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

<table>
<thead>
<tr>
<th>Course Outcomes</th>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Activities</th>
<th>Assessment Tasks/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of the course students should be able to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand the two main traditions of development cooperation, how they converge / differ, governance system, and current trends</td>
<td>45% weight</td>
<td>Pre reading</td>
<td>Mid Term Exam (30%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lectures</td>
<td>Class participation (15%)</td>
</tr>
<tr>
<td>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</td>
<td>45% weight</td>
<td>Pre reading</td>
<td>Group Presentation (15%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lectures</td>
<td>Class participation (15%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In class group presentation and debate</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Class participation</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td>10%</td>
<td>Pre reading</td>
<td>Final end of term paper (40% of final grade)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lectures</td>
<td>Class participation (15%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In class group presentation and debate</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Class participation</td>
<td></td>
</tr>
</tbody>
</table>

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

- 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/JSGP/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] 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):

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Value</th>
<th>Total Course Marks</th>
<th>Grade Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>4.0</td>
<td>75 and above</td>
<td>Outstanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>A+</td>
<td>3.6</td>
<td>70 to 74.9</td>
<td>Excellent</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability.</td>
</tr>
<tr>
<td>A</td>
<td>3.2</td>
<td>65 to 69.9</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills.</td>
</tr>
<tr>
<td>B+</td>
<td>2.8</td>
<td>60 to 64.9</td>
<td>Adequate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Adequate knowledge of the subject matter to go to the next level of study and reasonable critical and analytical skills.</td>
</tr>
<tr>
<td>B</td>
<td>2.4</td>
<td>55 to 59.9</td>
<td>Sufficient</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.0</td>
<td>50 to 54.99</td>
<td>Marginal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Limited knowledge of the subject matter and irrelevant use of materials and, poor critical and analytical skills.</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Below 50</td>
<td>Failure</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will</td>
</tr>
</tbody>
</table>
**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 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
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

Paris and Accra Declarations on Aid Effectiveness

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

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?

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

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

UNDP (2009) Enhancing South-South and Triangular Cooperation, New York: UN Office for SSC/JICA
SECRETARÍA GENERAL IBEROAMERICANA (2014) Informe de la Cooperación Sur-Sur en Latino America
Beyond aid and the future of development cooperation  
Semester 2 – 2016-2017, Tuesdays from 5pm to 8pm

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

GRIMM, S. (2011), South Africa as a Development Partner in Africa, Policy Brief 11, Centre for Chinese Studies, Stellenbosch University  
UNDP (2009) Enhancing South-South and Triangular Cooperation, New York: UN Office for SSC/JICA  
VILLAGNER, E. (2007), Arab Foreign Aid: Disbursement Patterns, Aid Policies and Motives, Chr. Michelsen Institute Report  

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

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  
UNDP (2009) Enhancing South-South and Triangular Cooperation, New York: UN Office for SSC/JICA  
China White Paper on Foreign Aid (2011: 19) – Highlights prepared by UNICEF  

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

Week 9: Capacity development – case studies


**Week 10: Technology transfer – case studies**


**Week 11: Concessional and development finance – case studies**


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


**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 Officet for South-South Cooperation in UNDP to the OECD meeting of National Focal Points for Policy Coherence for Development.


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