# Development Practices and Challenges

## Om kurset

<table>
<thead>
<tr>
<th>Subject</th>
<th>Internationale udviklingsstudier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activitytype</td>
<td>master course</td>
</tr>
<tr>
<td>Teaching language</td>
<td>English</td>
</tr>
<tr>
<td>Registration</td>
<td>Tilmelding sker via stads selvbetjening indenfor annonceret tilmeldingsperiode, som du kan se på Studieadministrationens hjemmeside</td>
</tr>
</tbody>
</table>

Når du tilmelder dig kurset, skal du være opmærksom på, om der er sammenfald i tidspunktet for kursusafholdelse og eksamen med andre kurser, du har valgt. Uddannelsesplanlægningen tager udgangspunkt i, at det er muligt at gennemføre et anbefalet studieforløb uden overlap. Men omkring valgfrie elementer og studieplaner som går ud over de anbefalede studieforløb, kan der forekomme overlap, alt efter hvilke kurser du vælger.

Registration is happening through stads selvbetjening within the announced registration period, as you can see on the Studyadministration homepage.

When registering for courses, please be aware of the potential conflicts between courses or exam dates on courses. The planning of course activities at Roskilde University is based on the recommended study programs which do not overlap. However, if you choose optional courses and/or study plans that goes beyond the recommended study programs, an overlap of lectures or exam dates may occur depending on which courses you choose.

It is expected that the student possesses a basic knowledge of international development corresponding to that taught in the Bachelor subject International Studies.

## Prerequisite for participation

It is expected that the student possesses a basic knowledge of international development corresponding to that taught in the Bachelor subject International Studies.

## Learning outcomes/assessment criteria

**Knowledge**

- Knowledge of key discussions and concepts in International Development Studies in relation to contemporary development practices and their results.
- Deeper understanding of the interrelated processes that characterise development efforts, from their planning to their implementation and results.
- Insight into the development-related techniques and procedures routinely used by public entities, international organisations, multinational companies and NGOs.

**Skills**

- The skill to recognise important challenges to, and recurrent strategies used by, both development actors and target groups (or ‘recipients’) affected by the impact of development initiatives.
- The ability to undertake a policy analysis and formulate relevant policy recommendations.
- Strategic skills in engaging in international discussions relating to global development issues.

**Competencies**

- Competency in communicating and disseminating research results to a wider, non-expert audience.
- Competency in applying complex theoretical knowledge to real-world situations.

## Overall content

The course in development practices and challenges focuses on applying various understandings of current development challenges. Challenges are analysed in an interdisciplinary manner from three different perspectives: political, cultural-sociological and political-economic. In this context, the course provides the student with practical knowledge and skills relating to work with international development issues, and discusses how to apply academic knowledge in practice and utilise practical experience in an academic context.

The course thus helps students to prepare for internship in the third semester by focusing on the link between academic knowledge and practical experience.

By drawing upon various categories of literature, the course familiarises students with the methodological tools required to analyse development policies and projects. Policy analysis consists of a systematic, empirical study of project and policy cycles, including problem definition, objectives, policy and project formulation, implementation and evaluation. Ultimately, these skills give the students give a better understanding of the strengths, weaknesses and feasibility of specific development initiatives and interventions.

## Teaching and working methods

The course includes lectures, group work and an excursion. In addition to the lectures on policy analysis, project formulation/evaluation and major contemporary challenges, students will practice policy analysis in relation to specific cases. Finally, practitioner(s) from a government ministry, international organization, multinational
Corporation, and/or NGOs will discuss practical experiences regarding contemporary challenges in connection with an excursion to their workplaces.

### Expected work effort (ECTS-declaration)

5 ECTS point = 135 work hours
- Participation in classes = 20 hours
- Preparation (reading assigned texts and preparing small exercises): ca. 75 hours (7.5 hour’s preparation pr. week)
- Examination: 40 hours

### Course material and reading list

Texts will be available online via Rex or as attachments on Moodle. The following are text examples from the course:


### Form of examination

The examination consists of an oral examination without preparation time

- The examination questions are chosen by the examiner.
- The examination duration is 30 minutes, including assessment.

### Form of re-examination

Re-examination takes the same form as the ordinary examination.

### Examination type

Individual examination

### Assessment

7-point grading scale

### Moderation

Internal (i.e. course lecturer and an internal examiner assess)

### Evaluation and feedback forms

This course will be evaluated electronically twice: a mid-term evaluation and a final evaluation. These evaluations will both take place in class and last approximately 10 mins. This is to allow the students’ input into the future design and delivery of the course.

The students will receive feedback during group work and feedback is given to each student individually at the examination.

### The responsible course lecturer

Thorkil Casse (casse@ruc.dk)

### Teacher

Thorkil Casse (casse@ruc.dk)
Paul Austin Stacey (pas@ruc.dk)
Eric Komlavi Hahonou (komlavi@ruc.dk)

### Administration of exams

ISE Studyadministration (ise-studyadministration@ruc.dk)

### STADS stamdata

Kandidatkursus
Belastning: 5 ECTS
Prøveform: mundtlig
Aktivitetskode: U40597
Bedemmelse: 7-trinsskala
Censur: Intern censur
### IDS: Development Practices and Challenges - Lecture 1

<table>
<thead>
<tr>
<th>Period</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tidspunkt</td>
<td>15-02-2019</td>
<td>08:15 - 10:00</td>
</tr>
<tr>
<td>Forberedelsesnorm</td>
<td>Ikke valgt</td>
<td></td>
</tr>
<tr>
<td>d-vip</td>
<td>Ikke valgt</td>
<td></td>
</tr>
<tr>
<td>Sted</td>
<td>23.1-009 - teori (65)</td>
<td></td>
</tr>
</tbody>
</table>
| Underviser      | Thorkil Casse (casse@ruc.dk)  
                  Paul Austin Stacey (pas@ruc.dk) |           |
| Indhold         | Introduction – Development Practices and Challenges |               |

### IDS: Development Practices and Challenges - Lecture 2

<table>
<thead>
<tr>
<th>Period</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tidspunkt</td>
<td>22-02-2019</td>
<td>08:15 - 10:00</td>
</tr>
<tr>
<td>Forberedelsesnorm</td>
<td>Ikke valgt</td>
<td></td>
</tr>
<tr>
<td>d-vip</td>
<td>Ikke valgt</td>
<td></td>
</tr>
<tr>
<td>Sted</td>
<td>23.1-009 - teori (65)</td>
<td></td>
</tr>
<tr>
<td>Underviser</td>
<td>Eric Komlavi Hahonou (<a href="mailto:komlavi@ruc.dk">komlavi@ruc.dk</a>)</td>
<td></td>
</tr>
<tr>
<td>Indhold</td>
<td>1. Combining Research and Practical Work Experience This session discusses how to apply academic knowledge in practice as well as utilize practical experience academically. Students often attain a fair amount of practical experience through student jobs and internships. This session focuses on how these experiences can become a platform for utilizing the more theoretical knowledge the students have acquired during their education and for incorporating their practical experiences into future learning. It also offers general reflections on the possibilities and challenges involved in working in, and doing research on, the development field in Denmark and abroad including the challenges of analyzing a practical hands-on experience academically. Students are introduced to three specific approaches that combine research and practical work experience: ethnography from within, reflexivity and constructive deconstruction.</td>
<td></td>
</tr>
</tbody>
</table>
IDS: Development Practices and Challenges - Lecture 3

Tidspunkt: 01-03-2019 08:15 til 01-03-2019 10:00

Indhold

1. Development Frameworks: Framing Practice
The development sector is characterized by overarching frameworks and paradigms that students will encounter and have to tackle when working in the field of international development. This session focuses specifically on the Sustainable Development Goals framework and its consequences for policy and practice.

Pensum


IDS: Development Practices and Challenges - Lecture 4

Tidspunkt: 08-03-2019 08:15 til 08-03-2019 10:00

Indhold

1. From Policy to Project: Project Formulation/Evaluation
This session offers insights into some of the development project techniques and practices used routinely in governmental bureaucracies, international organisations, multinational corporations, and NGOs. It not only addresses the practicalities of evaluating a development project (by doing a practical exercise using logframe software) but also proposes a critical perspective on the monitoring tools recurrently used in

IDS: Development Practices and Challenges - Lecture 5

Tidspunkt: 15-03-2019 08:15 til 15-03-2019 10:00

Indhold

1. From Policy to Project: Project Formulation/Evaluation
This session offers insights into some of the development project techniques and practices used routinely in governmental bureaucracies, international organisations, multinational corporations, and NGOs. It not only addresses the practicalities of evaluating a development project (by doing a practical exercise using logframe software) but also proposes a critical perspective on the monitoring tools recurrently used in
 Students in groups of 2-3 will do the assignment before class and we discuss your logframe proposals during the session. We end the session by a small exercise: In groups of 3 produce a logframe for the Development Practices and Challenge (DPC) course, so our course is now defined as a project. You consult the DPC moodle course site and read the section ‘General Information’ carefully. Define and fill out the cells for either goal, outcomes, outputs or activities.

IDS: Development Practices and Challenges - Lecture 6

Muhammad Yunus, a US-educated Bangladeshi economist, was honored with the 2006 Nobel Peace Prize for his work with informal enterprises in rural areas, promoting self-employment as a recipe for furthering economic growth in remote areas in developing countries. Since then donor countries have embarked on designing their own approach to promote microfinance projects. Today, however, microfinance is no longer considered a magic bullet in terms of creating sustainable growth in low-income countries. Starting out with some basic conceptual remarks on poverty this session reviews the rise and fall of microfinance as a poverty reduction strategy. We end the discussion on microfinance with a review of more recent proposals and initiatives to promote ‘financial inclusion’ of poor individuals.

The exercise in the session takes departure in another of last semester’s policy briefs (Understanding the impact of cash transfers: the evidence). Students will read the policy brief and present strengths and weaknesses. What is the logic to refer to the article on graph understanding (last reading in the list below) ? In the policy brief, one of the issues relates to interpretation of Table 1 and numbers in the section on research findings. At the exam, very few students got initially this issue right, though some managed to get a good comprehension eventually.

IDS: Development Practices and Challenges - Lecture 7
This session focuses on the debate about global climate policies. For several years REDD+ (Reduction of Emissions from Deforestation and Degradation) was considered an additional measure at the COP (Conference of Parties) meetings, but it is now regarded as a major mitigation instrument in global climate change policies, having worked its way into the final document at the COP 21 meeting in Paris in 2015. Is REDD+ a success, failure or good policy but unimplementable (Mosse)? We end the session by looking at the third and last policy brief from last semester ('Poverty, migration and the 2030 agenda for sustainable development'). What are the strengths and weaknesses of the paper, and do we find any buzzwords in the brief?

Pensum

1. Synthesis, Exam Preparation and Conclusion

During this final session, we will summarize course highlights, evaluate the course and explain and discuss the format of the final exam, i.e. the critical presentation of a policy brief.

IDS: Development Practices and Challenges - Re-exam

Tidspunkt
19-08-2019 00:00 til 20-08-2019 00:00

STADS
Kandidatkursus: Belastning: 5 ECTS
Preveform: mundtlig
Aktivitetskode: U40597
Bedømmelse: 7-trinsskala
Censur: Intern censur