Development Economics
Fall 2016
Copenhagen
Credits: 3
Instructors: David Possen
Other DIS contacts: Susanne Hovmand, Program Director
Owen Coffin, Program Assistant
Days and Times: Mondays and Thursdays, 11:40-13:00

Introduction

Within the wider disciplines of economics and political economy, **development economics** is one of the most recent branches, as well as one of the most exciting and challenging. Development economics studies one of the key challenges of our time, namely, economic growth and development in low-income countries, and the transformation of these economies into modern, high-income countries. In this course, development and underdevelopment will be looked at through the lens of key economic concepts, policy prescriptions, aid architecture, and applied project management tools.

While development economics is concerned with sustained economic growth over time, its interests are not restricted to economic growth, since its scope is broader than that of traditional economics. Rather, development economics is predicated on an understanding that growth without development is possible, even if the two are closely linked. Accordingly, the study of economic development also treats the economic, political, social and institutional structures and processes necessary for rapid and large-scale improvements in levels of living for the populations of developing countries. The scope of this course is therefore inherently cross-disciplinary. It draws not only on economics, but also on approaches ranging from political science to philosophy, anthropology, cultural history, and private sector development.
Much intellectual effort has been spent trying to understand and stimulate successful economic development. According to the UNDP Multidimensional Poverty Index, almost 1.5 billion people in 91 developing countries are living in poverty with overlapping deprivations in health, education, and living standards. How, then, can a simple, low-income economy grow sustainably into a modern, high-income economy, where poverty is alleviated and standards of living increase for the population at large? And how can such changes be sustained? The United Nations Development Program’s (UNDP) Human Development Report 2014 states that “although poverty is declining overall, almost 800 million people are at risk of falling back into poverty if setbacks occur.”

We know that countries can improve the standard of living and the quality of people’s lives even under adverse circumstances, and that countries have made great gains to meet the Millennium Development Goals (MDGs) despite only modest growth in income. At the same time, some countries with strong economic performance over the decades have failed to make similarly impressive progress in life expectancy, poverty alleviation, schooling, and overall living standards.

The role of international aid in promoting economic development, and how to measure that contribution, are key issues in the current international debate, and form an important part of the current course. International development aid is seen by some as inefficient and a waste of taxpayers’ money, while others go so far as to argue that aid can have negative impacts, and can act as a brake on economic development.

The key themes that cut across this course are:

- Theories of economic development: what are the causes of economic growth as well as the barriers to development? How do we best explain sustained economic development, and what are the limitations of these theories? Issues of inequality, poverty and underdevelopment: Why have some countries come to be known as “growth disasters”?

- The changing landscape of international development assistance, with particular emphasis on the differences between various agencies, e.g., differences between US and Danish development assistance: What are the ideological underpinnings of different approaches to development and how has development assistance changed during the last 50 years?

- Modalities of development assistance: supporting economic development through programs, budget assistance and projects. Logical Framework Approach and capacity building tools.

The way this course addresses these themes is grounded in real life, practical and case-based, while relying on a solid theoretical framework.

Learning objectives:
Understand the complexity of economic growth and development and the debates surrounding the ways and means to support it.

Gain knowledge of various paradigms of economic development, and their application in a geographic and historic perspective.

Gain factual knowledge of the “international aid architecture,” including the main institutional actors, the policy framework, and operational challenges.

Be able to critically address current debates surrounding development assistance, as well as their underlying theoretical and ideological underpinnings.

1. Theories of economic growth and development; aid debates, including aid effectiveness; focus on sub-Saharan Africa

The first module introduces changing paradigms of economic development, and the implications of these changes for development assistance. The main rationales and arguments for each theoretical approach will be covered, and students will learn to see how approaches to development assistance are aligned to changes in the political and ideological context. Specifically, we will focus on (i) economic theories of development in a historical perspective; (ii) the international aid architecture and the history of aid, including changing aid strategies; (iii) the main motivations for giving aid; (iv) current debates surrounding aid; (v) aid effectiveness; and (vi) progress (and the lack of it) in the region of sub-Saharan Africa.

2. Applied country cases: Vietnam, Bhutan, and (if time) Afghanistan; project management tools

In the second module, we will go further into detail based on specific country cases, namely, Vietnam, Bhutan, and (if time) Afghanistan. Students are expected to present (i) an understanding of the main development challenges faced by the country at issue; (ii) an overview of donor involvement and approaches; as well as (iii) a forward-looking strategy for development assistance in that country. The students’ own involvement in these independent research and presentations is essential, and counts toward their participation grade. The module also looks at private-sector-driven development instruments and other “base of the pyramid” initiatives, and covers project management tools focusing on the “Logical Framework Approach.”

3. New trends in promoting economic development; project simulation exercises

In the third and final module, there will be a development project simulation exercise focused on the case studies of Bhutan and sub-Saharan Africa. Here students, working in teams, will represent—and interact as—(i) an external “Development Consultancy,” and (ii) a “Government Task Force for Development.” The development consultancy will present a coherent project proposal to the government task force, while the government task force will address the presentation critically through questions, comments, and alternative reasoning. Again, student engagement through research and critical assessment is crucial, and will be assessed as part of the student’s grade.
Grading Breakdown

<table>
<thead>
<tr>
<th>Engagement, consisting of three equally-weighted categories: Individual Class Participation (10%), Engagement on Canvas (10% - pass/fail), and Pulling Your Own Weight in Team Presentations (10%)</th>
<th>Ongoing</th>
<th>30 %</th>
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</thead>
<tbody>
<tr>
<td>Midterm (short answer test)</td>
<td>Session 12</td>
<td>20 %</td>
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<tr>
<td>Comparative project analysis</td>
<td>Session 19</td>
<td>20 %</td>
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<tr>
<td>Development project simulation (in groups)</td>
<td>Session 23-25</td>
<td>25 %</td>
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<tr>
<td>Public “post-mortem” at End-of-Semester Showcase</td>
<td>End-of-Semester Showcase, Dec. 8</td>
<td>5% (pass/fail)</td>
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Engagement consists of attendance, active participation, and class presentations.

The midterm is short fact-based test focusing on the material covered in modules 1 & 2.

Comparative project analysis (individual): This is a 6-page paper contrasting two specific development projects in one of the countries focused on here. The student should be able to (i) relate the specific projects examined to the needs and challenges faced by the country; and (ii) reflect on the donors, the applied channels and modalities, and the underlying theoretical paradigms involved.

Development project simulation (groups): The students will play the role of development consultants hired for an assignment by the government of a developing country. The overall heading of the assignment is: “How to make best use of $50,000,000: Proposal for a development project that maximizes impact, and is aligned with our PRSP.” On the basis of the material covered during this course (both theoretical and factual), as well as on solid independent research, each group will develop a proposal and present their strategic findings in class, followed by a “post-mortem” oral reflection at DIS’s End-of-Semester Showcase.

Course Policies

Academic Honesty: Plagiarism and Violating the Rules of an Assignment - DIS expects that students abide by the highest standards of intellectual honesty in all academic work. DIS assumes that all students do their own work and credit all work or thought taken from others. Academic dishonesty will result in a final course grade of “F” and can result in dismissal. The students’ home universities will be notified. DIS reserves the right to request that written student assignments be turned in electronic form for submission.
to plagiarism detection software. See the Academic Handbook for more information, or ask your instructor if you have questions.

**Attendance:** You are expected to attend all DIS classes when scheduled. If you miss multiple classes the Director of Teaching and Learning, and the Director of Student Affairs will be notified and they will follow-up with you to make sure that all is well. Absences will jeopardize your grade and your standing at DIS. Allowances will be made in cases of illness, but in the case of multiple absences you will need to provide a doctor’s note.

**Disability and Resource Statement:** Any student who has a need for accommodation based on the impact of a disability should contact Sean Green to coordinate this. In order to receive accommodations, students should inform the instructor of approved DIS accommodations within the first two weeks of classes.

**Laptops:** Use of laptop computers in class is allowed for the purpose of note-taking ONLY; other computer activities can prove distracting. Students December lose their laptop privileges if they use their computers for other activities besides taking notes. Students should also refrain from any activity/behavior that December be disturbing to other students who are making the effort to be attentive. Cell phones and other electronic devices should be turned off and stored away.

**Schedule:** The schedule is subject to change if necessary. If changes are made, as much notice will be given as possible.

### STRUCTURE OF THE COURSE

**Module 1: Theories of economic development, African cases, and aid debates**

1. Origins of development economics
2. The four models of economic development
3. Defining development
4. Measuring development: indicators of comparative development and inequality
5. Sub-Saharan Africa (1) – Why is it falling behind?
6. Sub-Saharan Africa (2) – Country presentations and class discussion
7. Jeffrey Sachs vs. William Easterly (with comments by other prominent development actors)
8. Reenactment of the Sachs-Easterly debate
9. Field study: UN City (World Food Program, United Nations Development Program)
10. The international aid architecture
11. Aid effectiveness
12. Measuring aid effectiveness: impact evaluation
13. Midterm examination

Module 2: Applied country cases; development management

14. Guest lecture: development work in Vietnam and Helmand Province, Afghanistan
15. Guest lecture (1 of 2) on the Logical Framework Approach to development project management
16. Guest lecture (2 of 2) on the Logical Framework Approach to development project management
17. Country focus: Bhutan (1) – background, statistics, donor framework, current issues
18. Country focus: Bhutan (2) – project cases: student presentations

Module 3: Workshops and case simulations

19. Workshop in connection with final simulation exercise (1)
20. Field study: DANIDA, Danish Ministry of Foreign Affairs
21. Workshop in connection with final simulation exercise (2)
22. Private sector investment as “the last piece of the development puzzle”: public-private cooperation, commercial charity, CSR, social entrepreneurship, development project funding, etc.
23. Student presentations: case simulation (1)
24. Student presentations: case simulation (2)
25. Student presentations: case simulation (3)

End-of-Semester Showcase

DETAILED SESSION OUTLINES

Module 1: Four Models of Development

Session 1 – Thursday, August 25

Topic: Introduction to the course; origins of development economics. Meet and greet your team members, choose class representatives.

Learning objective:
Review the main outlines of classical, Keynesian, and neo-classical macroeconomics, and the view of growth, development, and industrialization in each.

**Study question:**

- What was “modernization theory”? How did it influence early development economics? Why did it fall into discredit?

**Reading:**


**Session 2 – Monday, August 29**

**Topic:** The four models of development

**Learning objective:**

- Understand the main features of the four classic models of development (linear stages theory of development, structural change models, and the theory of international dependence), as well as those of some of the newer models.

**Study questions:**

- Explain the key differences between classic theories of growth and the so-called neoclassical counterrevolution.

- Which model do you think best explains the situation in most developing nations today, and why?

**Readings:**


**Session 3 – Thursday, September 1**

**Topic:** Defining development
Learning objective:

- Understand the breadth of development economics in light of the competing available understandings of the concept of development.

Study question:

- What is “growth without development”? How does the existence of this phenomenon indicate that a strictly economic definition of development is inadequate?

Readings:

- The Wikipedia article on “Gross National Happiness”

Session 4 – Monday, September 5

Topic: Measuring development: indicators of comparative development and inequality

Learning objective:

- Understand different ways of measuring development and variation between countries/regions.

Study question:

- Can you think of some examples where low standards of living exist simultaneously with high levels of per capita income?

Reading:


Session 5 – Thursday, September 8

Topic: Sub-Saharan Africa (1) – Why is it falling behind?

Learning objective:

- Understand and be able to explain the main reasons given in the development debate on the reasons for a rising gap in economic growth and other development indicators between Sub-Saharan Africa and other developing countries.

Study question:
Do you agree that the challenge of economic development is significantly different in Sub-Saharan Africa than in other parts of the developing world? If so, what are the main differences?

Readings:


**NO CLASS - CORE COURSE WEEK September 10-18**

Session 6 – Monday, September 19

*Topic: Sub-Saharan Africa (2) - Country presentations and class discussion.* Each team will make a presentation of 8-10 minutes followed by a brief discussion.

*Readings:*

- No readings!

Module 2: Development Policy: The Sachs-Easterly Debate

Session 7 – Thursday, September 22

*Topic: Jeffrey Sachs vs. William Easterly (with comments by other prominent development actors)*

*Learning objectives:*

- Understand the main arguments used by Sachs and Easterly respectively in the development debate.
- Critically analyze the prospects of development programs and projects for creating economic development.

*Study questions:*

- What are the most significant arguments, including their strengths and weaknesses, made by Sachs and Easterly respectively?
Final Syllabus

- With whom do you agree in this debate? Or do you think a “third way forward” is needed?
- How do Sen and Whitfield each respond to the Sachs/Easterly debate?

Readings:

- Sachs, Jeffrey: “The end of poverty: economic possibilities in our time,” Carnegie Council lecture, 2005
- Lindsay Whitfield: “Reframing the aid debate: Why aid isn’t working and how it should be changed,” DIIS Working paper no. 2009:34

Session 8 – Monday, September 26

Topic: Sachs-Easterly debate: Reenactment. Each team will make a presentation of 8-10 minutes followed by a brief discussion.

Readings:
- No readings!

Module 3: The International Aid Architecture

Session 9 – Wednesday, September 28: Field Study to UN City (World Food Program and United Nations Development Program), 8.30-12.30

Detailed meeting instructions are available on the course Canvas page.

Your ability to ask good questions during visits will impact your engagement grade.

Session 10 – Thursday, September 29
**Topic:** The international aid architecture

**Learning objectives:**

- Describe the main actors in international development assistance and their characteristics in terms of mandates, channels for aid, and aid modalities.
- Critically examine how political, economic, environmental, and other motives and goals—both overt and covert—shape international development assistance.
- Understand the political and ideological underpinnings of various organizations’ and countries’ development aid.

**Study question:**

- Are there major differences in the ways multilateral and bilateral development agencies operate and, if so, which type of aid do you think is more desirable from the perspective of recipient countries?
- Are the motives and goals behind the US development aid different from the Danish and other Scandinavian countries’ development aid? If so, how are they different, and why?
- Why have development agencies in recent years increasingly emphasized political issues, such as good governance, anti-corruption and democracy, when providing development assistance?

**Readings:**


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**Module 4: Aid Effectiveness**

**Session 11 – Monday, October 3**

**Topic:** Development effectiveness

**Learning objectives:**

- Critically assess the differences in how development institutions operate, and the effects these differences have on aid provided to developing countries.
• Understand the main content of the development effectiveness agenda and the key features of joint initiatives launched during the past 20 years or so to overcome coordination and fragmentation problems.

Study question:

• What effect have joint initiatives such as the Paris Declaration had on aid effectiveness?

Readings:


• Moyo, D. Dead Aid: Why Aid Is Not Working and How There Is a Better Way for Africa (Farrar, Straus, and Giroux, 2009), Chapter 1.

Session 12 – Thursday, October 6

Topic: Guest lecture on impact evaluation by Nina Blöndal, CEO of the Endeleza development consultancy

Learning objective:

• Gain an understanding of concrete methods, such as counterfactual analysis, of evaluating the recipient-side impact of particular development projects.

Readings:

• No readings!

LONG STUDY TOURS / TRAVEL BREAK October 08-16

Session 13 – Monday, October 17

Topic: Midterm examination.

Session 14 – Thursday, October 21
**Topic:** Guest lecture by Bruno Lauritzen on development assistance and civil-military cooperation in Vietnam and in Helmand Province, Afghanistan

Bruno Lauritzen is a former Senior Advisor at DANIDA, and served as Team Leader of the District Stabilization Team in Gereshk, Afghanistan.

**Session 15 – Monday October 24**

**Topic:** Project Management Tools: the Logical Framework Approach and capacity building methods
(Guest lecture 1 by Marie Visti Hansen)

*Learning objective:*

- Critically analyze real life development problems using the Logical Framework Approach.

*Study questions:*

- What are the main benefits and challenges of the Logical Framework Approach?
- Do you agree with some critics of LFA when they claim that LFA is overly mechanistic and reductionist, and tend to ignore important aspects of capacity building?

*Readings:*

- Marie Visti Hansen: Hands on LFA – a guide to the practical use of the model

**Session 16 – Thursday, October 27**

**Topic:** Project Management Tools: the Logical Framework Approach and capacity building methods
(Guest lecture 2 by Marie Visti Hansen)

*Learning objective:*

- Practical applications of the Logical Framework Approach (with eye to the simulation exercise to be conducted in Module 3).

*Study questions:*

- How does one incorporate the Logical Framework Approach into project design?
- How does one ensure that the underlying project assumptions are valid?

*Readings (same as for previous session):*
Final Syllabus

- Marie Visti Hansen: Hands on LFA – a guide to the practical use of the model

TRAVEL BREAK October 29-November 6

Session 17 – Monday, November 7

**Topic:** Bhutan (1) – background, statistics, donor framework, and current issues

**Learning objective:**

- Describe the key development challenges and achievements in Bhutan, as well as the current development agenda.

**Study questions:**

- In your analysis, what are the most important development challenges in Bhutan and how December these be addressed?
- How do you evaluate the Gross National Happiness concept? Does it bring something new to the development agenda?
- Can GNH be used as an effective tool for Bhutan’s future development? Can GNH be transferred and used in other developing countries and contexts?

**Readings:**

- Kristeligt Dagblad, feature article by Marie Visti Hansen: *Bhutan the happy paradox*

Session 18 – Thursday November 10

**Topic:** Bhutan (2) Case study: project analysis – Student presentations

**Learning objective:**

- Prepare and present a real life development project focusing on country-specific challenges, while simultaneously drawing on recent debates on development aid.
Final Syllabus

Reading:
- Danish Ministry for Foreign Affairs 2008: Denmark – Bhutan Development Strategy 2008 - 2013

Monday, November 14, 11:30 AM: COMPARATIVE PROJECT ANALYSIS DUE.

Session 19 – Monday, November 14

Topic: Workshop for preparation of final simulation assignment

Readings: none

Session 20 – Field Study to DANIDA, the Danish Ministry of Foreign Affairs: Wednesday, November 16, 13.00-17.00

Detailed meeting instructions are available on the course Canvas page.

Your ability to ask good questions during visits will impact your engagement grade.

Module 3

Session 20 – Thursday, November 17

Topic: Workshop for preparation of final simulation assignment

Readings: none

Session 21 – Monday, November 21

Topic: Private sector investment as “the last piece of the development puzzle”: public-private cooperation, commercial charity, CSR, social entrepreneurship, development project funding, etc.

Learning objective:
- Achieve a nuanced understanding of the private sector’s involvement in development funding
- Critically analyze the motives behind private companies’ involvement in CSR and other initiatives, as well as possible motivations for government programs in support of such endeavors.

Study questions:
What are possible motives for private companies engaging in CSR?

What are possible motives behind government programs supporting private companies’ engagement in developing countries?

Can private sector involvement in developing countries work synergetically with government programs? If so, when? If not, why not?

Readings:

- TBA

**Topic: Workshop for preparation of final simulation assignment**

Readings: none

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**STUDY TOUR/TRAVEL BREAK November 26-27**

Session 23 – Monday, November 28

**Topic: Student presentations – case simulation (1)**

Group Exercise (2 groups will present)

Readings: none

Session 24 – Thursday, December 1

**Topic: Student presentations – case simulation (2)**

Group Exercise (2 groups will present)

Readings: none

Session 25 – Monday, December 5
**Final Syllabus**

**Topic:** Student presentations – case simulation (3)

Group Exercise (2 groups will present)

*Readings: none*

**End-of-Semester Showcase – Thursday, December 8, 4-6 PM**

**Topic:** Presentation Post-mortems

Group Exercise (all 6 groups will present)

*Readings: none*

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**ASSIGNMENT GUIDELINES**

**ENGAGEMENT IN CLASS, ON CANVAS, IN YOUR TEAMS, AND ON FIELD STUDIES (30% IN TOTAL)**

This class requires a high level of motivation and active participation in class and during the study tour. Attendance is mandatory. A good engagement grade presupposes the following:

- Active and voluntary participation in class discussions
- Having prepared properly for every class, i.e. doing all the required reading and research
- Being able to address the readings critically during class, thus displaying a good understanding of the subject matter
- Being analytical and concise in oral interventions, i.e. backing up arguments by facts and references rather than “feeling this or that” – Please note that monopolizing the floor with fluffy, unstructured and redundant monologues will NOT be seen as a positive contribution.
- Being able to collaborate well with your assigned group and delivering elaborate and analytical presentations (Student presentations and ad hoc group work)

If you are unable to attend class, you must notify your instructor in advance and receive approval for an excused absence. If participation is uncomfortable for you, please discuss this problem with the faculty early in the course so that we can identify approaches to increase your class contribution and comfort.

We allow computers and smartphones in class PURELY for note-taking purposes. In case of other uses such as Facebook, e-mails or internet surfing, it will have a **negative** impact on your engagement grade. Cell phones are to be shut off during class and texting/SMS’ing etc. during class will have a **negative** impact on your engagement grade.

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**MIDTERM EXAM – GUIDELINES (20%)**

The purpose of the midterm exam is primarily to test your knowledge of (i) the terminology covered in class, (ii) the key institutional players, (iii) the historical developments of development assistance, and (iv) the main arguments used in the current aid debates.

The format is as follows:

- **Section 1:** 15 short-answer questions (answered in a few words) – worth 50% of exam – This section will primarily focus on issues (i) to (iii) above. The focus is primarily fact-based.

- **Section 2:** Two short essay questions (approximately 15 – 20 lines per answer) – worth 50% of exam – This section will focus on issue (iv) above. The focus is analytical i.e. ability to contrast pros and cons and propose sound analysis.

How to prepare?

- Memorize all the terminology used in the slides and assigned readings, and be able to spell out all acronyms
- Study all the basic numbers and definitions as covered in class
- Be able to highlight all the main actors in development assistance, and understand their roles, mandates and shortcomings (aid architecture).
- Study the slides and readings pertaining to the historical dimension of development assistance.
- Study all the pros and cons of the points of view of Sachs and Easterly – in detail
COMPARATIVE PROJECT ANALYSIS (20%)

5-page (double-spaced, 12-point font) research paper contrasting two specific, real-life development projects in a country of Sub-Saharan Africa or Bhutan

Objective:

The student should be able to (i) relate the specific projects to the needs and challenges faced by the country, as well as (ii) reflect on the donors, the applied channels and modalities, and the underlying theoretical paradigms.

- More specifically, the paper should address the following issues:
  - The projects should be described in terms of development objectives, activities, budget, and expected measurable outcomes
  - The paper should assess the projects in terms of their compatibility with the country’s PRSP (whose main characteristics should be highlighted)... Basically how the project is aligned with national strategy.
  - The paper should assess the projects in terms of the overall strategy of the particular donor (both in the chosen country and at an overall level)... Basically how the project fits into the strategy of the donor
  - The paper should discuss (ii) the underlying donor motivation and (iii) the “development paradigms” that the chosen projects are proponents of (based on the theoretical material covered earlier in class)
  - The manner in which the paper is structured, and how the above issues are linked together is entirely up to you... Clear structure and logical flow of ideas will be greatly rewarded.
DEVELOPMENT PROJECT SIMULATION (30%, of which 25% is a grade given for your group’s presentation and participation in class during Sessions 23-25, and 5% is a pass-fail (A/F) mark for your participation in the “postmortem” session at the End-of-Semester Showcase on Thursday, December 8 [4-6 PM]).

The simulation sessions will follow these guidelines:

- The case countries are a country in Sub-Saharan Africa and Bhutan.
- The simulation focuses on the interaction between (i) an external Development Consultancy, DEVCON Int., and (ii) a “Government Task Force for Development - GTFD” which has recently been set up by the national governments.
- GTFD has hired the services of DEVCON Int. as part of a wider multi-stakeholder consultation round aiming at designing new targeted development projects that are in line with the national development strategy.
- The terms of reference given to DEVCON Int. have not been drafted in a very stringent way, and there is much room for independent thought.
- The overall heading of the assignment is: “How to make best use of 100 Million US Dollars: Proposal for a development project that maximizes impact, and is aligned with our PRSP”
- Each group will once take the role of development consultants (DEVCON Int.), and once the role of government task force (GTFD).
- If the role as consultants is based on Sub-Saharan Africa, then the role of government task force will have to be based on Bhutan, and vice-versa.
- The role of the development consultants (DEVCON Int.) is to present a coherent project proposal to the government task force (GTFD). The presentation will have to be confident and to the point, and the development consultants will have to be prepared to defend their point of view with solid arguments.
- The role of the government task force (GTFD) is to address the presentation critically through questions, comments, and alternative reasoning. GTFD should make sure to identify shortcomings or weaknesses in the presentation and address it in a constructive manner.
- IMPORTANT: a 1-2 page executive summary of the proposed development strategy MUST be forwarded to the GTFD as well as to the instructor no later than 3 days prior to the meeting – This will allow the GTFD to prepare a sound assessment and relevant questions
- IMPORTANT: DEVCON’s case for the proposed development strategy should be supported by a poster in A2 format, to be displayed during DEVCON’s presentation.

Research:

- Resources covered in our Sub-Saharan Africa and Bhutan sessions
- General stats from OECD, UNCTAD, UNDP, National statistical bureaus (if applicable) etc.
- The countries’ PRSP
- Country strategy papers of main donors - Etc.
Please note that this is NOT an exercise in summarizing a project that is already found in the PRSP. Rather it should be seen as an opportunity to propose a NEW project that falls within the framework of the PRSP, and that respects the allowed budget. The proposal should include (1) A clear analysis of proposed channels & modalities (2) a clear identification and due diligence of potential local partners, (3) a clear budget overview, (4) a SWOT analysis, and (5) a formatted Logframe matrix.

Presentation (20 min):

The presentation must have a maximum duration of 20 minutes, meaning we stop your presentation after 20 minutes. Not finishing on time or not allowing everyone in the group to speak will affect everyone's grade negatively. You must bear in mind that the purpose of the presentation is to convince the GTFD (government task force who contracted your services) of the pertinence of your project proposal.

Everyone in the group must take active part in the presentation – As time is a constraint you will have to go straight to the point and avoid lengthy descriptions.

Critical assessment of the suggested development strategy (15 min):

The critical assessment of the suggested development strategy is an equally important part of the final grade for this assignment

The team of development consultants (DEVCON Int.) will be evaluated on their ability to “defend” their proposal in the light of critical assessment. IMPORTANT: the group must share the burden of answering questions. No one group member can monopolize the floor (this will reflect poorly on the group as a whole).

The team representing the government task force on development (GTFD) will be evaluated based on the quality and coherence of their assessment and questions. IMPORTANT: the group MUST have prepared a “common front” prior to the meeting, meaning that the questions asked should be pertinent and follow a predetermined logic. The executive summary received two days prior to the meeting should be used as a basis for preparing critical questions. Random ad hoc questions with no clear purpose, and/or an inability to concisely summarize what is “good” and what is “bad” about the proposed development project will negatively affect the whole group’s grade.

“Postmortem” session at the End-of-Semester Showcase (10 minutes), to be held between 4-7 PM on Thursday, December 8

Here your team will offer a narrative report to a public audience, summarizing your poster and presentation as DEVCON to the government task force and reflecting on its results, and taking questions.