

Beyond aid and the future of development cooperation
Semester 2 – 2016-2017, Tuesdays from 5pm to 8pm



COURSE MANUAL

BEYOND 'AID' AND THE FUTURE OF DEVELOPMENT COOPERATION

Course Instructor: Prof. Karin Costa Vazquez (kvazquez@jgu.edu.in)

MA DLB

SEMESTER II – 2016/2017

Elective course offered by the Center for African, Latin American and Caribbean Studies (CALACS) at JSIA MA DLB and outstanding BA students from all schools. The course is compulsory to all students taking the Capstone Project “The Future of India’s Development Cooperation Program“ - a partnership between CALACS, JSGP and the Asia Foundation.

Class Hours: Tuesday, 5pm – 8pm

Class Venue: Class room T1 21

Office Hour: Tuesday 2-4pm (by appointment)

Office: T3 building, room No 8, desk 24

Course objective

- Introduce the main conceptual definitions, actors, traditions, trends and regional/global governance systems of international cooperation for development
- Familiarize students with India’s development cooperation program: agendas, narratives, modalities, institutions and current challenges
- Develop students’ ability to conduct policy-oriented research and write case studies on other countries’ development cooperation program that could inspire the Indian model
- Develop students’ ability to critically evaluate the contribution of Southern-led policy coalitions and institutions like the BRICS, IBSA and the New Development Bank to the international cooperation for development landscape

| Course Outcomes | Intended Learning | Teaching and Learning Activities | Assessment Tasks/Activities |
|--|-------------------|--|---|
| By the end of the course students should be able to: | | | |
| Understand the two main traditions of development cooperation, how they converge / differ, governance system, and current trends | 45% weight | <ul style="list-style-type: none"> • Pre reading • Lectures • Class participation | <ul style="list-style-type: none"> • Mid Term Exam (30%) • Class participation (15%) |
| Assess the main bottlenecks in India’s development cooperation program and apply rigorous quantitative and qualitative research methods to identify what approaches, models and lessons learned from other developing countries could inspire the reform of the Indian model | 45% weight | <ul style="list-style-type: none"> • Pre reading • Lectures • In class group presentation and debate • Class participation | <ul style="list-style-type: none"> • Group Presentation (15%) • Class participation (15%) |
| Critically analyze the value added of Southern-led policy coalitions and how the institutionalization of South-South Cooperation innovates the international cooperation for development landscape | 10% | <ul style="list-style-type: none"> • Pre reading • Lectures • In class group presentation and debate • Class participation | <ul style="list-style-type: none"> • Final end of term paper (40% of final grade) • Class participation (15%) |

Course Description

Two traditions of development cooperation began to take root after the end of the Second World War. One was centered on the Organization for Economic Cooperation and Development, led by its Development Assistance Committee, and sometimes described as the ‘venue and voice’ of the

world's major donor countries on aid, development, and poverty reduction in developing countries. The other was centered on the non-Alignment Movement and the principles of respect for fundamental human rights, equality, sovereignty, territorial integrity of all nations, and promotion of mutual benefits, as initially formulated at the Bandung Conference in 1955. These two approaches have evolved over the last six decades under two parallel but very different set of processes, relationships, and historical narratives

With the establishment of the United Nations Conference on Trade and Development by the Group of 77 in 1964, a formal institutionalization of cooperation among developing countries centered on technical and economic cooperation commenced. Traditionally, 'South-South' cooperation is understood as a common endeavor of peoples and countries of the South, born out of shared experiences and sympathies, based on their common objectives and solidarity, and guided by the principles of respect for national sovereignty and ownership, free from conditionalities. This 'classical' approach to South-South cooperation retains the two key concepts from Bandung of mutual benefits and respect for national sovereignty, emphasizes low-cost technical cooperation, and places a marginal role on financial transfers.

Today, many countries of the South have achieved higher levels of development underpinned by poverty reduction strategies, social welfare programs, and scientific-technological progress. This has accentuated the possibilities for cooperation between countries who share similar developmental problems and could learn from each other's success stories. The modalities of South-South cooperation have also expanded from small-scale technical cooperation projects to longer-term interventions to strengthen human capital, develop countries' institutional capacity and transfer technologies with high potential for local adaptation, absorption and generation of positive impacts. Project finance for infrastructure development in productive sectors complement these modalities, which are taking place in an increasingly complex mosaic of governmental and nongovernmental actors.

As these countries become influential voices in international discourse, they also begin to share responsibility for shaping the global agenda in a manner that helps developing countries achieve their objectives. These ambitions are spearheaded mainly through a common agenda on many multilateral issues, new interregional policy coalitions like the IBSA (India, Brazil, South Africa) Dialogue Forum and the BRICS (association of five emerging economies: Brazil, Russia, India, China and South Africa), and new interregional institutions like the New Development Bank (NDB).

This course inaugurates the training pillar of the Center for African, Latin American and Caribbean Studies (CALACS) and aims to build policy-oriented research capacity in JGU in partnership with JSGP, Asia Foundation and other internal and external partners by combining the theory and practice of international cooperation for development.

Requirements

- Coursework in economics, development economics, and other related disciplines
- Excellent writing and analytical skills

- Exposure to development cooperation issues including through relevant field work, internships, participation in relevant events, exchange programs and academic research
- Ability to read in Arabic, Mandarin, Spanish or Portuguese (desired)

Essential Reading

It is essential for students to **read all relevant materials according to the reading schedule before coming to class**. In case of difficult chapters pre read and come to the instructor or the co-instructor after class or during office hour (by appointment) for any clarification.

Assessment

- **In-class presentation and discussion** worth 15% of the total grade around week 5-8. Students will be assigned a country at the beginning of the semester and asked to present and lead a class discussion on the country's cooperation program: agenda, narrative, modalities, institutional setting and current challenges/innovations.
- **Working paper on the assigned country case study** worth 30% around week 10 summarizing the research and class discussion, and discussing at least one possible innovation that could be applied to Indian cooperation system and/or to the international development cooperation system more broadly.
- **Policy paper answering the question 'What future for development cooperation?'** worth 40% of the course grade. Papers should elaborate on any topic/issue/challenge presented in the course as well as class discussion and propose a possible way forward. The paper must be 5 pages, single-spaced Times New Roman 12, be submitted individually and reflect students' own thinking.
- **Active participation in class and events organized by CALACS/JSJP/Asia Foundation** worth 15% of course grade. It is imperative that students read the assigned material before each class.

Attendance

University rules strictly require a minimum attendance of 75% in lectures. Students whose attendance falls below this level without documenting/compelling extenuating circumstances will be barred from the final end-of-term paper.

Use of unfair means and plagiarism warning

Students **should not** cheat in examinations nor plagiarize content, be it from scholarly sources (i.e. books and journal articles), other students or from the Internet. **Either of the above will result in a grade zero on the relevant assignment.** The department and the university also have strict rules with consequences for students involved in the use of unfair means and plagiarism. This is an issue of academic integrity on which no compromise will be made.

Any idea, sentence or paragraph from a book, journal, article, internet or any other source must be credited with the original source and explicitly mentioned. For adhering to guidelines with respect to quoting, citing and referencing, follow the Harvard Method: [file://localhost/\(http://www.staffs.ac.uk/assets/harvard_quick_guide_tcm44-47797.pdf\)](http://www.staffs.ac.uk/assets/harvard_quick_guide_tcm44-47797.pdf) and see some examples (http://www.staffs.ac.uk/assets/harvard_referencing_examples_tcm44-39847.pdf)

Grading of Student Achievement

To pass this course, students must obtain a minimum of 50% of total course marks. The following conversion criteria will be used between numeric and letter grades for this course (subject to variation as and when circumstances may render necessary):

| Letter Grade | Grade Value | Total Course Marks | Grade Definitions | |
|--------------|-------------|--------------------|-------------------|--|
| O | 4.0 | 75 and above | Outstanding | Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyse existing materials and originality in thinking and presentation. |
| A+ | 3.6 | 70 to 74.9 | Excellent | Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability . |
| A | 3.2 | 65 to 69.9 | Good | Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills. |
| B+ | 2.8 | 60 to 64.9 | Adequate | Adequate knowledge of the subject matter to go to the next level of study and reasonable critical and analytical skills. |
| B | 2.4 | 55 to 59.9 | Sufficient | |
| B- | 2.0 | 50 to 54.99 | Marginal | Limited knowledge of the subject matter and irrelevant use of materials and, poor critical and analytical skills. |
| F | 0.0 | Below 50 | Failure | Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will |

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| | | | | require repeating the course. |
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Lecture and Reading Schedule

The following schedule is intended to be only a guide and is subject to variation as and when circumstances may render necessary.

Introduction

Week 1: Course intro, conceptual definitions/gaps and key actors

ORGANIZATION OF ECONOMIC COOPERATION AND DEVELOPMENT (2006) *DAC in dates. The history of OECD's Development Assistance Committee* OECD

UNITED NATIONS DEVELOPMENT PROGRAMME. (2013), *Human Development Report 2013 - The Rise of the South: Human Progress in a Diverse World*

United Nations Office for South-South Cooperation – explore the link indicated and the rest of the website http://ssc.undp.org/content/ssc/about/what_is_ssc.html

AYLLÓN, B. (2014) *La Cooperación Sur-Sur y Triangular ¿Subversión o adaptación de la cooperación internacional?* IAEN

RESEARCH AND INFORMATION SYSTEM FOR DEVELOPING COUNTRIES (2013) *Conference Report of Southern Providers South-South Cooperation: Issues and Emerging Challenges*

Week 2: Two traditions of development cooperation: origins, principles and current debates

UNITED NATIONS (1978). *Buenos Aires Plan of Action. United Nations Conference on Technical Cooperation Among Developing Countries*, Buenos Aires, 30th August to 12th September 1978.

UNITED NATIONS GENERAL ASSEMBLY (2010) *Nairobi outcome document of the High-level United Nations Conference on South-South Cooperation* (A/RES/64/222)

AGARWAL, M. (2013) *South-South Economic Cooperation: emerging trends and future challenges* Background paper submitted to the High-Level Panel on the Post 2015 Agenda.

Paris and Accra Declarations on Aid Effectiveness

ALDEN C., MORPHET, S. and VIEIRA, M. (2010). *The South in world politics* Basingstoke: Palgrave Macmillan

BEISHARATI N. A. (2013) *Common Goals and differential commitments: the role of emerging economies in Global Development* DIE discussion paper.

LI, X. and CAREY, R. (2014) *The BRICS and the International Development System; Challenge and Convergence* IDS Evidence Report, Brighton: Institute of Development Studies

Part 1: Global and regional architecture for development cooperation

Week 3: The United Nations Development Cooperation Forum (UNDCF), the Global Partnership for Effective Development Cooperation (GPEDC), the Asia-Pacific Development

Effectiveness Facility (APDEF), the New Partnership for African Development Cooperation (NEPAD), and the Ibero-American General Secretariat (SEGIB)

Week 4: Trends and models in development cooperation: does aid work?

- Sachs, Jeffrey (2005), *The End of Poverty*, New York, Penguin Books, ch. 14.
- Easterly, William (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: Penguin Books, 2006, ch. 2.
- Minoiu, Camelia and Sanjay Reddy (2007), "Aid Does Matter After All: Revisiting the Relationship between Aid and Growth", in José Antonio Ocampo, Jomo K.S. and Rob Vos (eds.), *Growth Divergence: Explaining Differences in Economic Performance*, Hima.
- Cassen, Robert, and associates (1986), *Does Aid Work?*, Report to the Development Committee, New York: Oxford University Press, ch. 10.
- UNCTAD (2006), *Economic Development in Africa. Doubling Aid: Making the "Big Push" Work*, Geneva: UNCTAD.
- Banerjee, Abhijit (2007), *Making Aid Work*, Boston: MIT Press.
- UNITED NATIONS OFFICE FOR SOUTH-SOUTH COOPERATION (2015) [State of South-South Cooperation A/70/344](#)
- UNITED NATIONS OFFICE FOR SOUTH-SOUTH COOPERATION (2012) [State of South-South Cooperation A/66/229](#)
- Background study for the Development Cooperation Forum (2008) [Trends in South-South and Triangular development cooperation](#)

Part 2: India and the Global South: agendas, narratives, modalities and institutions

Week 5: Indian cooperation: institutional arrangement, management system and modalities.

- CHANANA, D. (2010), [India's Transition to Global Donor: Limitations and Prospects](#), Real Instituto Elcano
- CHATURVEDI S., FUES T. & SIDIROPOULOUS E. (eds.) (2012), 'Development Cooperation and Emerging Powers: New Partners or Old Paterns'. London, Zed Books, 288 p.

Week 6: Latin America: overview and case studies (Brazil, Colombia, Mexico, Uruguay, Argentina)

- AYLLÓN, B. (2010) [Brazilian Cooperation: A Model Under Construction for an Emerging Power](#), Real Instituto Elcano
- LALLANDE, J. P. and FLORES, R. V. (2013) [Cooperación internacional, política exterior y geopolítica de los países emergentes. El caso de México](#) Geopolíticas – Revista de Estudios sobre Espacio y Poder. Vol 4 n. 1
- UNDP (2009) [Enhancing South-South and Triangular Cooperation](#), New York: UN Office for SSC/JICA
- VAZQUEZ K.C. (2013) [Enhancing Management Practices in South-South Cooperation. Study on Country-Led Practices](#) New York: UN Office for South-South Cooperation/JICA, 2013.
- SECRETARÍA GENERAL IBEROAMERICANA (2014) [Informe de la Cooperación Sur-Sur en Latino America](#)

Week 7: Africa and Arab States: overview and case studies (South Africa, Tunisia, Sudan, UAE)

- ACCORD (2013) *African Union African Solidarity Initiative in Support of Post-Conflict Reconstruction and Development in Africa*. Draft report for the African Solidarity Initiative.
- GRIMM, S. (2011), *South Africa as a Development Partner in Africa*, Policy Brief 11, Centre for Chinese Studies, Stellenbosch University
- HUYSE, H. and VAES, S. (2013) *New voices on South-South Cooperation between emerging powers and Africa. African civil society perspectives* KU Leuven, Belgium: Research Institute for Work and Society
- UNDP (2009) *Enhancing South-South and Triangular Cooperation*, New York: UN Office for SSC/JICA
- VAZQUEZ K.C. (2013) *Enhancing Management Practices in South-South Cooperation. Study on Country-Led Practices* New York: UN Office for South-South Cooperation/JICA, 2013.
- VILLANGER, E. (2007), *Arab Foreign Aid: Disbursement Patterns, Aid Policies and Motives*, Chr. Michelsen Institute Report
- WOLFE, B.; THANDRAYAN, P. and SIDIROPOULOS, E. (2008), '*Emerging Donors in International Development Assistance: The South Africa Case*', International Development Research Center

Week 8: Asia: overview and case studies (Indonesia, Thailand and China)

- BRAUTIGAM D. (2009), *The Dragon's Gift - The Real Story of China in Africa*. Oxford, Oxford University Press, 397 p.
- HAUSMAN, J. (2014) *Turkey as a donor country and potential partner in triangular cooperation*. Discussion paper, DIE
- KULAKLIKAYA, M. (2010), *Turkey as a New Player in Development Cooperation* in Insight Turkey 12 no.4
- KUMAR, N. (2008) *South-South and Triangular Cooperation in Asia-Pacific: Towards a new paradigm in development cooperation*. Report for the Asia-Pacific Development Cooperation Forum: Regional Workshop on Trends and Progress in Triangular and South-South Cooperation, Bangkok, 21-22 October 2008
- TUKEY and McCORMICK, D. (2008), 'China & India as Africa's New Donors: The Impact of Aid on Development', *Review of African Political Economy* 35, no. 115, pp. 73-92
- UNDP (2009) *Enhancing South-South and Triangular Cooperation*, New York: UN Office for SSC/JICA
- VAZQUEZ K.C. (2013) *Enhancing Management Practices in South-South Cooperation. Study on Country-Led Practices* New York: UN Office for South-South Cooperation/JICA, 2013.
- China White Paper on Foreign Aid* (2011: 19) – Highlights prepared by UNICEF
- UNESCAP (2011). *South-South Cooperation in Asia-Pacific: Emerging Trends and Potential*. MPDD Policy Brief.

Part 3: Development cooperation 3.0: policy coalitions and the 2030 development agenda

Week 9: Capacity development – case studies

ABOUBACAR, M. (2013) *Emerging Donors and Knowledge Sharing for development: the case of Korea* Yonsei Journal of Development Studies

CAD-OCDE (2010). La cooperación Sur-Sur en el contexto de la eficacia de la ayuda. 110 Historias de caso de socios en cooperación Sur-Sur y triangular. Grupo de Tarea sobre Cooperación Sur-Sur, CAD, OCDE, París.

UNDP (2013). Capacity Development in Management of South-South and Triangular Development Cooperation. Progress Report.

Week 10: Technology transfer – case studies

CAD-OCDE (2010). La cooperación Sur-Sur en el contexto de la eficacia de la ayuda. 110 Historias de caso de socios en cooperación Sur-Sur y triangular. Grupo de Tarea sobre Cooperación Sur-Sur, CAD, OCDE, París.

Week 11: Concessional and development finance – case studies

CAD-OCDE (2010). La cooperación Sur-Sur en el contexto de la eficacia de la ayuda. 110 Historias de caso de socios en cooperación Sur-Sur y triangular. Grupo de Tarea sobre Cooperación Sur-Sur, CAD, OCDE, París.

Week 12: Policy coalitions and institutions: BRICS, IBSA and the New Development Bank

JOHN L. (2012), *Engaging BRICS. Challenges and Opportunities for Civil Society*. Oxfam India Working Papers Series, September, 30 p.

SIMPLICIO, F. *et al* (2013) *South-South Cooperation Principles in Practice: the IBSA Fund Experience* In: Multilateral Development Cooperation: what does it mean for South Africa's foreign policy? IGD, Proceedings report

Week 13: Development cooperation and the 2030 development agenda

Part 4: What future for development cooperation?

Week 14: The role of India and other Southern countries in reshaping global governance

ZHOU, Y. (2010) *The Future of South-South Development Assistance and the Role of the UN*. Remarks by Mr. Yiping Zhou, Director of the UN Office for South-South Cooperation in UNDP to the OECD meeting of National Focal Points for Policy Coherence for Development.

ZIMMERMANN F. & Smith K. (2011), 'More Actors, More Money, More Ideas for International Development Cooperation'. In Journal of International Development, 23, 5, pp. 722-738.

Mehta, P. S & Nanda, N. (2005). *Trilateral development cooperation: an emerging trend*. Briefing paper n° 1/2005 CUTS-CITEE.

OECD-DAC (2013). *Triangular Cooperation: What can we learn from a survey of actors involved?* Report prepared by the OECD Development Co-operation Directorate.

Muhammad Yunus (2007), *Creating a World Without Poverty: Social Business and the Future of Capitalism*, New York: Public Affairs.

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