

**School of Government**

**MAPP 558**  
**DEVELOPMENT POLICY AND MANAGEMENT**  
**(15 Points)**

**Trimester 1 / 2013**

**COURSE OUTLINE**

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**Names and Contact Details**

<b>Course Coordinator:</b>	<b>Associate Professor Graham Hassall</b> Room RH 826, Level 8, Rutherford House, Pipitea Campus Telephone: (04) 463 5047 Fax: (04) 463 5454 Email: <a href="mailto:graham.hassall@vuw.ac.nz">graham.hassall@vuw.ac.nz</a> Office Hours: Please email me for an appointment
<b>Administrator:</b>	<b>Darren Morgan</b> Room RH 821, Level 8, Rutherford House, Pipitea Campus Telephone: (04) 463 5458 Fax: (04) 463 5454 Email: <a href="mailto:darren.morgan@vuw.ac.nz">darren.morgan@vuw.ac.nz</a> School Office Hours: 8.30am to 5.00pm, Monday to Friday

**Trimester Dates**

Friday 1 March – Friday 28 June 2013

**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 15 March 2013**.
2. The standard last date for withdrawal from this course is **Friday 17 May 2013**. 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**

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

<b>Module One:</b>	Friday 1 March 2013	8.30am – 6.00pm
<b>Module Two:</b>	Friday 26 April 2013	8.30am – 6.00pm
<b>Module Three:</b>	Friday 14 June 2013	8.30am – 6.00pm
<b>Breaks</b>	Morning: 10.30am-11.00am; Lunch: 12.30pm-1.30pm; Afternoon: 3.30pm-4.00pm	
<b>Locations:</b>	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. The timetable is also available to view on the Victoria University website ( <a href="http://www.victoria.ac.nz/timetables/">www.victoria.ac.nz/timetables/</a> )	

Attendance is **required** at all three modular teaching days

## **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:

<b>Objective</b>	<b>Relationship to assessment (see below for details)</b>
Understand the global development policy environment	Assessed either in the Research Project, Case Study, 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**

### **Day 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**

- Main theories
- Main actors:
  - Global
  - Pacific region
  - New Zealand

#### **Session 3 – Development Agencies**

- Global Development Agencies
  - (e.g.: UN / WB / IMF)
- Multilateral Development Agencies (e.g. ADB, Commonwealth Secretariat; OECD)
- National Development Agencies
  - NZ Aid
  - AusAID
  - US Aid
  - DFID
- Criticisms of early models and agencies

#### **Session 4 – Development Policy Processes**

- The policy process
  - Stake-holders
  - Knowledge management
- Implementation
- Monitoring and evaluation
  - The purposes
  - Techniques
- Indicators

### **Day Two: Government Processes & Outputs**

#### **Session 5 – Institutions, interests & power**

- Bureaucracy and civil service
- Patronage and clientalism
- The Informal sector: tradition and culture

#### **Session 6 – Governance and Development**

- The Aid Debate
- Development Planning and Oversight
- Policy cycles

#### **Session 7 – Policy Processes and Ethics**

- Pathologies of corruption
- Strengthening Transparency and Accountability
- Development Communication

#### **Session 8 – Class Presentations**

### **Day Three: Drivers of Reform**

#### **Session 9 – Drivers of Reform**

- Global to Local
- Political economic – the costs of patronage
- eGovernment
- Public value – evaluation
- role people in development
- New Thinking about rural development

#### **Session 10 – Class Presentations**

#### **Session 11 – Leadership for Development**

- Leadership for Development and peace-building
  - Political leadership
  - Public sector leadership
  - Voluntary sector leadership

#### **Session 12 – Course review & assignment**

- Review
- Project consultation

## 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 three modular teaching days (8.30am – 6.00pm).**

## Course Resources

This course outline identifies a range of useful readings. For each session of the teaching module, a specific reading has been identified (\*) for background reading. You are, of course, free to do additional reading in preparation for the modular sessions.

### Module One: Development Policy

#### Session 1 – Overview

- Course Overview and introductions
- The meaning of Development
- The meaning of policy
- Research Technique
- Assignments and Assessment

The purpose of the first session is to introduce ourselves to each other and to discuss the meaning of “development” and “policy”. 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?

#### *Readings*

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

(\*) 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”)

SCOTT, C. & BAEHLER, K. (2010) *Adding Value to Policy Analysis and Advice*, Sydney, UNSW Press. (“Overview”)

Seers, D. *The Meaning of Development*. New Delhi, 1969

Sen, Amartya. *Development as Freedom*. New York: Anchor Books, 1999

Todaro, M. P. *Economic Development*. Burnt Mill, UK: Longman, 1994

#### Session 2 – Stocktake of development

- Main theories
- Main actors – Global / Pacific region / New Zealand

This session examines the current state of development of the poor countries of the world. It also identifies the main actors at global and regional levels, including the Pacific Islands region. The session will examine the OECD’s “Development Cooperation Report 2011” – online at [www.oecd.org/document/62/0,3746,en\\_2649\\_33721\\_42195902\\_1\\_1\\_1\\_1,00.html#Chapters](http://www.oecd.org/document/62/0,3746,en_2649_33721_42195902_1_1_1_1,00.html#Chapters)

### Readings

- 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".)
- Hezel, F. X. (2012). Pacific Island Nations: How Viable Are Their Economies? Honolulu vi, 33 pp., East-West Center
- Lentner, H. H. (2004). POWER AND POLITICS IN GLOBALIZATION: The Indispensable State. New York and London, Routledge
- 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](http://www.aid.govt.nz/webfm_send/3)
- 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
- 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?")
- (\*) United Nations. Department of Economic and Social Affairs (2011) Report on the World Social Situation (online at <http://social.un.org/index/LinkClick.aspx?fileticket=v0LQqd2FT3k%3d&tabid=1561> )

### Session 3 – Development Agencies

- Global Development Agencies
    - (e.g.: UN / WB / IMF)
  - Multilateral Development Agencies (e.g. ADB, Commonwealth Secretariat; OECD)
  - National Development Agencies
    - NZ Aid
    - AusAID
    - US Aid
    - DFID
  - Criticisms of early models and agencies
- (1) The role of the state and global agencies in development. 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?
  - (2) 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?
  - (3) The role of the international community. What role can or should international agencies play in the reform of public governance in developing countries?

### Readings

- 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.
- 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.
- 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

- Gore, C. (2000). "The Rise and Fall of the Washington Consensus as a Paradigm for Developing Countries." *World Development* 28(5): 789-804.
- 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).
- OECD. Development Assistance Committee (1996). *Shaping the 21st Century: The Contribution of Development Co-operation*. Paris, OECD.

#### Session 4 – Development Policy Processes

- The policy process
  - Stake-holders
  - Knowledge management
- Implementation
- Monitoring and evaluation
  - The purposes
- Techniques
  - Indicators

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.

#### *Readings*

- 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.

### **Module Two: Government Processes & Outputs**

#### Session 5 – Institutions, interests & power

- Bureaucracy and civil service
- Patronage and clientalism
- The Informal sector: tradition and culture

This session focuses on the state and other institutions in development; the capacities of the state: what roles do politics, economics and formal and informal institutions play in public governance? What makes governments want to reform? The session will explore episodes of reform in selected countries for insights into factors that influence political decision-makers.

### *Readings*

- Bisley, A., Ed. (2008). Pacific Interactions: Pasifika in New Zealand – New Zealand in Pasifika. Wellington, Institute of Policy Studies.
- (\*) Duncan, Ron, ed. *The Political Economy of Economic Reform in the Pacific*. Manila: Asian Development Bank, 2010. (esp. chaps 1 & 2)
- Paolo de Renzio, P. (2006). "Aid, Budgets and Accountability: A Survey Article." Development Policy Review 24(6): 627-645.
- 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.

### Session 6 – Governance and Development

- The Aid Debate
- Development Planning and Oversight
- Policy cycles

This session focuses on issues of Governance and good governance, especially in relation to aid and development assistance: It first examines how the concept of governance has changed in recent past, 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?

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.

### *Readings*

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

- Pathologies of corruption
- Strengthening Transparency and Accountability
- Development Communication

Corruption 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.

### *Readings*

GULATI, M. & RAO, M. Y. (2007)) Corruption in the Electricity Sector: A Pervasive Scourge. IN CAMPOS, J. E. & PRADHAN, S. (Eds.) *The Many Faces of Corruption: Tracking Vulnerabilities at the Sector Level*. Washington DC, The World Bank.

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

McPhail, T. L., Ed. (2009). Development communication reframing the role of the media.

## Session 8 – Class Presentations

### **Module Three: Drivers of Reform**

#### Session 9 – Drivers of Reform

- Global to Local
- Political economic – the costs of patronage
- eGovernment
- The search for public value – evaluation
- Renewed appreciation of the role people in development
- New Thinking about rural development

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

### *Readings*

ANTTIROIKE, A.-V. (2004) Introduction to Democratic e-Governance. IN MALKIA, M., ANTTIROIKE, A.-V. & SAVOLAINEN, R. (Eds.) *eTransformation in Governance. New Directions in Government and Politics*. Hershey and London, Idea Group Publishing.

(\*) Ellis, F. and S. Biggs (2001). "Evolving Themes in Rural Development 1950s-2000s." Development Policy Review 19(4): 437-448.

Grönlund, Å. and T. A. Horan ( 2005). "Introducing e-Gov: History, Definitions, and Issues,." Communications of the Association for Information Systems 15(39).

MARKS, G. & HOOGE, L. (2004) Contrasting Visions of Multi-level Governance. IN BACHE, I. & FLINDERS, M. (Eds.) *Multi-level Governance*. Oxford, Oxford University Press.



- (\*) Ndou, V. D. (2004). "E-Government for Developing Countries: Opportunities and Challenges." The Electronic Journal on Information Systems in Developing Countries 18(1): 1-24.
- (\*) Pieterse, J. N. (1998). "My Paradigm or Yours? Alternative Development, Post-Development, Reflexive Development." Development and Change 29: 343-373.
- Weller, P. and B. Stevens (1998). "Public Management: Evaluating Policy Advice: The Australian Experience." Public Administration 76: 579-589.

## Session 10 – Class Presentations

## Session 11 – Leadership for Development

- Leadership for Development and peace-building
  - Political leadership
  - Public sector leadership
  - Voluntary sector leadership

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.

### *Readings*

- (\*) 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.
- 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 12 – Course review and assignment

- Review
- Research essay consultation

The final session will review the major themes of the course, and provide consultation time regarding research essay preparation.

## **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 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.

## **Group Work**

All work is assessed individually. However, you may find it both useful and stimulating to team up with someone else to share materials and ideas for your research project.

## **Readings**

### **General texts**

There is no set text for the course. There are two general books on development and public governance that you may find useful for your library: (Desai & Potter, 2002) is an edited collection of readings on development theory and policy; and (Turner and Hulme, 199) is 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.

### **Analytical resources and online resources**

#### **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/](http://www.adb.org/)
  - Public sector management and governance - [www.adb.org/Governance/](http://www.adb.org/Governance/)
- World Bank:
  - main site - [www.worldbank.org/](http://www.worldbank.org/)
  - document depository - <http://www-wds.worldbank.org/>
  - public sector governance - [www.worldbank.org/publicsector/](http://www.worldbank.org/publicsector/)
- United Nations Development Programme (UNDP):
  - main site - [www.undp.org/](http://www.undp.org/)
  - Human Development Reports - <http://hdr.undp.org/>
- UK Department for International Development (DfID): main site - [www.dfid.gov.uk/](http://www.dfid.gov.uk/)
  - Governance and Social Development Resource Centre - [www.gsdrc.org/](http://www.gsdrc.org/)
- Organisation for Economic Cooperation and Development (Development Assistance Committee) (OECD (DAC)): main site - [www.oecd.org/dac](http://www.oecd.org/dac) ; statistics - [www.oecd.org/statistics/](http://www.oecd.org/statistics/)

## Round-ups of development news

- “Global Development Briefing”: email newsletter published by The Development Executive Group: subscribe at [www.developmentex.com/development\\_intelligence/news\\_and\\_analysis/briefing/index.jsp](http://www.developmentex.com/development_intelligence/news_and_analysis/briefing/index.jsp)
- GOVT MONITOR – Public Sector News and Information - [www.thegovmonitor.com/](http://www.thegovmonitor.com/)
- New Zealand Aid and Development Dialogues <http://nzadds.org.nz/>

## Other Organizations

- American political science association – [www.apsanet.org/](http://www.apsanet.org/)
- American Society for Public Administration – [www.aspanet.org/scriptcontent/index.cfm](http://www.aspanet.org/scriptcontent/index.cfm)
- Center for Digital Government - [www.centerdigitalgov.com/index.php](http://www.centerdigitalgov.com/index.php)
- 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](http://wn.com/Chinese_Public_Administration_Society)
- European Institute of Public Administration - [www.eipa.nl/](http://www.eipa.nl/)
- Global Public Administration Resource - [www.linkedin.com/groups/Global-Public-Administration-Resource-3818311](http://www.linkedin.com/groups/Global-Public-Administration-Resource-3818311)
- Institute for Public Management, Vienna - [www.wu.ac.at/pubmgt](http://www.wu.ac.at/pubmgt)
- Institute of Governance and Policy Studies, VUW - <http://ips.ac.nz/>
- Institute of Public Administration, Ireland - [www.ipa.ie/](http://www.ipa.ie/)
- Institute of Public Administration, NZ - [www.ipanz.org.nz/MainMenu](http://www.ipanz.org.nz/MainMenu)
- Institute of Public Administration Australia - [www.ipaa.org.au/](http://www.ipaa.org.au/)
- Institute for Public Administration Canada - [www.ipac.ca/](http://www.ipac.ca/)
- Institute of Public Management, UK - [www.ipsm.org.uk/](http://www.ipsm.org.uk/)
- International Centre for Governance and Public Management (IGPM), UK – <http://www2.warwick.ac.uk/fac/soc/wbs/igpm/>
- International Political Science Association – [www.ipsa.org/events/congress/madrid2012/session/6360/panel/accepted](http://www.ipsa.org/events/congress/madrid2012/session/6360/panel/accepted)
- Korean Institute of Public Administration – [www.kipa.re.kr/language/main.jsp](http://www.kipa.re.kr/language/main.jsp)
- Network of Institutes and Schools of Public Administration in Central and Eastern Europe – [www.nispa.sk/](http://www.nispa.sk/)
- Public Administration Network Theory - [www.pattheory.org/](http://www.pattheory.org/)

- Royal Institute of Public Administration - [www.ripainternational.co.uk/Home](http://www.ripainternational.co.uk/Home)
- 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/](http://www.unpan.org/)

### 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](http://www.emeraldinsight.com/products/books/series.htm?id=1051-4694)
- Journal of Administration & Governance [http://joaag.com/Home\\_Page.php](http://joaag.com/Home_Page.php)
- Journal of Comparative Policy Analysis – [www.tandf.co.uk/journals/titles/13876988.asp](http://www.tandf.co.uk/journals/titles/13876988.asp)
- Journal of development studies
- Journal of International Development
- JSTOR - [www.jstor.org](http://www.jstor.org)
- Pacific Economic Bulletin - [http://peb.anu.edu.au/issues/search\\_issues.php](http://peb.anu.edu.au/issues/search_issues.php)
- Public Administration
- The Journal of the Institution 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

## **Materials and Equipment**

### Internet access

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 @myvuw.ac.nz student email address (the free email address created for you when you enrol and accessed via the myVictoria student web portal). Please note that information emailed to you via Blackboard (see below) can only be sent to your @myvuw.ac.nz email address. 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\\_Foward](http://www.victoria.ac.nz/its/student-services/FAQs.aspx#Email_Foward) for more information.

## Blackboard

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.

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.

To access the Blackboard site for this course:

1. Open a web browser and go to [www.myvictoria.ac.nz](http://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, 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](mailto:its-service@vuw.ac.nz). See [www.victoria.ac.nz/its/student-services/](http://www.victoria.ac.nz/its/student-services/) for more information.

## Assessment

This course has three items for assessment: a *Research Project* (25%); a *Case Study* (35%); and a *Research Essay* (40%).

### 1. Research Project

Purpose: to explore a specific application of ICT4D  
Word length: 1,500-2,000 words  
Due date: Friday 12 April 2013  
Marks: 25%

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.**

## 2. Case Study

**Purpose:** to identify a particular policy challenge in a development context, provide a succinct appraisal of the policy environment (actors, resources, objectives, past implementation, etc.); compare theory and practice; and offer proposals for innovation.

**Format:** Oral/visual presentation, approx. 10 minutes duration (the exact time to be notified in Module one).

**Marks:** 25%

Assessment will be based on a) the importance and clarity of the policy challenge; b) presentation skills; c) Quality of visuals; d) Content and Analysis; e) Strengthen of Conclusions

**Due date:** One half of the class (group A) will present during module 2 and the other half (group B) will present in module 3.

**Group A:** Post to Blackboard by Friday 19 April 2013  
Present on Friday 26 April 2013  
Submit by Friday 3 May 2013

**Group B:** Post to Blackboard by Friday 7 June 2013  
Present on Friday 14 June 2013  
Submit by Friday 21 June 2013

**Topics:** Case studies must focus on one of the following themes, in the context of one country from the Asia-Pacific region:

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.**

### 3. 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 3 May 2013 – topic approved by course coordinator  
Friday 28 June 2013 – 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?



## Assessment Calendar

Due date	Assignment	Course Weight
Friday 12 April 2013	Research Project	25
Friday 3 May 2013 (Group A) Friday 21 June 2013 (Group B)	Case Study	35
Friday 28 June 2013	Research Essay	40
<b>Total</b>		<b>100</b>

Grade	Normal range	Midpoint	Indicative characterisation
A+	85% - 100%	92.5	Excellent performance in all respects
A	80% - 84%	82	Excellent performance in almost all respects
A-	75% - 79%	77	Very good, some aspects excellent but others not
B+	70% - 74%	72	
B	65% - 69%	67	Good performance overall
B-	60% - 64%	62	
C+	55% - 59%	57	Work satisfactory overall, strengths outweigh weaknesses
C	50% - 54%	52	
D	40% - 49%	45	Poor performance overall, weaknesses outweigh strengths
E	0 - 39%	20	Well below the standard required

## Submission of assignments

Please submit your assignments as attachments to email messages to [graham.hassall@vuw.ac.nz](mailto:graham.hassall@vuw.ac.nz) – printed copies of assignments are NOT required. 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.

**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.

## **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/home/about/avcacademic/publications/assessment-handbook.pdf](http://www.victoria.ac.nz/home/about/avcacademic/publications/assessment-handbook.pdf) ).

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.

## **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](http://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](http://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](http://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.

## **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.

## **Link to General Information**

For general information about course-related matters, go to [www.victoria.ac.nz/vbs/studenthelp/general-course-information](http://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.

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