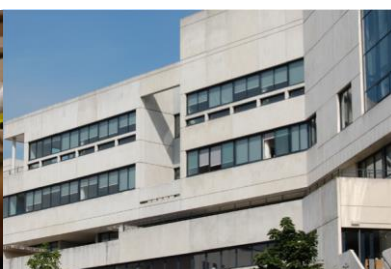




## Faculty of Economics and Management 2017-2018



### MASTER 2 Development Economics & International Project Management

# WELCOME TO UPEC !

- UPEC is a university in the east of Paris



*Only 20 minutes from the town centre by metro, it is the largest multidisciplinary and professional university in the Paris region.*

- **Multicultural**

*Our university encourages both incoming and outgoing mobility. Every year it welcomes several hundred students, people enrolled on doctoral programmes, teachers and researchers from all over the world.*

- **International**

*UPEC is continually entering into new partnerships with higher education institutions in France and throughout the rest of the world, helping its programmes and research to take on a more international angle.*

- **Dynamic**

*UPEC has been successful in a number of different areas this year, with the creation of new partnerships and programmes, and innovations in terms of its pedagogical approach, research and practical applications. All this is the result of the strategic choices we have made, together with the outstanding work put in by the University community as a whole.*

- **Interconnected**

*Presently, UPEC is in a process of merging with the neighbour university of Marne la Vallée, and the Master DEIPM is the first joint programme of the two universities.*

*DEIPM has an agreement with a similar programme in Germany (in the university of Freiberg) by which students of both programmes may study in both universities and get a «double Master» with French and German seals.*

# Master Development Economics & International Project Management

## □ Objectives

Train professionals taking part in Official Development Aid (ODA) programmes for developing or emerging countries. The programme is organised in close collaboration with consulting firms. The teaching staff comprises both high level academics and professionals of the consulting business, as well as economic experts in the field of development, including working in International Organisations.

After graduation, students master the know-how needed in all phases of the project cycle typical of ODA programmes. This includes understanding the rationale of ODA and the mechanism of tenders, the process of drafting terms of reference by donors and beneficiary countries as well as the bidding of consulting companies; it also includes the skills of managing a project in a developing country with its specific culture and the economic expertise needed to implement a programme of technical assistance.

Graduate students access positions of (junior) economic expert, consultant, (assistant) project manager in consulting firms, development-oriented NGOs, research departments of banks, international organisations etc. A limited number of graduates may register at the PhD level in the framework of UPEC doctoral school.



## □ Requirements for entry and prerequisite

Students should be highly motivated by economic development and globalisation issues. A very good command of English is requested. An oral test before the teaching staff will assess the applicant's capability.

Master 1 diploma or equivalent is required. In principle, a first year of Master degree in economics is recommended. However, M1 degrees in management studies, in political science, in business administration or in engineering are also welcome. Depending on the level in economics, students are oriented either to DEIPM, or to the M1 International Economic Studies (IES), which is a one-year programme offered by UPEC entirely in English ; this programme opens the doors of DEIPM on the following year.

## □ Admission (30 students)

Fill in the application form on-line (available from mid-March). Send the copies of diplomas and other requested documents by post. First selection on the basis of the application (results posted at the beginning of June).

Second selection on the basis of an interview with the teaching team (mid-June). Opening of the courses : beginning of September. A second session of selection takes place in July.

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## Academic staff : University Paris East staff

(tenured teachers of University Paris East)

**Philippe ADAIR**, Associate Professor of Economics

Course : *Informal sector and micro-finance*

Email : [adair@u-pec.fr](mailto:adair@u-pec.fr)

**Laurence BEIERLEIN**, Associate Professor of Management

Course : *Project budgeting and financial planning*

Email : [beierlein@u-pec.fr](mailto:beierlein@u-pec.fr)

**Catherine BROS-BOBIN**, Associate Professor of Economics at Univ. Paris-Est Marne-la-Vallée

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**Sylvie CHEVRIER**, Professor of Management at Université Paris-Est Marne-la-Vallée

Course : *Intercultural management*

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### Information

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### Head of the Master

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## **Adjunct Lecturers**

(Professionals teaching in the Master)

**Emmanuel BRIGOT**, *Project manager at SOFRECO, Clichy France*

**Course** : *Project cycle management and international tenders*

**Email** : [ebrigot@yahoo.fr](mailto:ebrigot@yahoo.fr)

**Franck COMBE**, *Teacher of computer science and project management at UPEC, Sciences-Po Paris, ESSEC, ESCP*

**Course** : *Practice of MS Project*

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**Course** : *Natural resources and sustainable development*

**Email** : [philippe.delacote@nancy.inra.fr](mailto:philippe.delacote@nancy.inra.fr)

**Claire LAWRENCE**, *Project Manager at College of Europe*

**Course** : *Project cycle management and international tenders*

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**Patrick LENAIN**, *Chief of Division at OECD, former IMF staff, Professor (Economics)*

**Course** : *International methods for applied research*

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**Sarah N'SONDE**, *Head of Sectorial Analysis, COFACE Economic Studies & Country Risk Analysis Department - Former sovereign credit analyst at Standard & Poor's*

**Course** : *Country risk and development analysis*

**Email** : [sarah.nsonde@gmail.com](mailto:sarah.nsonde@gmail.com)

**Gaël RABALLAND**, *Lead Public Sector Specialist, World Bank*

**Course** : *Debates about aid effectiveness, Infrastructure investment management and efficiency*

**Email** : [graballand@worldbank.org](mailto:graballand@worldbank.org)

# STUDY PROGRAM

## FIRST SEMESTER

Total: 30 ECTS

### Module 1 Institutions, economics and development

ECTS	SEM	Courses	Number of hours	Teachers
2	S1	COURSE 1: Institutional reforms in developing and transition economies	18	B.NAJMAN
2	S1	COURSE 2: Debates about aid effectiveness	18	G. RABALLAND
2	S1	COURSE 3: Demography and development	18	G. PONTIERE
2	S1	COURSE 4: Recent theories of international trade and specialisation	18	J. LOCHARD
3	S1	COURSE 5: Econometrics and development studies; Applications	18+27	C. BROS
11		TOTAL	117	

### Module 2 International Project Management and Engineering

ECTS	SEM	Courses	Number of hours	Teachers
3	S1	COURSE 6: Project Monitoring, Practice of MS project	18+12	C. EDEY, F. COMBE
2	S1	COURSE 7: Project cycle management, international tenders	18	C. LAWRENCE E. BRIGOT
2	S1	COURSE 8: Intercultural management	18	S. CHEVRIER
2	S1	COURSE 9: Project budgeting and financial planning	18	L. BEIERLEIN
2	S1	COURSE 10: Country risk and development analysis	18	S. N'SONDE
11		TOTAL	102	

### Module 3 Development strategies by sector

ECTS	SEM	Courses	Number of hours	Teachers
2	S1	COURSE 11: Natural resources and sustainable development	18	P. DELACOTE
2	S1	COURSE 12: Informal sector and micro-finance	18	P. ADAIR
2	S1	COURSE 13: Infrastructure investment management and efficiency	18	G. RABALLAND
2	S1	COURSE 14: Human capital : education and health policies	18	M. DOMINGUES DOS SANTOS
<b>8</b>		<b>TOTAL</b>	<b>72</b>	

### SECOND SEMESTER Total: 30 ECTS

### Module 4 Varia

ECTS	SEM	Courses	Number of hours	Teachers
2	S2	COURSE 15: Conference cycle	18	B. NAJMAN
2	S2	COURSE 16A: International methods for applied research	18	P. LENAIN
2	S2	COURSE 16B: Preparation to French certificates (elective)	18	I. RAMBI
6	S2	COURSE 17: Field mission or case study	18	P.POL
<b>10</b>		<b>TOTAL</b>	<b>54</b>	

**TOTAL 345 hours**

### Module 5 Internship and thesis

<b>20</b>	S2	Internship and master thesis	4 to 6 months
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# Module 1 Institutions, economics and development

## Course 1 : Institutional reforms in developing and transition economies

### ☐ Prerequisites

Institutional economics, development economics  
Competences in quantitative and qualitative survey  
Budget policies

### ☐ Syllabus

Part 1 : Institutions and Governance definitions  
Part 2 : How to survey and assess an institution?  
Part 3 : Institution and development: a theoretical framework  
Part 4 : Public expenditure tracking surveys  
Part 5 : Public institutions reform strategies

### ☐ References

ACEMOGLU Daron, JOHNSON Simon, ROBINSON James. Institutions as the Fundamental Cause of Long-Run Growth. 2005. <http://econ-www.mit.edu/files/4469>  
COASE Ronald. The Nature of the Firm» *Economica*. 1937, N.S., pp. 386-405.  
COASE Ronald. The Institutional Structure of Production. 1991 Nobel Lecture» in O.E. Williamson & S.G. Winter (Eds) op.cit. pp. 227-235.  
EASTERLY William, LEVINE Ross. It's not Factor Accumulation: Stylized Facts and Growth Models.  
2011 The World Bank Economic Review 15(2), 2001, 177-219.  
KRUEGER Anne. Government Failures in Development, *Journal of Economic Perspectives*, 4(3), 1990, 9-23.  
NORTH Douglass C. Institutions» *Journal of Economic Perspectives*». 1991. 5, 1, pp. 91-112.  
NORTH Douglass C. Economic Performance Through Time» Nobel Prize Lecture in Economics".  
1993 (mimeo 26p.)  
TIROLE Jean. The Internal Organization of Government. 1994. *Oxford Economic Papers* 46(1), 1-29.

### ☐ Webography

Use websites of World Bank and regional development banks for general reports (eg. Governance and the Law, World Bank 2017) and as a starting point for case studies.

## Course 2 : Debates about aid effectiveness

### ☐ Course objectives

The main objectives are to better understand issues related to aid effectiveness.

### ☐ Targeted competences

At the end of the course, the students should be able to better understand issues related to the lack of aid effectiveness and the various approaches used to increase aid effectiveness.

### ☐ Syllabus

1. History of aid, theories and instruments,
2. Financing for development – the rationale for aid,
3. Finance in developing countries,
4. ODA trends – facts and figures,
5. Aid impact – measures and examples,
6. Randomization – lessons and limits,
7. Aid institutions – a view from inside,
8. A case study to develop an aid strategy in a country.

### ☐ References

- Banerjee, A. and Duflo, E. (2011), *Poor economics*, Philadelphia, Public Affairs.
- Burnside, C. and D. Dollar (2000), “Aid, Policies and Growth”, *American Economic Review*, 90(4): 847-868.
- Easterly, W. (2006), *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*, Penguin Press.
- Easterly, W. (2008)(ed.), *Reinventing Foreign Aid*, Cambridge (MA): MIT Press.
- Sachs, Jeffrey (2005). *The End of Poverty: Economic Possibilities for Our Time*, Penguin Press.
- Schumacher, E.F. (1973), “Small is beautiful”.

MEMO

Pr: G. RABALLAND

Volume:18 hours

Credits: 2 ECTS

Evaluation: Written assessment (60%) ; Oral presentations, case studies and participation (40%)

## Course 3 : Demography and development

### ☐ Course objectives

To understand the relationships between the development process and demographic trends.  
To explore the economic causes and consequences of the demographic transition.  
To study the conditions under which the demography can lead to poverty traps.

### ☐ Targeted competences

- To develop students' capacity to expand economic reasoning to demographic phenomena.- To develop students' capacity to use formal models to study long-run (demo-economic) dynamics.
- To develop students' capacity to compare/criticize models aimed at rationalizing the same facts.

### ☐ Prerequisites

Microeconomics of international studies (M1 IES)  
Economic growth and development (M1 IES)

### ☐ Syllabus

1. Population and development: historical background
2. Population size and development
3. Development and fertility choices
4. Development and mortality
5. Demographic transition and economic development
6. Public policies and demography

### ☐ References

CHALLIER, M.C., MICHEL, Ph. Analyse dynamique des populations, Economica, 1996  
DE LA CROIX, D., MICHEL, Ph. A Theory of Economic Growth. Dynamics and Policy in Overlapping Generations, Cambridge University Press, 2001  
ROSENZWEIG, M., STARK, O., Handbook of Population and Family Economics, Elsevier, 1997

MEMO

Pr: G. PONTIERE

Volume: 18 hours

Credits: 2 ECTS

Evaluation: Final Exam

# Course 4 : Recent theories of international trade and specialisation

## ☐ Course objectives

Present an overview of some of the most important topics and discussion points among specialists of international economics, with an insight into development economics.

## ☐ Targeted competences

The student should be familiar with the most important concepts in the discipline, and be able to use some technical instruments in order to produce a decent economic study of a field, relevant to international trade.

## ☐ Prerequisites

Students are supposed to have followed a course of basic international economics.

## ☐ Syllabus

1. History, Trade and Development
2. New trade theories and trade patterns
3. Gravity models of trade, RTA and currency arrangements
4. Trade, Institutions and Networks
5. Globalisation, Labour and the Environment

## ☐ References

Krugman, P., Obstfeld, M., Melitz, M.(2012) International Economics: Theory and Policy, Pearson, 9th ed.

A list of references will also be provided through the platform EPREL

MEMO	Pr. J. LOCHARD
	Volume: 18 hours
	Credits: 2 ECTS
	Evaluation: Oral presentation (40%)
	and final exam (60%)

# Course 5 : Econometrics and development studies Applications

## ☐ Course objectives

This course aims at familiarizing students with applied econometrics, without resorting to complex statistics. A particular emphasis will be put on methods and designs used in development economics.

## ☐ Targeted competences

The main goal of this course is to develop analytical and technical skills, which are necessary to understand research articles and write technical reports on economic policy issues.

## ☐ Prerequisites

This course is the continuation of the M1 course in econometrics. The students should have some basic notions in quantitative economics and econometrics.

## ☐ Syllabus

1. Review of OLS estimation
2. Endogeneity Bias
3. Panel estimation
4. Sample Selection
5. Program Evaluation

## ☐ References

“Introductory Econometrics: A modern Approach” by Jeffrey Wooldridge

“Empirical Development Economics”, by Soderbom and Teal (2014) with a companion website (<http://www.empiricalde.com/>) on which you can get data and stata training.

MEMO	Pr: C. BROS-BOBIN
	Volume: 18 + 27 hours
	Credits: 3 ECTS
	Evaluation: Final Exam &
	Written Report



# Module 2 International Project Management and Engineering

## Course 6 : Project Monitoring (first part)

### ☐ Course objectives

This course has two main objectives. These are to:

- practice main project monitoring concepts through case studies in order to gain a professional approach on them
- build a foundation of knowledge on project monitoring to be able to apply them while using MS Project

### ☐ Targeted competences

At the end of this course, students should be able to :

- monitor project life cycle as well as planning and controlling a project
- advise corrective actions during a project cycle, if necessary
- gain an overview on MS Project tools available to efficiently monitor a project

### ☐ Syllabus

1. Fundamentals Review : Key Projects Management Concepts
2. Planning
3. Control & Monitoring

The course will be balanced between theory sessions through conferences and study cases

### ☐ References

A Guide to the Project Management Body of Knowledge (PMBOK Guide), Project Management Institute, 2013, Fifth Edition

MEMO	Pr: C. EDEY GAMASSOU
	Volume: 18 hours
	Credits: 2 ECTS
	Evaluation: Homework, Written Exercises and Oral Presentation

## Course 6 : Practice of MS Project (second part)

### ☐ Course objectives

Exploring project management with a dedicated software: MS Project 2007

### ☐ Prerequisites

None

### ☐ Syllabus

The teacher provides students with concepts and methods that students apply immediately on a computer.

#### 1. GETTING YOUR PROJECT GOING

Exploring the Microsoft Project Environment

Creating a new project

Definition of the calendars

#### 2. PLANIFY

Planify by duration

Planify by resources

#### 3. UPDATING THE PROJECT

### ☐ References

Project 2007 BIBLE by Elaine Marmel (WILEY EDITION)

MEMO

Pr: F. COMBES

Volume: 12 hours

Credits: 1 ECTS

Evaluation: The field mission  
transposes on MS Project

# Course 7 : Project cycle management and international tenders

## □ Course objectives

The objective is to give an overview on how development aid projects are designed, financed, implemented and evaluated by international donors. The course includes specific focus on donor-funded procurement and management procedures and systems.

## □ Targeted competences

At the end of the course, students will be familiar with the main steps of project design, procurement, management and evaluation in the development aid sector. In addition, students will acquire proposal preparation skills.

## □ Prerequisites

Basic knowledge of official development aid organisations and instruments, project monitoring (including tools such as MS Project software), project budgeting and financial planning.

## □ Syllabus

1. Context: key facts and figures on Official Development Aid projects
2. Project Cycle Management, Logical framework approach
3. Funding institutions, beneficiaries and service providers/contractors
4. Procurement systems and procedures
5. Preparation of an EU Expression of Interest (including identification of partners)
6. Preparation of an EU technical proposal (identifying experts, methodological approach and work plan for implementation of the project)
7. Preparation of an EU financial proposal
8. Implementation of the project by the contractor: management (incl. financial management), monitoring, evaluation

Throughout the course students will work on case studies.

## □ References

Manuals such as: European Commission (2004), Aid Delivery Methods, Vol. 1 Project Cycle Management Guidelines. Available here:

[http://ec.europa.eu/europeaid/multimedia/publications/documents/tools/europeaid\\_adm\\_pcm\\_guidelines\\_2004\\_en.pdf](http://ec.europa.eu/europeaid/multimedia/publications/documents/tools/europeaid_adm_pcm_guidelines_2004_en.pdf)

MEMO

Pr: C. LAWRENCE  
E. BRIGOT

Volume: 18 hours

Credits: 2 ECTS

Evaluation: Homework &  
Final Exam

Websites:

[http://ec.europa.eu/europeaid/index\\_en.htm](http://ec.europa.eu/europeaid/index_en.htm)

<http://www.worldbank.org/projects>

<http://www.adb.org/projects>

<http://www.afdb.org/en/>

## Course 8 : Intercultural management

### □ Course objectives

The course allows students to understand how cross-cultural issues manifest in the workplace, and particularly in development projects.

Intercultural management is usually associated to values and norms that are specific to a national culture. This course allows students to go beyond this common representation, and gives them keys to have a better understanding of the link between cultural differences and social interaction.

### □ Targeted competences

Understanding how cultural frames of meanings affect the social world and management practices

Conducting an intercultural analysis of a management situation

Designing appropriate adjustments to adapt management practices in diverse cultural environments

### □ Prerequisites

General management

### □ Syllabus

1. Why does culture matter in economic development?
2. Recent approaches to cultures and management
3. Adjusting management to local contexts
4. Leadership and authority
5. Decision making and negotiation
6. Empowerment and control

### □ References

Iribarne (d'), Ph., Henry, A., Successful Companies in the Developing World, AFD, 2007.

Chanlat, JF, Davel E, Dupuis, JP, Cross-cultural management. Culture and management across the world, Routledge, 2013.

Hofstede, G. Culture's consequences, Sage, 2002.

Iribarne (d'), Ph. Motivating workers in emerging countries: universal tools and local adaptations. Journal of Organizational Behavior, 23(3): 243-56, 2002.

Iribarne (d'), Ph, «National cultures & organizations: in search of a theory. An interpretative approach». International Journal of Cross Cultural Management, 2009 (3)

619:1-13. Iribarne (d'), Ph, "Conceptualising national cultures: an anthropological perspective". European Journal of International Management, 3(2), 2009

Schneider, S & Barsoux, J-L, Managing across Cultures, Prentice Hall, 2003.

Yousfi, H, "Rethinking Hybridity in Postcolonial Contexts:

MEMO

Pr: S. CHEVRIER

Volume:18 hours

Credits: 2 ECTS

Evaluation: Participation  
& Final Exam

What changes and what persists? The Tunisian case of Poulina's managers", Organization Studies, 2013.

# Course 9 : Project budgeting and financial planning

## ☐ Course objectives

This course focuses on the budgeting process relevant for filing funding applications of technical assistance projects.

## ☐ Syllabus

### 1. Project budgeting

- a. What is a budget? Why is it important? For whom?
- b. The budgeting process
- c. The budgeting methods
- d. Accrual vs cash-budget

### 2. Cash-flow forecasting

- a. The importance of relevant timing
- b. Managing cash
- c. The cash-flow statement

### 3. Funding applications

- a. Funding bodies' guidelines
- b. Eligible costs
- c. Estimating expenses
- d. Estimating income
- e. Evaluating the outcome
- f. The budget narrative

### 4. Cost terminology

- a. Cash and non-cash costs
- b. Direct and indirect costs
- c. Fixed and variable costs
- d. Step costs and mixed costs

### 5. Financial analysis methods

- a. Break-even analysis
- b. Cost-effectiveness analysis
- c. Efficiency analysis
- d. Cost-benefit analysis

## ☐ References

Cammack J. (1999), Financial Management for Development: Accounting and Finance for the Non-specialist in Development Organisations, INTRAC

European Commission (2004), Aid Delivery Methods, Volume 1 Project Cycle Management Guidelines

## ☐ Useful information

EU funding guidelines : [http://ec.europa.eu/europeaid/work/funding/index\\_en.htm](http://ec.europa.eu/europeaid/work/funding/index_en.htm)

MEMO	Pr: L. BEIERLEIN
	Volume: 18 hours
	Credits: 2 ECTS
	Evaluation: Homework & Final Exam
	Final Exam



## Course 10 : Country risk and development analysis

### □ Course objectives

Provide an understanding of country risk analysis methodology, including qualitative and quantitative approaches

Provide understanding on sovereign ratings methodologies in details, and what is at stake on current debates on ratings agencies

Permit to students to be able to use concepts learnt in course to build themselves country risk analyses and risk profiles on sovereigns

### □ Targeted competences

At the end of this course, students should be able to advise on risks to investors in a selected country, understand the stakes of a sovereign ratings decision/ action by ratings agencies, build a country risk analysis, have a minimum analytical background to join a country risk analysis department in an investment bank, a multinational risk management team or a ratings agency sovereign risk department as a junior analyst

### □ Prerequisites

Macroeconomics, International Economics

### □ Syllabus

#### PART 1

A. Country Risk Analysis Fundamentals: Definition, Origin & Founding Concepts, Use of Country Risk Analysis Tools

B. Country Risk Analysis Methodology: Risks Typology, Brief History of emerging markets crisis since the 80's, Country Risk Analysis qualitative & quantitative approaches

#### PART 2

A. Sovereigns Ratings Fundamentals: Overview on Sovereign Ratings, Decoding Sovereigns Ratings, Ratings Genesis Process, Focus on Sovereigns Ratings Methodology, Recovery Ratings

B. Debate on Credit Ratings Agency Insights: Main Criticisms towards Credit Ratings Agencies, New Regulations on Credit Ratings Agencies

### □ References

Stephen Valdez & Philip Molyne , An Introduction to Global Financial Markets, Palgrave Macmillan, Seventh Edition, 2013

Robert J. Shiller, Market Volatility, MIT Press, Fifth Edition, 1997

Joseph E. Stiglitz, Freefall: America, Free Markets, and the Sinking of the World Economy, W.W. Norton Company, 2010

Joseph Stiglitz, Gloablization and Its discontent, Norton Paperback, 2002

Carmen M. Reinhart & Kenneth S. Rogoff, This Time is Different: Eight Centuries of Financial Folly, Princeton University Press, 2009

Nicolas Meunier & Tania Sollogoub, Economie du risque pays, Edition La Découverte, Collection Repères, 2005

Jérôme Sgard, L'Economie de la Panique, Editions La Découverte, Collection Repères, 2005

Jeanne – Françoise de Polignac, La notation Financière, l'approche du risque de crédit, Revue Banque Edition, 2002

MEMO

Pr: S. N'SONDE

Volume: 18 hours

Credits: 2 ECTS

Evaluation: Oral & Final

Exam

# Module 3 : Development strategies by sector

## Course 11 : Natural resources and sustainable development

### □ Course objectives

The objective of this course is to give an overview of the main research issues in environmental and resource economics. The course is organized through reading of some research papers. Every week, some students will present some papers in course, which will open the door for discussion. Each student is then supposed to have read the relevant papers before each session, in order to be able to participate, ask questions, make comments.

### □ Syllabus

Market failure : public bads and externalities + course presentation-Taxing pollution or let the market do ?

The Problem of Social Cost, Coase, R., 1960.

Pigovian fees, Kolstad, C., Environmental Economics, Chapter 7, Oxford University Press, 2000 - Is environmental protection necessarily costly ?

The Role of Carbon Taxes in Adjusting to Global Warming, Pearce, D., The Economic Journal, 1991.

Toward a new conception of the environment-competitiveness relationship, Porter, M. and van der Linde, C., Journal of Economic Perspective, 1995.

- International climate negotiations

Dans le labyrinthe de verre, Hourcade, J.C, Critique Internationale, 2002.

Prices vs Quantities, Weitzman, M., The Review of Economic Studies, 1974.

- Payment for environmental services

Designing payments for environmental services in theory and practice : An overview of the issues, Wunder, S., Ecological Economics, 2008.

- Trade and the environment

North-South Trade and the Environment, Copeland, B. and Taylor, M., The Quarterly Journal of Economics, 1994.

- Empirical and theoretical approaches to deforestation

Agricultural expansion and deforestation : modeling the impact of population, market forces and property rights, Angelsen, A., Journal of Development Economics, 1999.

Rethinking the causes of deforestation : lessons from economic models, Angelsen, A. and Kaimowitz, D., The World Bank Research Observer, 1999.

- Policies of avoided deforestation : REDD

REDD models and baselines, Angelsen, A., International Forestry Review, 2008.

A methodology to estimate impacts of domestic policies on deforestation : Compensated Successful Efforts for «avoided deforestation» (REDD), Combes Motel, P., Pirard, R. and Combes J.L, Ecological Economics, 2009.

-Environmental valuation

Report of the NOAA Panel on Contingent Valuation, Arrow, K., Solow, R., Portney, P., Leamer, E., Radner, R., and Schuman, H., 1993.

MEMO

Pr: P. DELACOTE

Volume: 18 hours

Credits: 2 ECTS

Evaluation: Presentations

Environmental valuation in developing countries : The recreational value of wildlife viewing, Navrud, S. and Mungatana, E., Ecological Economics, 1994.

## Course 12 : Informal sector and micro-finance

### □ Course objectives

To allow students get acquainted with the analysis of the activity of households and the very small enterprises (VSEs) regarding their demographic characteristics, employment (labour market) and financing needs (credit market) in developing countries.

### □ Prerequisites

Micro-economic and econometrics basic knowledge

### □ Syllabus

1. Labour market and the informal economy
  - 1.1. Labour market segmentation and of labour supply mobility:
    - the Harris-Todaro job-search model;
    - the Fields model.
  - 1.2. The informal economy:
    - definition and sources;
    - characteristics of Very Small Enterprises (VSEs) and households
2. Microfinance and the (micro-) credit market
  - 2.1. The characteristics of loans and credit rationing
  - 2.2. Financing methods of VSEs
  - 2.3. Effectiveness and limits of micro-credit institutions
  - 2.4. Case studies (see listed readings)

### □ References

See the digital lecture note of the course

Armendariz de Aghion B. and Morduch J. (2010) The Economics of Microfinance, MIT Press, 2nd ed.

Cull R., Demirgüç-Kunt A. and J. Morduch (2009) Financial Performance and Outreach: A Global Analysis of Leading Microbanks, WPS3827, The World Bank

Cull R., Demirgüç-Kunt A. and J. Morduch (2009) Microfinance Meets the Market, Journal of Economic Perspectives, Vol. 23, 1, Winter, pp. 167–192

Fields G. S. (2005) A Guide to Multisector Labor Market Models, April, The World Bank

Günther I. and Launov A. (2011) Informal employment in developing countries. Opportunity or last resort? Journal of Development Economics, online

Harris J. R. and Todaro M. P. (1970) Migration, Unemployment and Development: A Two-Sector Analysis, American Economic Review, Vol. 60 (1), pp. 126-142

Morduch J. (1999) The Microfinance Promise, Journal of Economic Literature, Vol. XXXVII, December, pp. 1569–1614

# Course 13 : Infrastructure Investment Management and Efficiency

## ☐ Course objectives

The main objectives are to better understand issues related to infrastructure investment management and efficiency.

## ☐ Targeted competences

At the end of the course, the students should be able to better understand issues related to infrastructure investment management and efficiency.

## ☐ Syllabus

- Rationale for infrastructure investment
- Infrastructure financing
- Public Investment Management – definition and issues
- Cost-benefit analysis
- Prioritization of Investments - World Bank Experience from Romania
- The importance of services and SOEs reforms for infrastructure efficiency
- A case study to develop an infrastructure investment strategy in a country.

# Course 14 : Human capital : education and health policies

## □ Course objectives

Enhance capacity to analyse specific survey data and social indicators for distinct population groups, topics or areas and to establish appropriate labour market profiles;  
Mainstream the use of labour market indicators for empirical-based policy-making that is applicable to the widest array of national development issues.

## □ Syllabus

This course will provide a relatively advanced training on the use of statistical packages to analyse survey data, construct selected labour market indicators, establish a labour market profile and monitor labour market conditions to support evidence-based policy making.

Defining labour market indicators. This module will start by discussing the concepts of labour market and employment conditions, and decent work. It will then present basic labour market indicators and less standard indicators that can be used to measure the various dimensions of decent work. It will conclude by an overview of related data needs.

Measuring labour market conditions. Moving from concepts to measurement issues, this module will focus on practical computer-based exercises to measure and monitor labour market conditions and some dimensions of decent work that can be constructed from survey data.

Analysing labour markets. From a policy point of view, and for targeting purposes, it is important not only to measure labour market conditions and decent work, but also to understand who are the groups at risk of poor labour market outcomes and deficits in decent work. This module will aim first at establishing through practical computer-based exercises a profile of vulnerable groups in the labour market using survey data. This module would then be complemented by a series of exercises to look at some of the determinants of poor employment outcomes. As part of this module, a specific attention would be devoted to the analysis of vulnerable workers, the gender and rural/urban divide, and the determinants of earnings.

## □ References

Anker R., Chernyshev I. and, Egger P.(2002): Measuring Decent Work with Statistical Indicators, Working Paper No. 2 ; Policy Integration Department Statistical Development and Analysis Group International Labour Office, Geneva.  
[http://www.ilo.org/wcmsp5/groups/public/---dgreports/---integration/documents/publication/wcms\\_079089.pdf](http://www.ilo.org/wcmsp5/groups/public/---dgreports/---integration/documents/publication/wcms_079089.pdf)

MEMO	Pr: M. DOMINGUES
	DOS SANTOS
	Volume: 18 hours
	Credits: 2 ECTS
	Evaluation: Presentations



# Module 4 Varia

## Course 15 : Conference cycle

### ☐ Prerequisites

Good practice of policy discussions and debates in English

An analysis of the World Bank, IMF, OECD, AFD, UNDP and European Commission websites

A fair knowledge of the main development reports, for example the “world development report”

### ☐ Syllabus : (list of conferences to prepare)

EU commission visit (usually in October/November)

“World Development Report” World Bank/AFD

OECD conference Africa Development Forum

### ☐ References

World Development Report <http://www.worldbank.org/en/publication/wdr/wdr-archive>

World Economic Outlook <http://www.imf.org/en/publications/weo>

Africa Forum OECD <http://www.oecd.org/africa/>

Use websites of World Bank, EU commission and Parliament, IMF, OECD, AFD, UNDP  
[www.afd.fr](http://www.afd.fr)

In order to prepare the European Commission whole day visit

DG Trade : <http://ec.europa.eu/trade/>

Europeaid : [http://ec.europa.eu/europeaid/index\\_fr.htm](http://ec.europa.eu/europeaid/index_fr.htm)

DG Enlargement : [http://ec.europa.eu/enlargement/index\\_en.htm](http://ec.europa.eu/enlargement/index_en.htm)

<http://www.doingbusiness.org/>

MEMO

Pr: B. NAJMAN

Volume: 18 hours

Credits: 2 ECTS

Evaluation: Homework &

Final Exam

# Course 16A : International methods for applied research

## □ Course objectives

The lectures aim at introducing students to methods of applied (evidence-based) research used in international organizations, such as the OECD and the IMF. Case studies taken from OECD and IMF public reports will be used during the class. The lectures will cover the main steps of these research projects, from the formulation of topics to the publication of reports. A particular emphasis will be put on robust methods of data collection and statistical analysis, as well as information gathering through interviews. Students will also learn how to write well in English, in particular how to structure a report and draft clearly. As a practical exercise, students will be asked to form teams and prepare short reports, chosen from a selection of topics.

## □ Syllabus

1. Formulating an evidence-based research topic
  - a. Understanding research philosophies: positivism vs. interpretivism
  - b. A taxonomy of research topics
  - c. Relevance and feasibility of a project
  - d. Adopting a research strategy
2. Reviewing the literature
  - a. Finding, select and studying research papers
  - b. Learning from other people's mistakes
  - c. Innovations in economic thinking
3. Interviewing
  - a. Negotiating access
  - b. Drafting questionnaires
  - c. Conducting interviews
4. Analysing quantitative data
  - a. Where to find data?
  - b. Compile your own data
  - c. Statistical tools for data analysis
5. Writing and presenting your project report
  - a. Defining your audience
  - b. Standard structure of a report
  - c. Strategies to write well
6. Presentation of student projects

## □ References

Saunders M.N.K. , P. Lewis and A. Thornhill (2012), *Research Methods for Business Students*, 6th Edition, April, Paperback, 728 pages, ISBN13: 9780273750758.  
Clark, R.P. (2006), *Writing Tools (50 Essential Strategies for Every Writer)*, Little, Brown and Company, Paperback, ISBN-10: 0316014990.

MEMO

Pr: P. LENAIN  
Volume: 18 hours  
Credits: 2 ECTS  
Evaluation: Powerpoint & oral presentation

Greg Mankiw on How to Write Well  
Gavard-Perret M.-L., D. Gotteland, C. Haon et A. Jolibert (2012), *Méthodologie de la recherche en sciences de gestion - Réussir son mémoire ou sa thèse*, 2e édition, Pearson Education France.

# Course 16B : Preparation to French certificates

## □ Prerequisites

In September DELCIFE intensive catch up lecture for beginners

## □ Syllabus

Fall semester (1st semester): 12 weeks, 10 lectures (2 hrs) and two visits (4 hrs)

Growth and Financial Crisis in France and Europe

Unemployment, underemployment and employment trends

French Education system compared to OECD countries (Education at a Glance)

Understanding French history: Visiting Paris

French Revolution, from the Tuileries Palace to the statue of Danton through the Conciergerie (dinner at the Procope - optional)

First industrial revolution, visiting the Museum of Arts et Métiers (dinner at Brasserie Jenner - optional)

Spring semester (second semester): 12 weeks, 10 lectures (2 hrs) and three visits (6 hrs)

France and the world «la Corrèze ou le Zambèze», from the Empire to globalization.

Labour mobility and migrations.

Economic Policies (through political parties programs) in the context of French Presidential elections

Understanding French history: Visiting Paris

Second industrial revolution, visiting the Orsay museum (dinner at Chartier - optional)

The Paris Commune (1871) : From Barbès, Montmartre to the Père Lachaise

Thirty Glorious years, visiting Beaubourg and Les Halles (dinner at «Le Pied de Cochon» - optional)

## □ References

Alternatives économiques : [www.alternatives-economiques.fr](http://www.alternatives-economiques.fr)

RFI en Français facile

Le Monde de l'économie : <http://www.lemonde.fr/economie/>

Les Echos : [www.lesechos.fr](http://www.lesechos.fr)

Sciences Humaines : [www.scienceshumaines.com](http://www.scienceshumaines.com)

La Tribune : [www.latribune.fr](http://www.latribune.fr)

Education at a Glance (OECD)

## □ Evaluation

Short exercises during the whole year.

MEMO

Pr: I. RAMBI

Volume: 18 hours

Credits: 2 ECTS

Evaluation: Homework &

Final Exam

# Course 18 : Field Mission

## □ Course objectives

Be able to organize and manage a field mission in a foreign country by using the skills of the project cycle and of a team (field mission 3 to 5 person groups) or be able to conduct a relevant research work dealing with some topical issue (individual case study).

Be able to choose and implement a rigorous and relevant methodology adapted to the specific constraints of the work (context, team, timelines...).

Be able to formalize and synthesize the methodology you used and the result of your analysis, through highlighting the value-added of your work.

Develop critical thinking about information you can get and about your own work, to be able during your professional life to use your experiences to improve the quality of your analysis.

## □ Syllabus

This course revolved around groups projects which topics will be chosen by the students regarding their own interests and opportunities. The only constraints in this choice are :

- To choose a field abroad in a developing or emerging country,
- At least a part of the work should be on the field (and not just bibliography),
- Each team should conduct an analysis (and not just a presentation of the current situation),
- The practical applicability of the work in a professional context (producing a concrete and useful valueadded),
- A link between the subject you chose and the topics covered during the master (transverse or sectorial issues)

In some specific cases (discussed on a case-by-case basis, in regards of administrative or healthy constraints, or linked to a professional project), some students can conduct some individual research on a specific topic, through a case study. In this case, the same constraints apply in the choice of the subject (except the “field” part).

This course contains two kinds of sessions :

- Methodological and transverse inputs, to complete students skills, and help them in their project’s implementation : impact assessment, organizational diagnosis, capacity building tools...
- A follow up of the work of each group preparing the field mission : support for defining the subject, choosing the methodology, finding funds and developing partnerships, synthesizing the work...

The field mission will be implemented in the beginning of March (10 days), after final exams and before internship.

MEMO

Pr : P.POL

Volume : 18 hours + 1 week/10 days on the field

Credits : 4 ECTS

Evaluation: Preparatory work & written report

# Evaluation and Compensation scheme

## □ Evaluation and Compensation scheme

Students must attend all lectures. More than two absences in one lecture results in a mark of 0/20 to the corresponding mid-term and/or final exam.

Not attending a final exam invalidates the corresponding course block and semester.

Students must have an average mark of at least 10/20 to complete each year of the Master. All lectures in a given course block (U.E.) compensate each other, and all course blocks also compensate during a semester.

The two semesters compensate before the retake session (October).

A specific rule applies to the U.E. 5 (Internship or Thesis): students must have more than 8/20 to validate the master.

Finally, the internship must last 4 to 6 months and must consist in a single contract.



