- NZ aid policy

This session introduces the key features of development agencies. It looks at the role of the state and global agencies in development, analyses the role of the state: What do theories of development imply for the role of the state and global agencies in development? What influences are there on state action in development? Furthermore, what methods and resources are there for analysing the role of the state in development and the quality of state performance? Is development assistance good? Is it necessary?

Required Reading

Martens, B. (2005). "Why Do Aid Agencies Exist?" Development Policy Review 23(6): 643-663.

Supplementary Reading

Alacevich, M. (2011). "The World Bank and the politics of productivity: the debate on economic growth, poverty, and living standards in the 1950s." Journal of Global History 6: 53-74.

New Zealand Aid and Development Dialogues. "A Bolt from the Blue - Examining the 2009 Changes to the New Zealand Government Aid Programme and What They Mean Now." <http://nzadds.files.wordpress.com/2011/04/in-short-a-bolt-from-the-blue-nzadds-working-paper-march-2012.pdf> accessed 21 March 2012 (2012)

New Zealand. Ministry of Foreign Affairs and Trade. Aid Programme (2011). International Development Policy Statement: Supporting Sustainable Development. Wellington, New Zealand. Ministry of Foreign Affairs and Trade. online at www.aid.govt.nz/webfm_send/3).

OECD. Development Assistance Committee (1996). Shaping the 21st Century: The Contribution of Development Co-operation. Paris, OECD.

Killick, T. (2004). "Politics, Evidence and the New Aid Agenda." Development Policy Review 22(1): 5-29.

Module Two: Institutions, Interests and Power

Session 5 – The Public and Private Sectors

- The role of the public sector
- Patronage and clientalism
- Pathologies of Corruption

This session focuses on issues of Governance and good governance, especially in relation to aid and development assistance, and the capacities of the state and other institutions in development. It examines how the concept of governance has changed, as well as the main attributes of public

governance that are useful for understanding government performance. What evidence is there to link good governance and improved development outcomes? How can state capacity and processes be built for better public governance? What role can or should international agencies play in the reform of public governance in developing countries?

This session also considers the problem of “Corruption”, which is a major challenge for development outcomes and led to the emphasis on “good governance” by the World Bank and other agencies. Although corruption has roots in individual ethics and cultural norm, it has principally been addressed through institutional strengthening and transparency. This session explores “pathologies of corruption” and the extent to which they are being addressed through reforms to strengthen accountability and openness.

Required Reading

- Cheema, G. S. and L. Maguire (2001). “Governance for Human Development: The Role of External Partners.” *Public Administration & Development*, 21(3): 201 – 209.
- Duncan, R. and G. Hassall (2011). How Pervasive is Clientelist Politics in the Pacific? *The Political Economy of Economic Reform in the Pacific*. R. Duncan. Manila, Asian Development Bank: 265-276.

Supplementary Reading

- Lyons, M., C. Smuts, et al. (2001). “The changing role of the state in participatory development: from the reconstruction and development programme to growth, employment and redistribution.” *Community Development Journal*, 36(4): 273 – 288.
- Paolo de Renzio, P. (2006). "Aid, Budgets and Accountability: A Survey Article." *Development Policy Review* 24(6): 627-645.
- Staudt, Kathleen (1991). “The Political Context”, Ch. 4 in *Managing Development: State, Society, and International Contexts*, Sage Publications, pp. 62 – 80.
- TURNER, M. (1998) Central-local relations in the Asia-Pacific: convergence or divergence? IN MINOGUE, M., POLIDANO, C. & HULME, D. (Eds.) *Beyond the New Public Management: Changing Ideas and Practices in Governance*. Cheltenham & Northampton, Edward Elgar.
- UNDESA (2005). *Unlocking the Human Potential for Public Sector Performance*. New York, United Nations. Online at <http://unpan1.un.org/intradoc/groups/public/documents/UN/UNPAN021616.pdf>

Session 6 – Global & Multilateral Institutions

- UN / Bretton Woods (WB/IMF)
- The emergence of Rights and norms
- Criticisms of early models and agencies
- Multilateral Development Organizations (e.g. ADB; Commonwealth Secretariat; OECD)

By the late Twentieth Century much development policy and programming was driven by globally agreed norms and processes. This session tracks the emergence of these global influences through the principal global institutions – the United Nations Organization and the “Bretton Woods” institutions (principally the World Bank and the IMF). It also looks at the concurrent emergence of multilateral development organizations, such as the OECD and the Commonwealth Secretariat. In addition to significant progress made with development outcomes by these agencies, there are also significant criticisms of their approach and their impact, which also require examination.

Required Reading

Weiss, T. G. and R. Thakur (2010). Global Governance and the UN: An Unfinished Journey. Bloomington and Indianapolis, Indiana University Press. (part 3: “Human Rights”)

Supplementary Reading

Alacevich, M. (2011). "The World Bank and the politics of productivity: the debate on economic growth, poverty, and living standards in the 1950s." Journal of Global History 6: 53-74.

Gore, C. (2000). "The Rise and Fall of the Washington Consensus as a Paradigm for Developing Countries." World Development 28(5): 789-804.

Jolly, R., L. Emmerij, et al. (2004). UN Contributions to Development Thinking and Practice. Bloomington and Indianapolis, Indiana University Press. (chapter 10: “The Record of Performance”)

Jolly, R., L. Emmerij, et al. (2004). UN Contributions to Development Thinking and Practice. Bloomington and Indianapolis, Indiana University Press. (chapter 11: “UN Contributions and Missed Opportunities”)

OECD, “Development Cooperation Report 2011” – online at www.oecd.org/document/62/0,3746,en_2649_33721_42195902_1_1_1_1,00.html#Chapters

Session 7 – Globalization and the Global Development Agenda

- UN Conferences
- Financing development
- Post2015

This session continues to explore the theme of global conferences setting the global development agenda. It also looks at the issue of financing for development, and the global development agenda post-2015.

Required Reading

EMMESI, L., JOLLY, R. & WEISS, T. G. UN World Conferences and Global Challenges. IN EMMESI, L., JOLLY, R. & WEISS, T. G. (Eds.) *Ahead of the Curve: UN Ideas and Global Challenges. Chapter 4: UN World Conferences and Global Challenges*

Supplementary Reading

MacIsaac, N. & Abu N. M. Whahid (1996). “The Grameen Bank: Its Institutional Lessons for Rural Financing”, Ch. 37 in Kenneth P. Jameson & Charles K. Wilbur (eds.) *The Political Economy of Development and Underdevelopment*, McGraw-Hill Inc., pp. 596 – 609.

United Nations (2002). Report of the International Conference on Financing for Development. New York, United Nations.

Session 8 – Regional Organizations

- Asian Development Bank
- ASEAN
- Council of Regional Organizations of the Pacific

This session examines the role of regional organizations in development policy. It focuses on regional organizations in the Asia Pacific region, while referring also to similar agencies in other parts of the globe.

Required Reading

Hassall, G. (2013). "Who is Leading the Pacific, as a Region?" Canterbury Law Review 18: 5-13.

Supplementary Reading

Berthelot, Y., Ed. (2004). Unity and Diversity in Development Ideas: Perspectives from the UN Regional Commissions. United Nations Intellectual History Project. Bloomington and Indianapolis, Indiana University Press.

Module Three: Drivers of Reform

Session 9 – Leadership for Development & Peace-building

- Public
- Private
- Voluntary
- The link between good governance, peace, and development

Scholarship on leadership in public organizations has been pioneered by such figures as Montgomery Van Wart and James MacGregor Burns. There is considerable literature on political leadership but less on “policy leadership”. This session provides an overview of leadership styles and the challenges of policy leadership in a development context.

Required Reading

HART, P. T. & UHR, J. (2008) Understanding Public Leadership: an Introduction. IN HART, P. T. & UHR, J. (Eds.) *Public Leadership: Perspectives and practices*. Canberra, ANU E Press.

Supplementary Reading

Bisley, A., Ed. (2008). Pacific Interactions: Pasifika in New Zealand – New Zealand in Pasifika. Wellington, Institute of Policy Studies.

SAFTY, A. (2003) Moral Leadership: Beyond Management and Governance. *Harvard International Review*, 25, 84-89.

Van Wart, M. and P. Suino (2008). Leadership in Public Organizations: AN INTRODUCTION. Armonk, New York & London, England, M.E. Sharpe.

Session 10 – Values for Development

- Democracy
 - Transparency and Accountability
 - participation
- effectiveness
 - Monitoring & Evaluation
- Sustainability

What makes governments want to reform? This session explores a range of “drivers” that are changing the development policy environment. These include globalization, realities of political economy, the emergence of ICTs, renewed emphasis on the creation of public value and the participation of citizens and civil society, in both urban and rural settings. 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

Required Reading

MASHAW, J. L. Accountability and Institutional Design: Some Thoughts on the Grammar of Governance. Yale Law School.

Supplementary Reading

Ocampo, J. A. (2003). "Rethinking the development agenda." Cambridge Journal of Economics 26: 393-407.

Pieterse, J. N. (1998). "My Paradigm or Yours? Alternative Development, Post-Development, Reflexive Development." Development and Change 29: 343-373.

UNITED NATIONS. DEPARTMENT OF ECONOMIC AND SOCIAL AFFAIRS (2010) World Economic and Social Survey 2010: Retooling Global Development. New York, United Nations. (chapter 3: “Towards a new aid architecture”)

Session 11 – ICT4D

- Knowledge societies
- Transparency
- development communications

With the development of computing power in the 1960s and 1970s, development organizations such as UNESCO began exploring implications of the concept of “knowledge societies”. The ability the internet has provided for linkage between computers has exponentially multiplied the production and dissemination of knowledge, and the more recent invention of interactive capabilities (Web 2.0) has produced further communicative possibilities, which are now conveniently referred to as “ICT4D” - Information & Communication Technologies for Development. This session will look at the implications that these new capabilities have for development policy.

Required Reading

International Telecommunication Union and United Nations Conference on Trade and Development (2007). "World Information Society 2007 Report. Beyond WSIS. Executive Summary."

McPhail, T. L. (2009). Major Theories Following Modernization. Development communication: reframing the role of the media. T. L. McPhail. West Sussex, Wiley-Blackwell.

Supplementary Reading

King, K. (2002). "Banking on Knowledge: the new knowledge projects of the World Bank." Compare: A Journal of Comparative Education 32(3).

Stone, D. and S. Maxwell, Eds. (2005). Global Knowledge Networks and International Development: Bridges across boundaries. Oxon and New York, Routledge, ODI and Center for Policy Studies.

Session 12 – Course review

The final session will review the contents of the course and provide opportunity for open discussion.

Readings

There is no set text for the course. One required reading has been identified for each session, and additional readings are suggested for those who wish to delve further into specific topics. The following materials will be of assistance when doing your assignments. Two general books on development and public governance provide useful overviews: (Desai & Potter, 2002) - an edited collection of readings on development theory and policy, and (Turner and Hulme, 199) - an authored work on public administration and development. (Levy & 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, 2006, Easterly, 2006 & Collier, 2007) – take different perspectives on evidence about development processes and policy prescriptions, particularly involving international action.

COLLIER, P. (2007) *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*, Oxford, Oxford University Press.

EASTERLY, W. (2006) *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*, New York, The Penguin Press.

DESAI, V. & POTTER, R. B. (Eds.) (2002) *The companion to development studies*, London, Arnold.

LEVY, B. & KPUNDEH, S. (Eds.) (2004) *Building State Capacity in Africa: New Approaches, Emerging Lessons*, Washington DC, World Bank Institute.

SACHS, J. (2006) *The End of Poverty: Economic Possibilities for Our Time*, Penguin.

TURNER, M. & HULME, D. (1997) *Governance, Administration and Development: Making the State Work*, Houndsmills & New York, Palgrave.

Significant datasets

(UNDP, 2009) – Human Development Indicators, (World Bank, 2007) - Governance Matters, (Marshall et al., 2008) – Polity IV, (OECD, 2009) – Development Assistance.

VUW Library

- Research Archive
- Restricted Archive - <http://restrictedarchive.vuw.ac.nz/>
- Library online resources - <http://library.victoria.ac.nz/library/resources/online.html>

- recommended resources in Public Policy: <http://library.victoria.ac.nz/library/resources/guides/publicpolicy.html#guidesection.1391>
- United Nations and Official Publications Collection – <http://library.victoria.ac.nz/library/collections/unop.html>
- eBooks <http://library.victoria.ac.nz/library/resources/guides/ebooks.html#guidesection.1446>

Development Agencies

- Asian Development Bank (ADB):
 - main site - www.adb.org/
 - Public sector management and governance - www.adb.org/Governance/
- World Bank:
 - main site - www.worldbank.org/
 - document depository - <http://www-wds.worldbank.org/>
 - public sector governance - www.worldbank.org/publicsector/
- United Nations Development Programme (UNDP):
 - main site - www.undp.org/
 - Human Development Reports - <http://hdr.undp.org/>
 - Committee of Experts on Public Administration - www.unpan.org/cepa.asp
- UK Department for International Development (DfID): main site - www.dfid.gov.uk/
 - Governance and Social Development Resource Centre - www.gsdr.org/
- Organisation for Economic Cooperation and Development (Development Assistance Committee) (OECD (DAC)): main site - www.oecd.org/dac/; statistics - www.oecd.org/statistics/

Round-ups of development news

- Atlas of Global Development - www.un.org/en/development/desa/policy/index.shtml
- Free Scholarly Resources – www.iss.nl/library/information_resources/free_scholarly_resources/
- “Global Development Briefing”: email newsletter published by The Development Executive Group: subscribe at www.developmentex.com/development_intelligence/news_and_analysis/briefing/index.jsp
- New Zealand Aid and Development Dialogues <http://nzadds.org.nz/>
- <http://elibrary.worldbank.org/>
- www.eastasiaforum.org/

Other Organizations

- American political science association – www.apsanet.org/
- American Society for Public Administration – www.aspanet.org/scriptcontent/index.cfm
- Brooks World Poverty Institute www.bwpi.manchester.ac.uk
- Center for Digital Government - www.centerdigitalgov.com/index.php
- Centre for Global Development www.cgdev.org/
- European commission – http://ec.europa.eu/europeaid/what/development-policies/index_en.htm
- European Institute of Public Administration – <http://seminars.eipa.eu/en/activities09/show/&tid=3668>
- Chinese Public Administration Society – http://wn.com/Chinese_Public_Administration_Society
- Chronic Poverty Research Centre www.chronicpoverty.org/
- Development Network www.devnet.org.nz/
- Development Policy Centre <http://devpolicy.anu.edu.au/>

- European Institute of Public Administration - www.eipa.nl/
- Global Public Administration Resource – www.linkedin.com/groups/Global-Public-Administration-Resource-3818311
- Global urban Research Centre www.sed.manchester.ac.uk/research/gurc/
- Institute for Public Management, Vienna - www.wu.ac.at/pubmgt
- Institute of Governance and Policy Studies, VUW - <http://ips.ac.nz/>
- Institute of Public Administration, Ireland - www.ipa.ie/
- Institute of Public Administration, NZ - www.ipanz.org.nz/MainMenu
- Institute of Public Administration Australia - www.ipaa.org.au/
- Institute for Public Administration Canada - www.ipac.ca/
- International Centre for Governance and Public Management <http://www3.carleton.ca/cgpm/>
- International Institute of Social Studies www.iss.nl/library/
- International Political Science Association – www.ipsa.org/
- Korean Institute of Public Administration – www.kipa.re.kr/language/main.jsp
- Natural Resources institute www.nri.org
- Network of Institutes and Schools of Public Administration in Central and Eastern Europe - www.nispa.sk/
- Organization for Economic Co-operation and Development www.oecd.org
- Overseas Development Institute www.odi.org.uk/
- Public Administration Network Theory - www.pattheory.org/
- Royal Institute of Public Administration - www.ripainternational.co.uk/Home
- United Nations Development Program www.undp.org
- United Nations Research Institutes of Social Development - [www.unrisd.org/unrisd/website/document.nsf/\(httpPublications\)/054F433B5A04840980256B670065D6E1?OpenDocument](http://www.unrisd.org/unrisd/website/document.nsf/(httpPublications)/054F433B5A04840980256B670065D6E1?OpenDocument)
- United Nations Public Administration Network - www.unpan.org/
- The World Bank – http://elibrary.worldbank.org/?cid=GS_EXTOP_eLib_6&gclid=CI7A4J7ch6wCFdAEQAodtiObAw

Journals

- Asian Journal of Political Science
- Cambridge journal of economics
- Comparative political studies - <http://cps.sagepub.com/content/28/1/117.short>
- Development and change
- Development Policy Review – <http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291467-7679/issues>
- Governance [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1468-0491](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1468-0491)
- International journal of development issues
- International Review of Comparative Public Policy – www.emeraldinsight.com/products/books/series.htm?id=1051-4694
- Journal of Administration & Governance http://joaag.com/Home_Page.php
- Journal of Comparative Policy Analysis – www.tandf.co.uk/journals/titles/13876988.asp
- Journal of development studies
- Journal of International Development
- Journal of Peasant Studies – www.tandfonline.com/loi/fjps20#
- JSTOR - www.jstor.org
- Pacific Economic Bulletin - http://peb.anu.edu.au/issues/search_issues.php

- Public Administration
- The Journal of the Institute of Economic Development
- Third world quarterly
- Wiley Online Library –
<http://onlinelibrary.wiley.com/doi/10.1111/j.1468-0491.2004.00246.x/abstract>
- World development

Blackboard is Victoria University’s online environment that supports teaching and learning by making course information, materials and other learning activities available via the internet through the myVictoria student web portal.

To access the Blackboard site for this course:

1. Open a web browser and go to www.myvictoria.ac.nz .
2. Log into myVictoria using your ITS Username (on your Confirmation of Study) and password (if you’ve never used the Victoria University computer facilities before, your initial password is your student ID number, on your Confirmation of Study, Fees Assessment or student ID card – you may be asked to change it when you log in for the first time).
3. Once you’ve logged into myVictoria, select Blackboard (from the options along the top of the page) to go to your Blackboard homepage.
4. The “My Courses” section displays the courses you have access to – select the appropriate link to access the course-specific Blackboard site. Please note that only courses that are actually using Blackboard and have been made available to students by their respective course coordinator will be displayed.

You are recommended to ensure that your computer access to Victoria University’s computer facilities, such as myVictoria and Blackboard, is working BEFORE your course starts. If you have any problems, you should contact the ITS Service Desk on (04) 463 5050 or its-service@vuw.ac.nz . See www.victoria.ac.nz/its/student-services/ for more information.

Materials and Equipment

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.

E-mail: You must be able to receive, and should regularly check for, emails at your student email address. Any emails 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 your VUW email account via the MyVictoria student web portal and selecting Options and then General.

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 email account, log onto Blackboard and our course. Make sure you know how to access Announcements and use Course Resources and Discussion Groups.

Assessment

This course has three items for assessment: *Case study I* (25%); case study II (35%); and a *Research Essay* (40%).

Due date	Assignment	Course Weight
Friday 21 March 2014	Case Study I – 1,500 words	25%
Friday 6 June 2014	Research Essay – 3,000 words	40%
Tuesday 24 June 2014	Case Study II – 2,000 words	35%
Total		100%

Please send your essays as attachments to email messages to graham.hassall@vuw.ac.nz AND copy to sog-assignments@vuw.ac.nz . 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.

Case study I

Task: Identify a specific policy challenge in a development context, provide a succinct appraisal of the policy environment (actors, resources, objectives, scoping, programming, implementation, and evaluation); compare theory and practice; and offer proposals for innovation.

Format: Project Brief

Marks: 25%

Due date: Friday 21 March 2014

Topics: Your case study must focus on one of the following themes, in the context of one country you are familiar with:

1. Climate change and human security
2. ADB and Infrastructure
3. The Human Development Index
4. Parliaments as partners in Development
5. FAO and Food Security
6. The Paris Declaration on Aid Effectiveness
7. UN Habitat, Human Settlements, and Urbanization
8. UNDP and Peace-building
9. NZ’s International Development Policy
10. Development Policy at Provincial and Local level
11. Civil Society Organizations and Development Policy

IMPORTANT: You must consult with me about your case study and gain approval for your specific question before commencing.

Research Essay

Purpose: The purpose of the research essay is critical examination of academic literature on a significant problem of development policy and management.

Format and length: 3,000 words, excluding footnotes. MLA format.

Due Dates: Friday 14 March 2014 – topic approved by course coordinator
Friday 6 June 2014 – absolute deadline for submission

The purpose of a *research essay* is to identify one or more key questions about a topic which you feel need to be answered. The best essays do not merely write about a topic, but seek answers to pressing issues. In this way the essay is not merely informative, but *useful*.

As this course focuses on “*development policy and management*” your essay should focus on *policy and/or management* aspects of your topic in the field of development and management. If you write, for instance, about the condition of transport and communications in a country, you would concentrate on the policies / management structures and capabilities that are in place, the actors involved in policy development and implementation, and current appraisals concerning the policy’s effectiveness. In your conclusion, your essay should make a judgement about the key issues, and directly provide answers to the question/s that you have inquired about.

In terms of sources, your essay should draw on authoritative materials, whether from academic sources, or official courses, or media commentary. The best marks are given to essays that engage with intellectual debate on a topic, not simply presentation of the current factual situation. Your essay should be, in other words, go well beyond *description* to *analysis*.

Address one of the following topics:

1. Building integrity and accountability

A key challenge facing many developing countries is building integrity. This may be due to the presence of corruption in the public sector, clientelism and patronage in state and society alike, or weaknesses in the law, the legal system, codes of conduct, ethical frameworks, and civic strength and awareness. Select a particular context (e.g. a country, or in institution or agency) in which trust, accountability, and integrity are of particular concern and provide an analytic answer to these questions: what policy options have been developed and implemented to build integrity? To what extent have these succeeded and why? What further innovations are necessary?

2. Aid Coordination

Most developing countries receive development assistance from multiple donors and development partners – so much so that donors and recipients alike have expressed frustration at the framework for the delivery of aid. These have been addressed in such global agreements as the Millennium Development Goals Declaration of 2000 (esp. 7 and 8) and the Paris Declaration on Aid Effectiveness of 2005. There is an alternative view, too, that increasing aid merely builds dependency rather than self-reliance. Given this context in which development assistance is becoming an increasingly sophisticated sector but many countries are making little progress toward achievement of the MDGs, are current approaches to aid coordination and development assistance satisfactory? What are the major difficulties and what innovations are being suggested and explored?

3. Government and Governance

In the twentieth century the traditional approach to “government” that focused on the authority, roles, and capacity of the state, was joined by a notion of “governance” which recognised the increasing importance of civil society and the private sector. In some cases development actors have begun bypassing state actors in their desire to reach and help “the people” through intermediaries such as civil society actors – also called “non-governmental organizations”. Select a particular context (e.g. a country, or in institution or agency) in which new understandings of “governance” have changed patterns development policy and implementation? Does a shift to “governance” strengthen or weaken the role of the state? Can development policies increase their effectiveness by directly addressing “the people” rather than the state and its institutions? Does use of the “governance” framework produce diminish the role of the state or merely refine it?

4. Public Sector Improvement

Development goals can only be achieved where governments are able to manage efficiently, and effectively. The challenge for many developing countries is to build public sector capability, whether through domestic reform, or with development assistance from overseas agencies. Select a specific country, institution or agency, and analyse the initiatives that have been put in place toward public sector improvement (toward that country’s specific and stated development objectives).

5. Intergovernmental relations

Policy is implemented at several levels of government: from local, to regional, to national, and beyond. Yet the success of development programs is often determined by the quality of intergovernmental relations that are in place. Whereas modern constitutionalism relied on strict definition of functions at local and national levels to determine roles and responsibilities, an alternative approach suggested by “multi-level governance” proposes that more effective outcomes can result from flexibly constructed networks which exist where and when required: to what extent does such a pattern of administrative authority respond to the need for responsive and responsible government?

6. Policy Leadership

Development policy and management is not self-actualising but depends on effective leadership. Poor leadership can result in policy failure. What leadership styles are most appropriate to a development context, and to what extent do governments, development partners, and societies in general, focus on leadership qualities and practise as key elements in the effective implementation of development agendas?

Case Study II

Purpose: to explore a specific application of ICT4D

Word length: 1,500-2,000 words

Marks: 35%

Due date: Tuesday 24 June 2014

Adequate Information management is a crucial element of successful development policy and management. As development processes become more complex and information management more necessary, ICTs are playing an increasingly important role in the in every phase of policy – from agenda setting, networking and stake holder management, through to monitoring of implementation and evaluation and communication of results. Your purpose in the research project is to identify

and analyse one instance in which ICTs are being used to facilitate information management in a development policy context.

You are asked to explore one instance from the following settings:

1. A Pacific Islands Country
2. A Southeast Asian Country
3. A Global Conference of the United Nations

In each case you are asked to assess:

1. What is the policy challenge?
2. Who are the key actors?
3. What ICT practices/processes have been implemented?
4. To what extent has the initiative been successful?

IMPORTANT: You must consult with me about your research project and gain approval before commencing.

Course grades and indicative characteristics:

<i>Pass/Fail</i>	<i>Grade</i>	<i>Normal range</i>	<i>Midpoint</i>	<i>Indicative characterisation</i>
Pass	A+	90% - 100%	95	outstanding performance
	A	85% - 89%	87	excellent performance
	A-	80% - 84%	82	Excellent performance in most respects
	B+	75% - 79%	77	Very good performance
	B	70% - 74%	72	good performance
	B-	65% - 69%	67	Good performance overall, but some weaknesses
	C+	60% - 64%	62	satisfactory to good performance
	C	55% - 59%	57	Satisfactory performance
Fail	C-	50% - 54%	52	Adequate evidence of learning
	D	40% - 49%	45	poor performance overall, some evidence of learning
	E	0 - 39%	20	well below the standard required
	K	Fail due to not satisfying mandatory course requirements, even though the student's numerical course mark reached the level specified for a pass, usually 50%. A student whose course mark is below 50 should be given a D (40-49) or E (0-39), regardless of whether they met the mandatory course requirements		
Pass	P	Overall Pass (for a course classified as Pass/Fail)		
Fail	F	Fail (for a Pass/Fail course)		

Students should keep a copy of all submitted work.

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 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%.

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.

Academic Integrity, Plagiarism, and the Use of Turnitin

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must still acknowledge your sources fully and appropriately. This includes:

- material from books, journals or any other printed source
- the work of other students or staff
- information from the Internet
- software programs and other electronic material
- designs and ideas
- the organisation or structuring of any such material.

Acknowledgement is required for *all* material in any work submitted for assessment unless it is a 'fact' that is well-known in the context (such as "Wellington is the capital of New Zealand") or your own ideas in your own words. Everything else that derives from one of the sources above and ends up in your work – whether it is directly quoted, paraphrased, or put into a table or figure, needs to be acknowledged with a reference that is sufficient for your reader to locate the original source.

Plagiarism undermines academic integrity simply because it is a form of lying, stealing and mistreating others. Plagiarism involves stealing other people's intellectual property and lying about whose work it is. This is why plagiarism is prohibited at Victoria.

If you are found guilty of plagiarism, you may be penalised under the Statute on Student Conduct. You should be aware of your obligations under the Statute, which can be downloaded from the policy website (www.victoria.ac.nz/home/about/policy/students.aspx). You could fail your course or even be suspended from the University.

Plagiarism is easy to detect. The University has systems in place to identify it.

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 on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion

of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. 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.

There is guidance available to students on how to avoid plagiarism by way of sound study skills and the proper and consistent use of a recognised referencing system. This guidance may be found at the following website www.victoria.ac.nz/home/study/plagiarism.aspx .

If in doubt, seek the advice of your course coordinator.

Plagiarism is simply not worth the risk.

Mandatory Course Requirements

In addition to obtaining an overall course mark of 50 or better, students must submit or participate in all pieces of assessment required for this course.

If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat .

Communication of Additional Information

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.

NOTE: Information emailed to you via Blackboard can only be sent to your @myvuw.ac.nz email address (the free email address created for you when you enrol and accessed via the myVictoria student web portal). If you want to receive these emails at your preferred email address (e.g. your home or work email address), it is **essential** that you activate your @myvuw.ac.nz email address before the start of the course and you modify the settings so all emails sent to it are automatically forwarded to your preferred email address. Please go to www.victoria.ac.nz/its/student-services/FAQs.aspx#Email_Forward for more information.

You are recommended to ensure that your computer access to Victoria University's computer facilities, such as myVictoria, Blackboard and email, is working BEFORE your course starts. If you have any problems, you should contact the ITS Service Desk on (04) 463 5050 or its-service@vuw.ac.nz . See www.victoria.ac.nz/its/student-services/ for more information.

School of Government Service Standards

Good learning and teaching outcomes for students in School of Government courses depend on many factors, including open, transparent and accountable relationships between teaching and support staff, and students in their various activities. The following service standards indicate some of the key expectations that teaching staff and students can have of each other. In all cases, they represent what the School believes should be 'normal' practice; exceptional circumstances can and will be negotiated as required.

Please note that there are University-wide policies relating to assessment – including rights of review and appeal. Details may be found in the Assessment Handbook (which is reviewed and updated from time to time – www.victoria.ac.nz/about/governance/dvc-academic/publications).

In general terms, any concerns that a student or students may have should be raised with the course coordinator in the first instance. If that course of action is not appropriate, the School's programme support staff will direct you to the relevant Programme Director/Coordinator.

Standards relating to staff timeliness of responses to email and phone queries:

- Email or phone queries from students will be responded to in 48 hours

Standards relating to availability of course materials:

- Students on modular or intensive courses will usually have course materials at least 4 weeks before the course starts
- Students on weekly courses will usually have course materials available on the first day of the course

Standards relating to attendance:

- It is expected that students will attend all contact teaching sessions for a course. If a student is aware that they will be unable to attend part of a course prior to it commencing, they are required to advise the course coordinator. In such a situation, the student may be declined entry into the course.
- Where a course coordinator approves some non-attendance before the class commences, the course coordinator may set additional item(s) of assessment of learning and teaching objectives for the course for students unable to attend. Advice relating to the submission and assessment of any such additional assessment will be provided by the course coordinator.

Variations to the assessment details provided in the course outline:

- Any variation to the assessment details in the course outline will be formally agreed between the course coordinator and students at the earliest possible time, preferably at the beginning of the course.

Standards relating to assignments – turnaround and feedback:

- Unless otherwise agreed between students and the course coordinator, items of assessment will be marked within 15 working days of submission.
- Comments on pieces of assessment will allow students to understand the reasons for the mark awarded, relative to the teaching and learning objectives specified in the course outline, and will usually include advice on how the student can improve their grades in future assignments.

Student Feedback

Students in this class in previous years have asked that it be taught in a weekly format, and have suggested a number of additional topics for inclusion. In response to these requests, I will add some additional sessions in between the course modules, in consultation with the needs and interests of the class.

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php .

Link to General Information

For general information about course-related matters, go to www.victoria.ac.nz/vbs/studenthelp/general-course-information .

Note to Students

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 academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.
