PSC 463.01: Development Administration

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Course Description & Objectives

The course explores key issues of sustainable development and development management as well as the roles of local, national, and transnational public administrators, NGOs, and donors. Development Administration focuses on the fundamental challenge of how to enhance living conditions in contexts characterized by scarce material resources. Students should develop awareness of the role of public administrators and NGO staff in sustainable-development processes, how culture affects development management, issues of decentralization and community empowerment, and effective approaches to management training as well as awareness of contemporary issues involving agriculture, natural resources and the environment, health, education, housing/transportation, and the special training needs of refugees. In addition to building a conceptual and knowledge base regarding the challenges of social, economic, and political change at national and community levels, PSc 463 also involves simulated experience and practical exercises aimed at preparing students with valuable skills for field assignments in non-Western contexts – including needs and capabilities assessment, data collection, gender-framework analysis, project selection, development planning and budgeting, program implementation, action training, and project evaluation.

Required: Coursepack at UC Bookstore

Course Outline and Assignments

Aug 30, Sept 1

I. Concepts: Human Development, Underdevelopment, Sustainable Development, Development Administration, Development Management, Transnational Competence
2. Sen, Development as Freedom (2001), pp. 3-7

Sept. 6

II. Goals: An Agenda for Development Management
1. “The Millennium Development Goals, Targets, and Indicators”
2. “Africa & the Challenge of the Millennium Development Goals” (’05)
III. The Development Context

A. Public Administrators and Public-policy Making
2. Peter Koehn, Public Policy and Administration in Africa (1990), Chapter 8
5. “A 30% Budget Cut in the Ministry of Health” role play (Staudt, p.78)

B. The Impact of Culture on Development Management

C. NGOs: Participation, Governance, and Civil Society
5. “African NGOs Seek to Build Capacities” (2005)

Individual Essay due

D. Decentralization and Community Empowerment

Wajjo case – group preparation
IV. Capacity Building for Sustainable Development

A. Institutional Capacity and Popular Support

1. Anderson and Woodrow, pp. 75-82 e-res
2. Stephen Siebert and Peter Koehn, “Executive Summary: USAID University Development Linkage Project; Montana and Belize Partnership for Resource Conservation & Develmt”

Oct. 6 Video: It's a Tangle Out There [Transnational management in Botswana] VT12156 (30 minutes)

Oct. 11 Wajjo case: group presentations

B. Privatization, Infrastructure, and Entrepreneurship

2. Paul Cook and Martin Minogue, “Waiting for Privatization in Developing Countries: Towards the Integration of Economic and Non-economic Explanations” (1990)

Oct. 18 C. Information Technology

3. “Annan Urges High-Tech Aid for Poor Countries” (2000) e-res

D. Development Communication


Oct. 20 E. Management Training and Human-resource Development

5. “RATTI” case (S, pp. 198-199).

V. Critical Development Sectors and Issues

Oct. 25
A. Rural Health
   1. “To Cure Poverty, Heal the Poor” (2002)

Oct. 25, 27
B. Natural Resources and the Environment
C. Agriculture
D. Refugee and Returnee Assistance and Development
E. Urban housing & Transportation
F. Education

VI. Development Processes

Nov. 1
A. Data Collection
   1. Anderson and Woodrow, pp. 9-25. e-res

Nov. 1, 3
Individual Project Meetings

Nov. 8
Video: Women’s Bank of Bangladesh (1997) VT10557 (47 min)

Nov. 10, 15
B. Needs Assessment and Appraisal Methods

Nov. 15
C. Project Initiation, Preparation/Design, and Selection
   1. Staudt, “Project/Program Selection” (pp. 103-108).
   2. Anderson and Woodrow, pp. 52-68. e-res

Nov. 15
D. Development Planning and Budgeting
   1. Koehn, Public Policy and Administration in Africa, Chapter 6
   3. Axinn and Axinn, Collaboration in Rural Development (1997), 281-90
E. Contextual Mapping & Project Implementation

2. John Ickis, “Profile of a Permanent Secretary” case

F. Monitoring and Evaluation

2. Oakley, pp. 253-254 (Box 34) and 263-266

Video: Life and Debt (85 minutes) VT12493

VII. International Assistance and the Glocal Context of Contemporary Development Challenges

4. “An Alternative to Progress” (2001)
8. “Smart Aid for Africa” (2005) e-res
12. Koehn “Global Health & Human Rights” (forthcoming)

VIII. Focus on Central Asia: The Case of Tajikistan (www.unjtj.org)

1. Progress toward the Millennium Development Goals: Tajikistan (2003) reserve

Dec 1 Group Final Project: Review

Dec 1 Written Individual Project due

Dec 6, 8 Individual Project Reports
Dec. 12  **Written Group Final Project Due**

Dec 12 (10:10-12:10) *Individual Project Reports*
*Group Final-project Reports*

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Course Requirements

The course involves individual and group projects. Each assignment is outlined below and will be discussed more fully in class. Late papers will be penalized by one grade (e.g., from B+ to B) for each scheduled class that passes without submission. For credit/no-credit grading, students must attain an overall grade of D- to receive a “CR.” Reported final grades will reflect pluses and minuses. See the Catalog’s policy on incompletes, disability accommodations, and plagiarism. The instructor will deny late-drop petitions (after the 31st day of instruction).

Sept 27 Individual Essay (10%)

Essays of no more than three double-spaced pages (not including your bibliography) will be graded for (1) thoroughness; (2) sophistication of analysis and creativity; (3) organization and logical development; (4) clarity of expression; and, for W students only, (5) grammar, punctuation, and spelling. Be sure to cite references to any supporting sources you have relied upon.

Option 1: Write a concise and persuasive essay that describes the relationship of global health and international development. Which needs to come first? How might inequities in health-care access and treatment affect development resources and outcomes? How is security related to health and development? Where would you start in order to improve global health conditions?

Recommended “getting started” readings:
(1) “To Cure Poverty, Heal the Poor” (2002) e-res

Option 2: Provide a one-page job description for a Community Development Officer employed by Country X’s Ministry of Community Development (per Staudt, Case 7.1, p. 124 as amended). Then, in no more than two additional pages with reference to assigned readings and class discussions regarding effective and useful development management, justify your decisions regarding factors included and not included in your job description.

Group Projects

The class will be divided into teams for the two group assignments. Each team will be expected to apply one of the following approaches to the challenges of development administration that they will deal with as a group. The approaches, or emphases, that can be applied are: (1) growth/production; (2) resource-conservation; (3) equity/redistribution; (4) self-reliance; (5) sustainability.

Oct 11 Group Development-planning Project (20%)

“Wajjo Awraja” case study. Submit a typed development-plan narrative and budget for Wajjo that is consistent with one of the emphases listed above. The narrative should not exceed five typed pages in length.

Each team will present a summary of major findings and current issues for its sector. Presentations should include, if possible, demonstration of a food tradition and development linkage that is relevant to your sector.

1. Agriculture (A)
2. Natural resources and the environment (B)
3. Health (C)
4. Refugee assistance and development (D)
5. Urban housing/transportation (E)
6. Education (F)

Dec 1 Individual Final Project (35%)

One of the following individual “course-culmination” assignments will be allocated to an interested student to prepare on an individual basis. Be sure to include “best practices” of development administration in your approach and to cite your sources. In addition to the typed report to be submitted no later than December 1, each student will deliver an in-class summary presentation based upon his/her final report on 6, 8, or 12 December.

1. Develop and support a creative proposal for the establishment of a transnational nongovernmental Global Health & Development Corps (GH&DC).

2. Develop an Autonomous Development Fund for immediate introduction by proclamation in Indonesia or Tanzania. Provide an accompanying justification for discussion and action by the Council of Ministers that shows why Indonesia/Tanzania should institute such a fund. Provide specific examples of how it would work.

3. Develop a model training program in intercultural communication for development that would be appropriate for the staff and interns of an international NGO.

4. Submit a proposal to establish a joint venture between The University of Montana and Shanghai International Studies University. Develop the joint venture’s corporate-capability statement and its plan to launch training courses on “public entrepreneurship.” Provide a market analysis and budget that shows the viability and suggests the long-term financial utility of the joint venture for both institutions.

5. Prepare an external post-project-completion evaluation of The University of Montana’s linkage project with The University College of Belize.

6. Prepare a complete start-to-finish design for a small-scale (natural-resources, agricultural, urban housing, urban or rural transportation, primary-education, primary-health-care, or environmental sanitation) project that is consistent with one of the emphases listed above. Select your own developing country and rural or urban context. The project design should include provisions for community participation; a budget; specific identification of community, government, NGO, and donor roles (if any); and an evaluation methodology.

7. Develop a consultant’s organizational-development (OD) plan for an NGO (your choice) active in a Third-World context (your choice). Be sure to address governance
structure; staffing; organizational relationships and communication; the
organization’s principal policies; human-resource development; monitoring,
evaluation, and expenditure-tracking systems; and external relations with
communities, other organizations, and donors. Your plan should be culturally
sensitive.

8. Present a hypothetical proposal for an institutional partnership in higher education
for international development that follows the application format of the Association
Liaison Office for University Cooperation in Development and USAID and meets the
program’s four major evaluation criteria.

9. Prepare a proposal to UNDP for a state-of-the-art management training program for
land-reform administrators in Namibia, Zimbabwe, or South Africa or for state-
enterprise managers in Central Asia. Include (and justify) a daily/weekly schedule of
educational and other activities along with a budget.

10. Propose and justify a week-long transnational-competence training program for U.S.,
E.U., and/or Japanese health-care professionals about to assume short-term (two-
year) development-administration roles in the country of your choice. Include (and
justify) a daily/weekly schedule of educational and other activities along with a
budget.

11. Using the project-cycle analysis component of gender-framework analysis as a
general guide, either (a) critically assess one project described in the appendix to
Anderson and Woodrow’s Rising from the Ashes or another project where sufficiently
detailed information is available, or (b) present a proposal for an “ideal”
development project in a country of your choice from the GFA perspective.

12. Develop a proposal (including executive summary and budget) to an NGO of your
choice for a development-administration internship in a specific project-related
capacity. Include a personal resume and cover letter aimed at convincing the NGO
that you can make a valuable and cost-effective contribution to their efforts.

13. Develop a proposal (with accompanying justification) to USAID for a field-mentor
program that is designed to expand the pool of graduates who are well-qualified for
and highly interested in careers in international development administration.

14. Develop a proposal (with justification) to the U.S. State Department for the
establishment of a Fulbright new-century students program that would interface
fruitfully with the Fulbright new-century scholars program. The theme should be
challenges to global health in a borderless world; interethnic conflict and
development; or gender and development.

15. Develop a model transportation plan for a Third World city of modest population size
that is built around footpedal power. Your plan should address facilitating and
constraining factors – including financial, environmental, and social costs/benefits,
available skills and materials, technology, attitudes, market linkages, political
commitments, external interests and influence.
16. Develop a transnational project that would result in sustainable CO₂-emission reductions without compromising development in a Southern country of your choice. Incorporate clean-development-mechanism (CDM) credits in your project design.

17. Develop a proposal for a U.S.-military initiated and executed development project likely to improve living conditions for women in Afghanistan.

18. Develop a proposal that would effectively involve overseas Chinese (or Mexicans, etc.) in a local environmental-protection/sustainable-development project in China (or Mexico, etc.).

19. Develop a country proposal to UNIFEM for a project that would reduce feminized poverty.

20. Develop an innovative proposal to Geekcorps that would effectively utilize technology and technology-centered volunteers to help in the reconstruction of a war-torn society.

21. Design a detailed project proposal that addresses one of the priorities identified in Moving Mountains: The UN Appeal for Tajikistan.

Dec 12  Group Final Project (25%)  
Submit an integrated five-year local development plan that is consistent with one of the emphases listed above. Country and area details will be provided by the instructor. The typed report may be lengthy and should contain supporting references to literature read for this course and to “best practices” in development management. Each team also will make a short oral presentation to the class on their plan.

Graduate-increment Assignment

Each graduate student will prepare and lead an applied class exercise in development management – to be arranged in consultation with the instructor.

The task remains to challenge the mythologies of the nation-state, the cult of work, the submission to authority, the imposture of groups and parties who claim to possess the truth – in short, to sift carefully through all established assumptions (for they lie at the root of many consented servitudes) with a view to satisfying all basic needs and eventually attaining the supreme luxury: free time.

Gerald Chaliand, Revolution in the Third World: Myths and Prospects, 1976