

# MASTER 2 DEIPM

## Development Economics and International Project Management



Université  
Gustave  
Eiffel

UFR  
SCIENCES  
ÉCONOMIQUES  
ET GESTION



FACULTÉ  
DE SCIENCES ÉCONOMIQUES  
ET DE GESTION

2025-2026

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**Master Development Economics &  
International Project Management**

**DEIPM**

# Welcome to the East of Paris!

*The Master DEIPM is the joint program of two universities, Université Paris Est Créteil (UPEC) and Université Gustave Eiffel (UnivEiffel).*



## □ UPEC and UnivEiffel are located in the east of Paris

*The two universities are about 20 minutes away from the vibrant city center. These universities are the largest multidisciplinary and professional universities in the Paris region.*

## □ Multicultural

*Our universities encourage both incoming and outgoing mobility. Every year they welcome several hundred students, people enrolled on doctoral programs, teachers and researchers from all over the world.*

## □ International

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


## □ Dynamic

*UPEC and UnivEiffel have been successful in a number of different areas this year, with the creation of new partnerships, programs, 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

*UPEC has an agreement with a similar program in Germany (University of Freiberg). UnivEiffel has an agreement with the Master in Environmental and*



*Development Economics University of Roma Tre. The students selected to join these programs may study in both universities and get a «double degree».*



## Objectives of the Master

The Master aims at honing students' skills project management and economic expertise. The master provides a core training in quantitative analysis, survey implementation and project management and two specializations, one in *Impact Evaluation* at UnivEiffel, the other in *Sustainable Development* at UPEC.

The teaching staff comprises both high level academics and professionals of the consulting business, as well as experts from international organizations and/or with extensive experience in the field of development.



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Upon graduation, students have the skills required for conducting a full project cycle at various scales: from ODA programs to local initiatives. This includes the mechanism for tenders and the bidding of consulting companies; it also includes the skills for managing



and assessing the impact of a project in a developing country or in the context of sustainable development as well as the economic expertise needed to implement a program of technical assistance.

Graduated students join international organizations (OECD, World Bank, etc), NGOs, international or consulting firms as economic experts, consultants or project managers. A limited number of

students may pursue a PhD.



## □ Requirements for entry and prerequisite

Students should be highly motivated by economic development and sustainability issues, with a good background in economics and statistics. A very good command of English is required. An oral test before the teaching staff will assess the applicant's capacities.

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 (DEIPM), which is a one-year program offered by UPEC entirely in English; this program opens the doors of DEIPM on the following year.



## □ Admission (40 students)

There are two ways to apply for the Master 2 program:

- Via the Campus France platform if you are a resident of a partner country of the "Etudes en France procedure"
- If this is not the case, you must apply via the plateforme e-candidat. Two application sessions are scheduled for this purpose, one in April and the second in June.

Opening of the courses: September with compulsory attendance to the presentation meetings at UPEC and UnivEiffel.

## Academic staff

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## **Adjunct Lecturers** **(Professionals teaching in the Master)**

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## **Study Program: Overview**

## Overview : Core Courses

### Module 1 Expertise and project evaluation

ECTS	SEM	Courses	Nb. hours	Teachers
4	S1	COURSE 1: Applied Econometrics	24+21	M. De Talancé
2	S1	COURSE 2: Aid effectiveness	18	M. Ferry
2	S1	COURSE 3: Intercultural management	18	S. Chevrier
2	S1	COURSE 4: Methods for applied research	18	M. EL Cherif
2	S1	COURSE 5: Conference cycle	12	D. Aubert
<b>12</b>		<b>TOTAL</b>	<b>111</b>	

### Module 2 Field Mission

ECTS	SEM	Courses	Nb. hours	Teachers
2	S2	COURSE 6: MS project & Project Monitoring	24	A. Ekere
6	S2	COURSE 7: Preparation to the field mission	24	L.Quatreboeufs
2	S2	COURSE 8A: Preparation to French certificates	18	L. Friez
2	S2	COURSE 8B: Méthodologie de la rédaction d'articles	18	P. Domingues
<b>10</b>		<b>TOTAL</b>	<b>54</b>	

### Module 3 Internship and Thesis

ECTS	SEM	Courses	Duration
<b>20</b>	S2	Internship and master thesis	4 to 6 months

## SPECIALIZED TRACK

### Overview : Sustainable Development

#### Module 4 Project Management and Evaluation - UPEC

ECTS	SEM	Courses	Nb. hours	Teachers
2	S1	COURSE 9: Energy markets and resources economics - project budgeting	18	Maria-Eugénia Sanin
2	S1	COURSE 10: Project cycle management and international tenders	18	E. Brigot & F. Argentino
2	S1	COURSE 11: Country Analysis and Multilateral Development Banks financing	18	S. N'Sonde & T. Aliouat
2	S1	COURSE 12: Corporate social responsibility	18	
8		TOTAL	72	

#### Module 5 Sustainable Development - UPEC

ECTS	SEM	Courses	Nb. hours	Teachers
2	S1	COURSE 13: Energy, water and infrastructure	18	B. Najman
2	S1	COURSE 14: Trade, innovation and the environment	18	J. Lochard
2	S1	COURSE 15: Health and population	18	S. Pellet
2	S1	COURSE 16: Natural resources	18	P. Delacote
2	S1	COURSE 17: Environmental agreements	18	JF. Jacques & B. Bayramoglu
10		TOTAL	90	

**TOTAL (Core + Specialization): 327 hours**



# SPECIALIZED TRACK

## Overview : Impact Evaluation

### Module 4 Project and Impact Evaluation – Université Gustave Eiffel

ECTS	SEM	Courses	Nb hours	Teachers
2	S1	COURSE 9: Impact evaluation methodology	18	D. Pérez-Parra
2	S1	COURSE 10: Project - Survey design	18	J. Dmitrijeva
2	S1	COURSE 11: Growth diagnostic	18	T. Barré
2	S1	COURSE 12: Local policies evaluation: case studies	18	M. Ferry
8		TOTAL	72	

ECTS	SEM	Courses	Nb. hours	Teachers
2	S1	COURSE 13: Urban planning in the developing World	18	A. Fournier
2	S1	COURSE 14: Agricultural policies	18	T. Barré
2	S1	COURSE 15: Gender and development	18	G. Ferrant
2	S1	COURSE 16: Informal sector	18	M. Ben Salem
2	S1	COURSE 17: Social entrepreneurship and microcredit	18	C. De Los Rios Farfan
10		TOTAL	90	

**TOTAL (Core + Specialization): 327 hours**

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## **Core Courses: Detailed Syllabus**

# Course 1: Applied Econometrics

## ☐ Prerequisites

Students should be familiar with basic concepts in probability theory, statistical inference and basic econometrics (hypothesis testing, OLS regression models).

## ☐ Courses objectives

This course complements the M1 course in econometrics. The course's objective is to enable students to master the main econometric techniques, to identify some of the most common econometric problems, to understand the potential consequences and remedies. The theory presented in this course is motivated and illustrated using examples and concrete empirical studies. At the end of this course, the students should be able to analyze data using the most common estimation techniques and with the help of statistical software Stata.

This course starts by reviewing linear OLS models before addressing the endogeneity issue (causes, consequences and potential solutions). It also deals with specification and identification issues arising when the dependent variable is not continuous and sample selection issues. Limited dependent variable models often give rise to nonlinear models relying on Maximum Likelihood (ML) estimation, an estimation methodology presented in this course. Last, this course presents linear panel data models.

## ☐ Targeted competences

This course is the third part of a cycle initiated at the M1 level. At the end of these courses, students will be able to handle and apply standard econometric models and to address most frequent issues related to estimation.

## ☐ Course outline

- Simple and multiple regression models
- Endogeneity issue and instrumental variable estimation
- Binary outcomes and discrete choices
- Limited dependent variable models
- Panel data

## ☐ References

“Econometric Analysis” by William H. Greene

“Mostly Harmless Econometrics” by Joshua D. Angrist and Jörn-Steffen Pischke

“Mastering Metrics” by Joshua D. Angrist and Jörn-Steffen Pischke

“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

Pr: M. DE TALENCE  
Volume: 18h (lectures) + 21h  
(applied sessions)  
Crédit: 4ECTS  
Evaluation: 50% Final Exam  
& 50% Written Report

## Course 2 : Aid effectiveness

### □ Prerequisites

Development Economics; Economics of Growth; International Finance.  
Public Economics.  
Poverty Economics; Income distribution.

### □ Course outline

Part 1: History of aid, theories and instruments.  
Part 2: ODA trends – facts and figures.  
Part 3: Aid impact – measures and examples.  
Part 4: Randomization – lessons and limits.  
Part 5: Involvement of private sector, philanthropism, foundations and effective altruism.  
Part 6: China's Belt Road Initiative – A new paradigm?

### □ 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)
- ✓ Dercon, Stefan (2022), Gambling on Development: Why Some Countries Win and Others Lose, Hurst & Company, London
- ✓ 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.
- ✓ Eikenberry, A., and R. Mirabella (2018), "Extreme Philanthropy: Philanthrocapitalism, Effective Altruism, and the Discourse of Neoliberalism", Political Science & Politics, 51(1), 43-47
- ✓ Galiani, Sebastian, Stephen Knack, Lixin Colin Xu and Ben Zou (2016), "The effect of aid on growth: evidence from a Quasi-experiment", Journal of Economic Growth (2017) 22:1–33
- ✓ Hanlon, Joseph (2010), "Just Give Money to the Poor: The Development Revolution from the Global South", Kumarian Press.
- ✓ Kenny, Charles (2012), "Getting Better, Why Global Development Is Succeeding--And How We Can Improve the World Even More", Basic Books.
- ✓ Moyo, Dambisa (2009), "Dead Aid: Why Aid Is Not Working and How There Is a Better Way for Africa", First American Edition.
- ✓ OCDE/PNUD (2016), "Making Development Co-operation More Effective: 2016 Progress Report".
- ✓ Sachs, Jeffrey (2005), "The End of Poverty: Economic Possibilities for Our Time", Penguin Press.

**Pr: M. Ferry**

Volume: 18 hours

Credits: 2 ECTS

Evaluation: Oral presentation, case studies, participation (50%) and final assessment (50%).



# Course 3 : Intercultural management

## □ Course objectives

The aim of the course is to understand how cross-cultural issues manifest in the workplace, and particularly in development projects.

Thanks to readings, formal presentations and case studies, students are led to identify the more or less visible, and consequently more or less taken into account, problematic elements of cooperation across cultures: languages, institutional differences, leadership styles, decision-making processes, empowerment, customer-relation management, etc.

Intercultural management is usually associated to values, norms and practices which are specific to each national culture. This course urges students to critically assess this widespread representation of culture, which is at the same useful and misleading. It introduces students to theories which enable to better understand the cultural roots of management practices and to develop practices which fit their cultural work environment.

## □ Targeted competences

By the end of the course, students will be able:

- ✓ to use theoretical approaches to culture to make sense of the cultural environments in which they are immersed
- ✓ to reflect about and implement appropriate ways to deal with cultural diversity in work settings

## □ Course outline

**Introduction: Why does culture matter in economic development?**

**Part 1. Recent approaches to cultures and management**

- ✓ Culture as usual behaviors (stereotypes)
- ✓ Culture as a communication code (E. Hall)
- ✓ Culture as a set of values (G. Hofstede)
- ✓ Culture as frames of meaning (Ph. d'Iribarne)

**Part 2. Adjusting management to local contexts**

- ✓ Leadership and authority
- ✓ Decision making and negotiation
- ✓ Empowerment and control
- ✓ Ethics

**Conclusion**

## □ References

- ✓ Iribarne (d'), Ph., Chevrier, S., Henry, A., Segal, J-P., Treguer-Felten, G., Cross-cultural management revisited. A qualitative perspective, Oxford University Press, 2020.

- ✓ Chevrier, S., What we inherit and what we create. Making the case for an interpretive approach to societal cultures, *International Journal of Cross-Cultural management*, 24 (1) 13-39, 2024 <https://doi.org/10.1177/14705958241227774>
- ✓ Iribarne (d'), Ph., Henry, A., *Successful Companies in the Developing World*, AFD, 2007.
- ✓ Download from AFD website:  
<https://www.afd.fr/en/successful-companies-developing-world>
- ✓ Chevrier S., Viegas-Pires, M. « Delegating effectively across cultures », *Journal of World Business*, volume 48, Issue 3, July 2013: 431-439.
- ✓ Hall, E. T., & Hall, M. R. *Understanding cultural differences*. Intercultural press, 1989.
- ✓ Hofstede, G. *Culture's consequences*, Sage, 2002.
- ✓ Yousfi, H, "Rethinking Hybridity in Postcolonial Contexts: What changes and what persists? The Tunisian case of Poulina's managers", *Organization Studies*, 2013.

Pr: S. CHEVRIER

Volume: 18h

Crédit: 2ECTS

Evaluation: Participation (20%), Final Exam (80%)



## Course 4: Methods for applied research

### ☐ Course objectives

The course aims at providing students a comprehension of the methods of applied research. The different lectures will familiarize the students with the research process and the commonly used tools especially in the qualitative research, as an alternative/ complement to the quantitative studies. As a practical exercise, students will prepare and present projects.

### ☐ Targeted competences

At the end of this course, we primarily aim at enhancing the students' capacity to:

- ✓ Acquire the methodological bases concerning the qualitative research tools.
- ✓ Critically evaluate the overall methodology of a study or a simple qualitative research in marketing.

Acquire notions concerning the use of visual tools in construction of a study and / or research project.

### ☐ Prerequisites

Basic knowledge on qualitative and quantitative research.

### ☐ Course outline

1. Introduction to qualitative and quantitative studies
2. A model of qualitative research design
3. An interview guide workshop
4. The use of visual tools (photos and videos) in the qualitative research
5. Approaches to ethnographic research
6. Analyzing and interpretation of qualitative data workshop
7. Presentation of projects

### ☐ References

Flick, U. (2018). *An Introduction to Qualitative Research*. SAGE.

Grbich, C. (2004). *New Approaches in Social Research*. SAGE.

Myers, M. D. (2013). *Qualitative research in business & management* (2nd ed). SAGE.

**Pr: M. EL CHERIF**

Volume: 18h

Credit: 2ECTS

Evaluation: Home assignment



# Course 5: Conference Cycle

## □ Course objectives

The objectives of this course are multiple. It aims to:

- ✓ Introduce students to research methodologies in economics, familiarizing them with economic literature and preparing them for the writing of their master thesis.
- ✓ Facilitate their professional integration by connecting them with professionals in the field of development economics and sustainable development.

## □ Course Structure

The course will be divided into two parts:

- ✓ **Part One: Research Methods (6 hours):** In the first part, students will be trained in research methods. They will learn how to write scientific articles, with a focus on writing papers in economics and their thesis. A brief introduction to Overleaf (LaTeX editor) will be provided for those interested in pursuing an academic career.
- ✓ **Part Two: Professional Insights (6 hours):** The second part will consist of 6 sessions led by professionals and alumni in the field of development economics and sustainable development. Each speaker will present a current topic they are working on for 40-45 minutes. This will be followed by 15-20 minutes of discussion, during which students can seek advice on choosing their thesis topic and finding internships. Three sessions of two speakers each are planned, covering the three main career paths for our students:
  - NGOs
  - Consulting firms
  - Major organizations (OECD, World Bank, and AFD)

## □ Examinations

At the end of the semester, students will present their thesis project in an oral presentation in mid-January (see below guidelines for the master thesis). The presentation should last 5 minutes and include three slides covering the following key points:

- **Research Question:** Clearly state the question your thesis addresses.
- **Literature Review:** Summarize findings from three key papers related to the master's topic.
- **Methodology:** Describe the data and econometric methods you will use.

The presentation will be followed by 10 minutes of questions from the teaching team. A proper Curriculum Vitae and a professional project will also be evaluated.

	<b>Pr: D. AUBERT</b> Volume: 12h Credit: 3ECTS Evaluation: Oral presentation
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## Course 6 : Project Monitoring (first part)

### ☐ Course objectives

This course has two main objectives. These are to:

- ✓ Practice a network scheduling technique (MPM) and more generally build a foundation of knowledge on management and project monitoring to be able to apply them while using MS Project
- ✓ Learn and practice main managerial and project monitoring concepts

### ☐ 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

### ☐ Course outline

1. Network Scheduling Technique (MPM)
2. Fundamentals Review : Key Projects Management Concepts
3. Basic Tools for Project Management

The course will be balanced between theory sessions through conferences and exercises.

### ☐ References

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

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

### □ **Course objectives**

Exploring project management with a dedicated software: MS Project 2013

### □ **Course outline**

The teacher provides students with concepts and methods that students apply immediately on a compute:

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**

Microsoft Project 2007 Bible by Elaine Marmel (Wiley Edition)

**Pr: A. Ekere**

Volume: 12h

Crédit: 1 ECTS

Evaluation: The field mission  
transposes on MS project

## Course 7: Preparation to the field mission

### □ Course objectives

- ✓ Be able to organize and manage a field mission in a foreign country or in France 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.
- ✓ Be able to collectively organize the work among the team members and during the year, to regularly make *teamwork progress meetings*, to adjust team organisation and solve potential conflicts.

### □ Course outline

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

- ✓ To choose a partner organisation that work on development issues (in France or abroad)
- ✓ 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 value added linked to what you learn during the master)
- ✓ 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 immersion stage (on the ground) will be implemented in the beginning of March (10 days), after final exams and before internship.

**Pr: L. Quatreboeufs**

Volume: 12h + 1 week on the field

Crédit: 6ECTS

Evaluation: Preparatory Work



# Course 8A: Preparation to French certificates

## □ Prerequisites

In September DELCIFE intensive catch up lecture for beginners

## □ Course outline

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)

Pr: **L. FRIEZ**

Volume: 20h

Crédit: 2ECTS

Evaluation: Short exercises during the whole year.

# Course 8B : Méthodologie de la rédaction d'articles (en français)

## ☐ Course objectives

Ce cours a pour objectif de présenter les étapes de la rédaction d'un article de recherche.

## ☐ Prerequisites

- ✓ Applied Econometrics
- ✓ Methods for applied research

## ☐ Course outline

1. Rappels épistémologiques
2. Présentation de la structure générale d'un article de recherche
3. La revue de la littérature
4. La présentation des résultats

Pr: P. DOMINGUES

Volume: 18h

Crédit: 2ECTS

Evaluation: Group work

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## **Specialized Track**

### **Project Management and Sustainable Development: Detailed Syllabus**

# Course 9 : Energy markets and resources economics - project budgeting

## □ Course objectives

This course builds the fundamentals of energy markets and resource economics both presenting theoretical tools and empirical findings. It also presents the recent developments in the field.

## □ Course outline

### Lecture 1: Basic principles, definitions and unit measures of energy

- Basic principles of energy
- Primary Energy Sources and energy carriers
- Energy units and energy measures, alternative sources

### Lectures 2 and 3: Electricity as a form of energy and its pricing

- Electricity as a carrier
- Power generation technologies
- Different types of electricity costs
- The electricity supply chain
- Electricity grid

### Lecture 4: Market design in energy electricity markets

- Taxonomy

- Regulation
- The recent reform of the European market

### Lecture 5: Gas Markets

- Fundamentals of gas markets in Europe
- Long term contracts, spot markets
- Gas in France and link with electricity market
- The economics of gas storage

### Lecture 6: Resource extraction paths and critical materials for the transition

- Optimal extraction in time
- Critical materials and their international markets
- Geopolitical risk exposure

## □ References

Lecture 1:

Johansson, T.B. et al. (1993). Renewable Energy: Sources for Fuels and Electricity. Island Press. (Chapters 1–2 for fundamentals).

Smil, V. (2017). Energy and Civilization: A History. MIT Press. (Introductory chapters on energy basics and units).

IEA (2022). World Energy Balances. OECD/IEA. (Excellent source for energy units, balances, conversions).

Lectures 2 & 3:

Stoft, S. (2002). Power System Economics: Designing Markets for Electricity. IEEE/Wiley.

Pérez-Arriaga, I. (ed.) (2013). Regulation of the Power Sector. Springer.

IEA (2020). World Energy Outlook – Electricity section.

CRE (Commission de Régulation de l'Énergie, France). Annual report on electricity markets (latest edition).

Lecture 4:

Joskow, P. (2008). "Lessons Learned from Electricity Market Liberalization." The Energy Journal, Special Issue.

Newbery, D. (2018). "Towards a European Market Design." Economics of Energy & Environmental Policy, 7(1).

European Commission (2023). Electricity Market Design Reform (official communication and impact assessment).

Lecture 5:

Stern, J. (ed.) (2019). Handbook of Natural Gas in Transition. Oxford Institute for Energy Studies.

Pirrong, C. (2014). "The Economics of Commodity Trading Firms: Gas and Power." OIES Paper.

IEA (2023). Gas Market Report.

CRE (France). Gas Market Monitoring Report (latest edition).

Lecture 6:

Hotelling, H. (1931). "The Economics of Exhaustible Resources." Journal of Political Economy, 39(2).

Tilton, J. & Guzmán, J. (2016). Mineral Economics and Policy. RFF Press.

IEA (2021). The Role of Critical Minerals in Clean Energy Transitions.

European Commission (2023). Critical Raw Materials Act and related reports.

Habib, K. et al. (2020). "Critical Materials for the Energy Transition." Nature Reviews Materials.

**Pr: M-E. Sanin**

Volume: 18h

Crédit: 2ECTS

Evaluation: Final exam

# Course 10 : Project cycle management and international tenders

## □ Course objectives

The objective is to give an overview on how development cooperation projects are designed, financed, implemented and evaluated by international organisations. The course includes a specific focus on procurement and management procedures and systems.

## □ Targeted competences

At the end of the course, students will be familiar with the project cycle management principles, tender preparation (technical and financial proposals) and key public procurement concept. In addition, students will have acquired some project management skills (team management, financial management, activity planning).

## □ Prerequisites

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

## □ Course outline

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

Throughout the course students will work in groups on real-life case studies and prepare a tender. Throughout the course students will work on case studies.

## □ References

Practical guide on contract procedures for European Union external action (PRAG). Available here:

- ✓ <https://ec.europa.eu/europeaid/prag/>
- ✓ <https://ec.europa.eu/international-partnerships/>
- ✓ <https://europa.eu/capacity4dev/>
- ✓ <http://www.worldbank.org/projects>
- ✓ <https://webgate.ec.europa.eu/devco-academy/>

Pr: E. BRIGOT & F.  
ARGENTINO

Volume: 18h  
Crédit: 2ECTS  
Evaluation: Presentation and Final  
Exam

# Course 11 : Country Risk Analysis and International Projects financed by Development Finance Institutions

## ☐ 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

## ☐ Course outline

### PART 1

- A. Country Risk Analysis Fundamentals: Definition, Origin & Founding Concepts, Use of
- B. Country Risk Analysis Tools
- C. 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
- B. Ratings, Ratings Genesis Process, Focus on Sovereigns Ratings Methodology, Recovery Ratings
- C. 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

**Pr: S. NSONDE &  
T. ALIOUAT**

Volume: 18h  
Crédit: 2ECTS  
Evaluation: Oral participation &  
Final Presentation

# Course 12 : Corporate Social Responsibility

## (Subject to change)

### □ Prerequisites

Public economics; environmental economics; income distribution.  
Business strategy; corporate finance.  
Portfolio investment.

### □ Course outline

Part 1: History of Corporate social responsibility and theoretical framework.  
Part 2: Self-regulation, ethics, philanthropic billionaires, foundations.  
Part 3: Responsible human resource management: motivation, pay, diversity and discrimination.  
Part 4: Business environmental footprint and zero-carbon targets.  
Part 5: Responsible finance: ESG, green bonds, responsible investment, employee ownership.  
Part 6: Legal framework: B-Corp, Loi Pacte, OECD RBC framework.

### □ References

- ✓ Baron, David P. (2008), “Business and Its Environment: International Edition”, *Pearson Edition*.
- ✓ Birkinshaw, Julian (2012), “Reinventing Management: Smarter Choices for Getting Work Done”, John Wiley & Sons.
- ✓ Burniaux, Jean-Marc, Jean Château, Romain Duval and Stéphanie Jamet (2008). "The Economics of Climate Change Mitigation: Policies and Options for the Future," OECD Economics Working Papers 658, OECD Publishing.
- ✓ Felli, Jean-Noël et Patrick Lenain (2020), « L’entreprise vraiment responsable », Editions Vuibert, Paris.
- ✓ Fox, Justin (2009), “The Myth of the Rational Market”, Harper Collins Publishers.
- ✓ Friedman, Milton (1962), “Capitalism and Freedom”, University of Chicago Press, Chicago.
- ✓ Friedman, Milton (1970), “The Social Responsibility Of Business Is to Increase Its Profits”, New York Times.
- ✓ Piketty, Thomas (2020), “Capitalism and Ideology”, Harvard University Press.
- ✓ OECD (2022), Climate Change and Corporate Governance, OECD Publishing, Paris, <https://doi.org/10.1787/272d85c3-en>
- ✓ Stiglitz, Joseph E. and Jay K. Rosengard (2015), “Economics of the Public Sector”, Fourth Edition, W.W. Norton & Company.

**Pr: TBA**

Volume: 18h

Crédit: 2ECTS

Evaluation: TBA



# Course 13: Energy, water and infrastructure

## □ Course objectives

The main objectives are to understand in a better way issues related to infrastructure investment, governance and sustainability.

## □ Targeted competences

At the end of the course, the students should be able to use data, surveys and policy and research paper related to Energy, water and infrastructure. Students are also going to be able to discuss environment impact of infrastructure investment.

## □ Course outline

- ✓ Rationale for infrastructure investment
- ✓ Datasets on infrastructures
- ✓ Infrastructure financing
- ✓ Public Investment Management – definition and issues
- ✓ Governance issues with roads/water/energy/housing
- ✓ Public procurement problems and efficiency for infrastructure,
- ✓ The importance of services and SOEs reforms for infrastructure efficiency
- ✓ Main issues related to development and environment impact of infrastructure in roads/water/energy/housing
- Public Investment Management – definition and issues

## □ References

Allen, Treb and Costas Arkolakis. 2019. "The Welfare Effects of Transportation Infrastructure Improvements." NBER working paper 25487, Cambridge, MA.

Furman, Jason, and Lawrence H. Summers. 2019. "Who's Afraid of Budget Deficits." Foreign Affairs. March/April.

Laffont, Jean-Jacques and Jean Tirole. 1993. A Theory of Incentives in Procurement and Regulation. Cambridge: MIT Press.

Singh, Ram. 2018. "Does Choice of Procurement Contract Matter for Cost and Quality of infrastructure?" International Growth Center working paper S-89209-INC2.

U.S. Congressional Budget Office. 2018. Public Spending on Transportation and Water Infrastructure, 1956 to 2017. Washington: CBO.

<https://www.cbo.gov/system/files/2018-10/54539-Infrastructure.pdf>

**Pr: B. NAJMAN**

Volume: 18h  
Crédit: 2ECTS  
Evaluation: Final Exam



# Course 14: International trade, innovation and the environment

## □ Course objectives

The objective of this course is to provide an overview of the interaction between international trade (and more generally globalisation) and environmental outcomes, with case studies based on developing countries. This course is organized in six sessions reflecting ongoing research and debate in the academic and policy circles.

## □ Targeted competences

At the end of the course, students should be able to understand and analyse the debate on the relationship between international trade and the environment.

## □ Prerequisites

A course in basic international economics

## □ Course outline

1. Stylized facts about trade and the environment
2. How does globalisation affect global and local pollution?
3. What is the impact of globalisation on natural resources and biodiversity?
4. What role for policy (trade & environmental policy)?
5. Could we redirect technological change toward green innovations?
6. Can Regional Trade Agreements (RTA) improve environmental quality?

## □ References

- ✓ Copeland, B., Shapiro, J., and S. Taylor (2021), Globalization and the Environment, NBER Working Paper 28797.
- ✓ A list of references will also be provided through the platform EPREL.

**Pr: J. LOCHARD**

Volume: 18h

Crédit: 2ECTS

Evaluation: article review (40%)  
& Final exam (60%)

## Course 15: Health and population

Je ne sais pas si c'est parce que je suis sur smartphone mais le saut de page est au mauvais endroit pour moi, le nom de l'enseignant du cours précédent apparaît après le titre de mon cours...

### □ Course objectives

This course (18h, 6 sessions) aims to provide a global vision of the main issues addressed by population economics.

- ✓ how demographic variables such as fertility and mortality respond to economic incentives and affect the economic development of societies?
- ✓ what role can health and education policies play in the demographic transition?
- ✓ what are the new challenges of demographic transition in the face of environmental issues?

It will introduce students to the theoretical background in population economics in relation to empirical evidence. Sessions will include formal lectures, as well as interactive sessions during which students will comment academic articles related to the course content.

### □ Targeted competences

- ✓ Understand the economic causes and consequences of the demographic transition.
- ✓ Be able to expand economic reasoning to demographic phenomena.
- ✓ Be able to measure and understand main indicators and their empirical implication.

### □ Course outline

1. Population and development: historical background and stylized facts
2. Fertility facts, Fertility choices: measures, determinants and economic incentive
3. Mortality, morbidity, health and development
4. Understanding and evaluating public policies: ex of health and education policies
5. Migrations : selection, incentives and labour market outcomes
6. Environment and Population interactions

### □ References

Challier, M.C., Michel, Ph. Analyse dynamique des populations, Economica, 1996  
De la Croix, D., Fertility, Education, Growth and Sustainability, Cambridge University Press, 2014  
Rosenzweig, M., Stark, O., Handbook of Population and Family Economics, Elsevier, 1997

**Pr: S. PELLET**

Volume: 18h

Crédit: 2ECTS

Evaluation: Article review (50%)  
& final exam (50%)

# Course 16: Natural resources

## □ 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 floor 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.

## □ Targeted competences

Students are expected to have a broad knowledge on the way by which economists analyze environmental issues (such as pollution, climate change, deforestation, etc...), and how economic instruments can be used to overcome those issues.

## □ Course outline

### 1. Market failure :

Public bads and externalities + course presentation

### 2. Taxing pollution or let the market do ?

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

Pigovian fees, Kolstad, C., Environmental Economics, Ch. 7, Oxford University Press, 2000.

### 3. International climate negotiations

Setting the Paris agreement in motion : key requirements for the implementing guidelines, Dagnet Y. et al. PACT, Working Paper, 2018

The Paris Agreement and the new logic of international climate politics, Faulkner, International Affairs, 2016

### 4. Environmental policy and inequalities

Inequality, growth, and environmental quality trade-offs in a model with human capital accumulation, Marta Aloï, Frederic Tournemaine, Canadian Journal of Economics, 2013

La fiscalité carbone au risque des enjeux d'équité, Emmanuel Combet, Frédéric Gherzi, Jean-Charles Hourcade, Camille Thubin, Revue Française d'Economie, 2010

### 5. Trade and the environment

Trade liberalization and the environment: Evidence from NAFTA and U.S. manufacturing, Cherniwchan, Journal of International Economics, 2017

Why is Pollution from U.S. Manufacturing Declining? The Roles of Environmental Regulation, Productivity, and Trade, Shapiro and Walker, Working Paper, 2018

### 6. Impact of climate change on agriculture in developing countries



Agriculture in West Africa in the Twenty-First Century: Climate Change and Impacts Scenarios, and Potential for Adaptation, Benjamin Sultan and Marco Gaetani, Frontiers in Plant Science, 2016

The impact of future climate change on West African crop yields: What does the recent literature say? Philippe Roudier, Benjamin Sultan, Philippe Quirion, Alexis Berg, Global Climate Change, 2011

## **7. The economics of deforestation**

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

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

## **8. Payment for environmental services**

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

Asymmetric information and contract design for payments for environmental services, Ferraro, P., Ecological Economics, 2008.

## **9. Impact evaluation of environmental policies,**

Forest Conservation and Slippage: Evidence from Mexico's National Payments for Ecosystem Services Program. Alix-Garcia, J., Shapiro, E., Sims, K., Land Economics, 2012

A randomized trial of payments for ecosystem services to reduce deforestation Jayachandran, S. et al., Science, 2017

**Pr: P. DELACOTE**

Volume: 18h

Crédit: 2ECTS

Evaluation: Oral presentation & class participation

# Course 17 : Evaluation of International Environmental Agreements (IEAs)

## □ Course objectives

This course focusses on the assessment of international negotiations on the environment. In particular, two important environmental problems will be considered: climate agreements and agreements on natural resources. The objective is twofold: to understand the theoretical basis of negotiations, and to assess their impacts.

## □ Targeted competences

To know how to convince that a successful negotiation improves the situation of all the participants provided that there is no incentive to deviate from the agreement.

To know how to identify potential flaws in an agreement and to notice if these flaws exist in reality.

## □ Prerequisites

Having understood economic reasoning in terms of “marginal” gains and “marginal” costs and knowing how to use basic mathematical and econometric tools.

## □ Course outline

The course is divided into 6 time-slots of 3 hours. The first three slots will be provided by Jean-François JACQUES, and the three remaining ones by Basak BAYRAMOGLU.

1. Introduction, game theory and negotiation theory concepts (prisoners’ dilemma, Nash equilibrium, repeated games)
2. Canonical model of membership to an international environmental agreement (IEA), theory of climate coalitions
3. Evaluation of IEAs: Montreal Protocol, Kyoto Protocol and other IEAs
4. Environmental cooperation in international seas: Black sea and Baltic sea
5. WTO trade negotiations on fish subsidies
6. Sustainability impact assessments of (EU) free trade agreements

## □ References

### References for J.F. Jacques

- Aichele, R., & Felbermayr, G. (2012). Kyoto and the carbon footprint of nations. *Journal of Environmental Economics and Management*, 63(3), 336-354.
- Barrett, S. (2005). The theory of international environmental agreements. *Handbook of Environmental Economics*, 3, 1457-1516.
- Bayramoglu, B., Finus, M., Jacques, J.F. (2017). L'adaptation est-elle un frein aux accords climatiques?, *Revue Française d'Economie*, n°2 volume XXXII octobre 2017, PP. 135-158.
- Bayramoglu, B., Finus, M., & Jacques, J. F. (2018). Climate agreements in a mitigation-adaptation game. *Journal of Public Economics*, 165, 101-113.

- Beron, K. J., Murdoch, J. C., & Vijverberg, W. P. (2003). Why cooperate? Public goods, economic power, and the Montreal Protocol. *Review of Economics and Statistics*, 85(2), 286-297.
- Finus, M. (2008). Game theoretic research on the design of international environmental agreements: Insights, critical remarks, and future challenges, *International Review of Environmental and Resource Economics*, vol. 2, 29-67.
- Kellenberg, D., Levinson, A., 2014. Waste of effort? International environmental agreements. *J. Assoc. Environ. Resour. Econ.* 1 (1–2), 135–169.
- Nunez-Rocha, T., & Martínez-Zarzoso, I. (2019). Are international environmental policies effective? The case of the Rotterdam and the Stockholm Conventions. *Economic Modelling*, 81, 480-502.
- Sauquet, A. (2014). Exploring the nature of inter-country interactions in the process of ratifying international environmental agreements: the case of the Kyoto Protocol. *Public Choice*, 159(1-2), 141-158.
- Wagner, Ulrich J. (2016). Estimating Strategic Models of International Treaty Formation *Review of Economic Studies* first published online February 20, 2016 doi:10.1093/restud/rdv054.

## References for B.Bayramoglu

- Abman, R., & Lundberg, C. (2020). Does Free Trade Increase Deforestation? The Effects of Regional Trade Agreements. *Journal of the Association of Environmental and Resource Economists*, 7(1), 35-72.
- Ahlvik, L. and Pavlova, Y. (2013). A Strategic Analysis of Eutrophication Abatement in the Baltic Sea. *Environmental and Resource Economics*, 56:353-378.
- Baghdadi, L., Martinez-Zarzoso, I., & Zitouna, H. (2013). Are RTA agreements with environmental provisions reducing emissions?. *Journal of International Economics*, 90(2), 378-390.
- Bayramoglu, B. (2006). Transboundary pollution in the Black Sea: Comparison of institutional arrangements. *Environmental and Resource Economics*, 35(4), 289-325.
- Bayramoglu, B. Copeland, B. R. and Jacques, J-F., 2018. "Trade and fisheries subsidies." *Journal of International Economics*, Elsevier, vol. 112(C), pages 13-32.
- Bayramoglu, B. Copeland, B. R., Fugazza, M. and Jacques, J-F., 2019. Trade and negotiations on fisheries subsidies, *VoxEU column*, 21st October 2019.
- Chesnokova, T., & McWhinnie, S. (2019). International Fisheries Access Agreements and Trade. *Environmental and Resource Economics*, 74(3), 1207-1238.
- Martínez-Zarzoso, I., & Oueslati, W. (2018). Do deep and comprehensive regional trade agreements help in reducing air pollution?. *International Environmental Agreements: Politics, Law and Economics*, 18(6), 743-777.
- Sakai Y., 2017. "Subsidies, fisheries management, and stock depletion." *Land Economics*, 93, 165-178.
- Zhou, L., Tian, X., & Zhou, Z. (2017). The effects of environmental provisions in RTAs on PM2. 5 air pollution. *Applied Economics*, 49(27), 2630-2641

**Pr: JF. JACQUES & B. BAYRAMOGLU**

Volume: 18h

Crédit: 2ECTS

Evaluation: Article presentation (50%) & Final Exam (50%)

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**SPECIALIZED TRACK**

**PROJECT MANAGEMENT**

**AND**

**Impact and Policy Evaluation:**

**Detailed Syllabus**

# Course 9 : Impact Evaluation Methodology

## □ Course objectives

This course will present the main methods to estimate the impact of public policies aimed at reducing poverty and increasing well-being. It will provide a deep and detailed understanding of each technique with step-by-step training for conducting one's own evaluation. For each method, we will discuss practical issues and potential validity threats. Students will be provided with tools to determine the strengths and limits of current evaluations.

## □ Targeted competences

At the end of this course, students will master the methods for impact evaluation:

- ✓ They will know which methods to use, how to implement them and under which assumptions they are valid.
- ✓ They will be provided with concrete examples of evaluations from the literature in development economics.
- ✓ They will know how to conduct their own evaluation using the Stata software.

## □ Prerequisites

This course requires a basic knowledge of econometrics and statistics. Students who want to refresh their knowledge can consult *Econometric Analysis* by William Greene or *Introductory Econometrics: A Modern Approach* by Jeffrey M. Wooldridge.

## □ Course outline

- ✓ Lecture 1: Introduction - Potential outcome framework, counterfactuals and selection bias
- ✓ Lecture 2: Experimental design and randomized experiments
- ✓ Lecture 3: Differences in difference
- ✓ Lecture 4: Regression discontinuity
- ✓ Lecture 5: Matching
- ✓ Lecture 6: Instrumental variables

The course will use several material including interactive lectures and case studies using examples from completed or ongoing field experiments. Students will also perform their own policy evaluation using real data.

## □ References

- ✓ Angrist, J. D., & Pischke, J. S. (2008). *Mostly harmless econometrics: An empiricist's companion*. Princeton university press.
- ✓ Duflo, E., & Banerjee, A. (Eds.). (2017). *Handbook of field experiments*. Elsevier.
- ✓ Duflo, E., Glennerster, R., & Kremer, M. (2007). Using randomization in development economics research: A toolkit. *Handbook of development economics*, 4, 3895-3962.
- ✓ Gertler, P. J., Martinez, S., Premand, P., Rawlings, L. B., & Vermeersch, C. M. (2016). *Impact evaluation in practice*. The World Bank.

- ✓ Khandker, Shahidur R.; Koolwal, Gayatri B.; Samad, Hussain A.. 2009. *Handbook on impact evaluation: quantitative methods and practices*. Washington, DC: World Bank
- ✓ Söderbom, M., Teal, F., Eberhardt, M., Quinn, S., & Zeitlin, A. (2014). *Empirical development economics*. Routledge.

**Pr: M. DE TALANCE**

Volume: 18h

Crédit: 2ECTS

Evaluation: On going (50%) &  
Final exam (50%)

# Course 10 : Project – Survey Design

## □ Course objectives

The aim of this course is to provide students with skills necessary to design, field and analyse surveys. We will cover essential aspects of survey methodology from survey instrument design, to sample design, to modes of data collection, to the analysis of results thereof.

## □ Targeted competences

By the end of the course, students should be able to design and conduct a survey, as well as critically assess the quality of survey data.

## □ Prerequisites

Students should have a knowledge of introductory statistics and econometrics (statistical inference, hypothesis testing, interpreting the results of linear regression). We will briefly review the basic statistical concepts that are used.

## □ Course outline

1. Introduction to survey methods
2. Inference and error in surveys
3. Sampling and populations
4. Data collection
5. Questions & Answers
6. Nonresponse
7. Estimation

## □ References

Groves RM, Fowler FJ, Couper MP, et al. Survey Methodology. Hoboken, NJ: Wiley 2009.

**Pr: J. DMITRIJEVA**

Volume: 18h

Crédit: 2ECTS

Evaluation: On going (50%) +  
final report (50%)

# Course 11 : Growth Diagnostic

## ☐ Course objectives

This course presents the foundations and methodology of growth diagnostics as well as the debates surrounding this approach.

## ☐ Targeted competences

At the end of the course, student should be able to conduct and discuss a growth diagnostic in order to identify what keeps economic growth low.

## ☐ Prerequisites

Students are supposed to have followed basic economic courses including microeconomics, macroeconomics and growth economics.

## ☐ Course outline

1. Theories of economic growth
2. A conceptual framework for growth diagnostics
3. Walking down the growth diagnostic decision tree
4. Archetypal cases. Case studies.

## ☐ References

- ✓ Aghion, P., & Durlauf, S. (Eds.). (2005). *Handbook of economic growth*. Elsevier.
- ✓ Aghion, P., & Howitt, P. W. (2008). *The economics of growth*. MIT press.
- ✓ Hausmann, R., Rodrik, D., & Velasco, A. (2008). Growth diagnostics. *The Washington consensus reconsidered: Towards a new global governance*, 324-355.

A list of references will also be provided during the class.

**Pr: T. BARRE**

Volume: 18h

Crédit: 2ECTS

Evaluation: Home Assignment,  
oral exam



## Course 12 : Local Policies – Case Studies

### □ Course objectives

The objective of the course is to have students reflect on participatory and/or local development that have taken the form of either Community Driven Development Initiatives or of decentralization to the grass-root level. We will first review the arguments in which participatory development is grounded and then try to disentangle the pros and cons of these local development initiatives.

### □ Targeted competences

At the end of this course, students should be in a position to critically assess local initiatives and to design programs that avoid or take into accounts the main pitfalls of Community Driven Development (“CDD”) Initiatives.

### □ Course outline

1. An overview of local development policies: from decentralization to Community Driven Development
2. A conceptual framework for local development
3. The virtues of local development
4. Challenges faced in the implementation of local development

### □ References

- ✓ “Mansuri, Ghazala; Rao, Vijayendra. 2013. *Localizing Development : Does Participation Work?*. Policy Research Report;. Washington, DC: World Bank. © World Bank.
- ✓ <https://openknowledge.worldbank.org/handle/10986/11859> License: CC BY 3.0 IGO.”
- ✓ “Mansuri, Ghazala; Rao, Vijayendra. 2004. *Community-Based and Driven Development: A Critical Review*. Policy Research Working Paper;No.3209. World Bank, Washington, D.C.. © World Bank.  
<https://openknowledge.worldbank.org/handle/10986/14310> License: CC BY 3.0 IGO.”
- ✓ Abraham, A., & Platteau, J. P. (2004). *Participatory development: Where culture creeps in*. *Culture and public action*, 210-233.

**Pr: M. FERRY**

Volume: 18h

Crédit: 2ECTS

Evaluation: Home Assignment

# Course 13 : Urban Planning in the Developing World

## □ Course objectives

Urban growth is known to create both economic, social and cultural opportunities; cities currently generate 80% of the global GDP while representing only 3% of the world surface area. However, unplanned development, deficient infrastructure and/or inadequate spatial planning also bring serious issues such as overcrowding, economic bottlenecks, environmental degradation, social segregation and poverty, reducing in turn local opportunities and contributing to entrench inequalities and tensions. Urban and territorial planning is therefore a highly necessary requirement to help shaping resilient, sustainable and socially integrated cities.

This course aims to give students the keys to understand how urban planning policies affect the livability and the resilience of cities worldwide. We will define the main challenges ahead for cities and review (*more or less successful*) experiences of urban planning in Asia, Africa and Latin America. Debates, methods and lessons from many years of urban planning will be explored and illustrated by concrete case studies and comparisons.

## □ Targeted competences

Students will develop their knowledge and their understanding of the concepts, approaches and issues of urban planning in a historical perspective. By the end of the course, they will be able to define and build strategies towards more inclusive, people-oriented and resilient cities in developing countries, fitted to the local context, accounting for southern urban complexities, and preserving both cultural heritage, values and identity of places.

## □ Course outline

- ✓ Cities, urban growth and planning : history, contemporary trends and future challenges (3h)
- ✓ The “Brown Agenda” : safe water provision, waste management and air pollution I & II (6h)
- ✓ Lessons from the experience: three examples of planned city extensions
- ✓ (Latin america / Africa / Asia) (3h)
- ✓ Urban planning, patterns and social development : a global comparative analysis (3h)
- ✓ Tackling climate and environmental challenges : towards sustainable and circular cities (3h)

## □ References

### BOOKS

- ✓ Henderson, V, (1991), "Urban Development: Theory, Fact, and Illusion", Oxford University Press.
- ✓ Henderson, V. (2014). "Economic theory and the cities." Academic Press.
- ✓ Murray, M.J. (2017) "The Urbanism of Exception: The Dynamics of Global City Building in the Twenty-First Century"
- ✓ Parnell S., Oldfield S., (2014) “The Routledge Handbook on Cities of the Global South”

*ARTICLES (made available on Moodle)*

- ✓ Alonso, W. (1970), "What are New Towns for?," Urban Studies, 7(1), pp. 37-55.
- ✓ Bartone, C.,(1991) "Environmental Challenge in Third World Cities," Journal of the American Planning Association, 57(4), pp. 411-415.
- ✓ Forester, J., (1999) "Reflections on the Future Understanding of Planning Practice," International Planning Studies, 4(2) , pp. 175-194.
- ✓ Gaspar, J. and Glaeser, E., (1998) "Information Technology and the Future of Cities," Journal of Urban Economics, 43, pp. 136-156.
- ✓ Hardoy, J.E. and Satterthwaite, D., (1986) "Urban change in the third world: Are recent trends a useful pointer to the urban future?," Habitat International, 10(3), pp. 33-52.
- ✓ Horn, A. (2020) "Reviewing Implications of Urban Growth Management and Spatial Governance in the Global South", Planning Practice & Research,
- ✓ Kearns, A. and Paddison, R., (2000) "New Challenges for Urban Governance," Urban Studies, 37(5-6) pp. 845-850.
- ✓ Levent, T.B., Nijkamp, P. (2008) "7 frequently asked questions (FAQs) in urban planning" Studies in Regional Science, 38(2), pp. 351-371
- ✓ Yiftachel, O., (1989) "Towards a new typology of urban planning theories," Environment and Planning B: Planning and Design, 16, pp. 23-39.

**Pr: A. FOURNIER**

Volume: 18h

Crédit: 2ECTS

Evaluation: Case study : 70%

Report - 30% presentation

# Course 14 : Agricultural Policies

## ☐ Course objectives

This course will review the most recent evidence regarding agricultural development and common problems faced by poor farmers in developing countries. The topics covered will include property rights, crop choices, technology adoption, access to markets, access to credit, etc.

## ☐ Targeted competences

Students will be more familiar with the challenges faced by farmers in developing countries.

## ☐ Prerequisites

Basic microeconomics, macroeconomics and econometrics courses.

## ☐ Course outline

The topic covered each week will be decided based on the most recent publications in this field and will include property rights issues, crop choices, technology adoption, access to markets, access to credit, etc.

## ☐ References

- ✓ Barrett, C. B., Carter, M., Chavas, J. P., & Carter, M. R. (Eds.). (2019). *The economics of poverty traps*. University of Chicago Press.
  - ✓ De Janvry, A., & Sadoulet, E. (2015). *Development economics: Theory and practice*. Routledge.
  - ✓ De Janvry, A., & Sadoulet, E. (2020). Using agriculture for development: Supply-and demand-side approaches. *World Development*, 133, 105003.
  - ✓ Ray, D. (1998). *Development economics*. Princeton University Press.
  - ✓ *Handbook of agricultural economics*. Elsevier.
- A list of references will also be provided during the class.

**Pr: T. BARRE**

Volume: 18h  
Crédit: 2ECTS  
Evaluation: Written Exam

# Course 15: Gender and development

## □ Course objectives

This course aims at providing students with fundamental knowledge on gender-responsive economic policies. It will build their capacities to develop gendered and policy-oriented analysis of economic issues. This course will explore how the concept of gender can be integrated in micro and macro-economics. It will discuss persistent gender gaps and how economic policies can address them to foster sustainable and inclusive development, in alignment with the 2030 Agenda.

## □ Learning outcomes

- ✓ 1. Awareness in gender and economic policy issues
- ✓ 2. Capacity for gendered analysis of economic issues
- ✓ 3. Better knowledge of gender gaps and policies to address them.

## □ Course outline

### 1. Introduction to key concepts and international frameworks

This session introduces key concepts in gender analysis with a focus on economic development policy. It also presents international frameworks for gender equality and women's empowerment.

Recommended readings:

- Bridge (2000) Gender and Development: Concepts and Definitions  
<https://www.bridge.ids.ac.uk>
- Benería, Berik and Floro (2015) Feminist Economics: An Introduction to Key Debates, in Gender, Development and Globalization: Economics as if All People Mattered
- UN Women (2020) Gender Equality: Women's Rights in Review 25 years after Beijing,  
<https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2020/Gender-equality-Womens-rights-in-review-en.pdf>

### 2. Where do we stand? Introduction to key indicators measuring gender equality and women's empowerment and emerging issues.

This session presents measures of gender equality and women's empowerment. It introduces indicators of gender equality for a number of different social and economic domains and composite indicators commonly used to measure progress.

Recommended readings:

- World Economic Forum (2021) Global Gender Gap Report 2021  
[https://www3.weforum.org/docs/WEF\\_GGGR\\_2021.pdf](https://www3.weforum.org/docs/WEF_GGGR_2021.pdf)
- UN Women (2018) Making women and girls visible: Gender data gaps and why they matter  
<https://www.unwomen.org/en/digital-library/publications/2018/12/issue-brief-making-women-and-girls-visible>

- Perez (2019) *Invisible Women: Exposing Data Bias in a World Designed for Men*

### 3. Unpaid care work: the missing link explaining gender gaps

These sessions examine unpaid care and domestic work as a critical but often invisible component of economic systems. They explore how the unequal distribution of care responsibilities limits women's full participation in the labor market and contributes to gender inequality. The sessions will address key measurement challenges, including the valuation of unpaid work in national accounts, and will review policy responses—such as parental leave, childcare services, and time-use surveys—that aim to recognize, reduce, and redistribute unpaid care work.

Recommended readings:

- UN Women (2022) – Progress of the World's Women 2019–2020: Families in a Changing World  
<https://www.unwomen.org/en/digital-library/publications/2019/06/progress-of-the-worlds-women-2019-2020>
- ILO (2018) – Care Work and Care Jobs for the Future of Decent Work  
[https://www.ilo.org/global/publications/books/WCMS\\_633135/lang--en/index.htm](https://www.ilo.org/global/publications/books/WCMS_633135/lang--en/index.htm)

### 4. Financing for Gender Equality.

This session explores gender-responsive budgeting as a strategic tool to enhance the allocation of domestic resources in support of gender equality. It examines how public financial management systems can be leveraged to integrate gender perspectives into budget processes. The session also delves into international funding flows, including Official Development Assistance (ODA) and philanthropic contributions, assessing their role and scope in advancing gender equality globally.

Recommended readings:

- OECD (2023) – Gender Budgeting Frameworks: Synthesis Report, OECD Publishing, Paris. <https://www.oecd.org/gov/budgeting/gender-budgeting-frameworks.htm>
- OECD (2024), Development Finance for Gender Equality 2024, OECD Publishing, Paris. <https://doi.org/10.1787/e340afbf-en>.
- OECD (2024) – How philanthropic foundations support gender equality and women's empowerment, OECD Publishing, Paris.  
[https://www.oecd.org/content/dam/oecd/en/publications/reports/2024/08/how-philanthropic-foundations-support-gender-equality-and-women-s-empowerment\\_21a7eaf1/3fbec947-en.pdf](https://www.oecd.org/content/dam/oecd/en/publications/reports/2024/08/how-philanthropic-foundations-support-gender-equality-and-women-s-empowerment_21a7eaf1/3fbec947-en.pdf)

## □ Further readings

- ✓ Apps, P., and R. Rees (2001) Household Production, Full Consumption and the Costs of Children, *Labour Economics*, 8(6), 621-648.
- ✓ Becker, G. (1965) A Theory of Allocation of Time, *Economic Journal*, 75, 493-517.
- ✓ Brück, T., Hanmer, L. C., Klugman, J., & Arango, D. J. (2024). Gender Dimensions of Forced Displacement: A Brief Review and Introduction to the Special Issue. *The Journal of Development Studies*, 60(12), 1839–1851.  
<https://doi.org/10.1080/00220388.2024.2376145>

- ✓ Duflo (2012) - Women Empowerment and Economic Development., Journal of Economic Literature, Vol. 50, No. 4 (Decemeber), pp. 1051-1079
- ✓ Ferrant, G., Thim A. (2019) Measuring women's economic empowerment. Time use data and gender inequality. OECD Development Policy Papers, No. 16.
- ✓ Ferrant, Gaëlle and Kolev, Alexandre (2016) Does gender discrimination in social institutions matter for long-term growth?: Cross-country evidence. *OECD Development Centre Working Papers*, No. 330
- ✓ Ferrant, Gaëlle and Michele Tuccio (2015) South–South Migration and Discrimination Against Women in Social Institutions: A Two-way Relationship, *World Development*, vol. 72, pp. 240-254
- ✓ Ferrant, Gaëlle and Keiko Nowacka (2015) Measuring the drivers of gender inequality and their impact on development: the role of discriminatory social institutions, *Gender and Development*, vol. 23(2), pp.319-332
- ✓ Hanmer, Lucia; Ekhtor-Mobayode, Uche; Al-Ahmadi, Afrah; Rawlings, Laura (2024). Increasing Gender Equality in Fragile, Conflict, and Violence Settings. © World Bank. <http://hdl.handle.net/10986/41421>
- ✓ Jacobsen, J. (2007) *The Economics of Gender*, Wiley-Blackwell
- ✓ Kabeer and Natali (2013) Gender Equality and Economic Growth: Is there a Win-Win? IDS Working Paper, Volume2013, Issue 417
- ✓ Kabeer (2021): Three faces of agency in feminist economics: capabilities, empowerment and citizenship in Handbook of Feminist Economics, Günseli Berik and Ebru Kongar eds. New York: Routledge.) <https://doi.org/10.4324/9780429020612>
- ✓ Klasen, S., & Lamanna, F. (2009). The impact of gender inequality in education and employment on economic growth: New evidence for a panel of countries. *Feminist Economics*, 15(3), 91–132.
- ✓ Klugman, Jeni; Hanmer, Lucia; Twigg, Sarah; Hasan, Tazeen; McCleary-Sills, Jennifer; Santamaria, Julieth. (2014). Voice and Agency: Empowering Women and Girls for Shared Prosperity. <http://hdl.handle.net/10986/19036>
- ✓ OECD (2019), *SIGI 2019 Global Report: Transforming Challenges into Opportunities, Social Institutions and Gender Index*, OECD Publishing, Paris
- ✓ UNDP (1995). *Human development report*. New York: Oxford University Press.
- ✓ World Bank (2001). *Engendering development through gender inequality in rights, resources and voice*. Washington: World Bank.
- ✓ World Bank (2024) Violence Against Women and Girls Resource Guide <https://www.worldbank.org/en/programs/violence-against-women-and-girls>

**Pr: G. FERRANT**

Volume: 18h

Crédit: 2ECTS

Evaluation: Home Assignment

## Course 16 : Informal Sector

### ☐ Course objectives

The aim of the course is to understand the size and the main drivers of the informal sector, which are not necessarily well known, whereas it provides the livelihood and jobs for an increasing majority of the worldwide population. Countries are keenly interested in this topic as the size of the informal sector raises many questions like job creation, productivity increase, growth and fiscal revenue promotion.

### ☐ Targeted competences

By the end of the course, students will be able:

- ✓ to tackle with statistical definitions about the informal sector across countries, and its main features
- ✓ to reflect about ways to deal with informality and the opportunity to reduce its size in favour of economic development.

### ☐ Prerequisites

Students are expected to be familiar with basic econometrics and statistics, and the reading of academic papers in development economics.

### ☐ Course outline

The first part provides definitions, and especially the different criteria to identify informality. The second part presents the different approaches to measure informality.

### ☐ References

Chen, M. (2012), The Informal Economy: definitions, theories and policies. Manchester: Women in Informal Employment Global and Organising.  
Williams, C.C. (2014c) 'Out of the shadows: a classification of economies by the size and character of their informal sector', Work, Employment and Society, doi:10.1177/0950017013501951  
Williams, C.C. and M. Lansky (2013) 'Informal employment in developed and emerging economies: perspectives and policy responses', International Labour Review, 152(3-4): 355-80

**Pr: M. BEN SALEM**

Volume: 18h

Crédit: 2ECTS

Evaluation: Article Review (50%)  
& Final Exam (50%)



# Course 17: Social Entrepreneurship and Microcredit

## □ Course objectives

- To provide an overview of some of the most important topics on social entrepreneurship and microfinance, both from an academic and a professional perspective
- To allow the students to get acquainted with the different types of financial products and lending methodologies adapted by different types of microfinance institutions
- To critically analyze the recent empirical evidence on the impact of microcredit on socio-economic development
- To underline the role of technology in promoting social entrepreneurship and microfinance in low-income countries

## □ Targeted competences

At the end of the course, students should be able to have a better understanding of the key issues related to social entrepreneurship, microfinance and financial inclusion in developing economies.

## □ Prerequisites

Students are supposed to have followed a course on Development Economics.

## □ Course outline

- ✓ Overview of Microfinance & Social Entrepreneurship: The Good, the Bad, and the Ugly
- ✓ Economics of Microcredit
- ✓ Overview of Impact Studies on Microfinance and Social Entrepreneurship
- ✓ Financial Inclusion and Socioeconomic Development
- ✓ Strategic Issues in Microfinance
- ✓ Rethinking Microfinance and Social Entrepreneurship

## □ References

- ✓ Armendáriz, B., & Morduch, J. (2010). *The Economics of Microfinance*. MIT press.
- ✓ Banerjee, A., Karlan, D., & Zinman, J. (2015). Six randomized evaluations of microcredit: Introduction and further steps. *American Economic Journal: Applied Economics*, 7(1), 1-21.
- ✓ Beck, T., & Levine, R. (Eds.). (2018). *Handbook of Finance and Development*. Edward Elgar Publishing.

**Pr: C. DE LOS RIOS  
FARFAN**

Volume: 18h

Crédit: 2ECTS

Evaluation: Final Exam, Home assignment

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## **Internship and Master Thesis**

# Master Thesis Guidelines for DEIPM Students

**The master's thesis constitutes an essential part of the student's work in the DEIPM program, accounting for one-third of the student's final grade.**

This thesis allows students to apply the knowledge and skills acquired throughout the year to address a specific research question. The final submission should be approximately 40 pages (excluding appendices), where the student must formulate a research question in economics and aim to answer it using quantitative, qualitative, and empirical tools studied during the course. Given the master's focus on quantitative analysis, students are required to conduct applied economic analysis in their thesis, utilizing existing data or creating a dedicated database for their study.

## ☐ **Specific Requirements**

- ✓ **Impact Evaluation Track:** Theses lacking an empirical analysis will be deemed unacceptable.
- ✓ **Sustainable Development Track:** An empirical analysis is strongly recommended. However, exceptions may be made for qualitative research (e.g., interviews).

Regardless of the track, the thesis will be evaluated based on the quality of the student's contribution to the existing literature on the chosen topic.

## ☐ **Choosing the Thesis Topic and Supervisor**

By mid-first semester, students must select a research topic and a supervisor who will guide them throughout the year. Students can choose a supervisor from the master's teaching team based on the supervisor's research theme. With the supervisor's help, students must ensure the research question is precise and feasible (considering data availability, difficulty level, and time constraints).

## ☐ **Mid-Course Milestone**

At the end of the first semester, students must present a small thesis project to monitor progress. This involves preparing three slides covering:

- ✓ **Research Question:** Clearly state the question the thesis addresses.
- ✓ **Literature Review:** Summarize findings from three key papers related to your topic.
- ✓ **Methodology:** Describe the data and econometric methods you will use.

Students will have 5 minutes to present their slides. The presentation will be followed by 10 minutes of questions from the teaching team. Afterward, Students will meet with their supervisor to discuss feedback and potential improvements.

## ☐ **Thesis Structure and Writing**

The thesis should be approximately 30-40 pages (excluding appendices) and follow the structured format typical in economic literature. The general structure may include the following, though deviations are allowed as long as the key elements are present:

- ✓ **Title Page:** Include your name, thesis title, supervisor's name, year, program, and university, along with a detailed automatic table of contents.
- ✓ **Abstract:** Provide a concise summary of your research.
- ✓ **Introduction:** Introduce the context, define the problem, summarize your methodology and results, and outline the thesis structure.
- ✓ **Literature Review:** Review existing literature relevant to your research question.
- ✓ **Analytical Framework:** Describe the theoretical framework guiding your analysis, if applicable.
- ✓ **Data:** Present and summarize the data used, ensuring each table or figure is titled, numbered, and sourced. Tables and figures should be self-explanatory.
- ✓ **Empirical Analysis:** Detail your model specification, estimation methods, and findings.
- ✓ **Results and Discussion:** Discuss the results in detail.
- ✓ **Conclusion:** Summarize your findings and suggest directions for future research.
- ✓ **References:** List all sources cited in your thesis (not more).
- ✓ **Appendix:** Include additional materials if necessary.

## □ **Thesis Formatting**

The thesis should be written in a standard font (Times New Roman, Calibri) size 12, with paragraphs spaced appropriately (Format/Paragraph/Spacing before and after set to 6 points) and using single or 1.5 line spacing. Submit the thesis as a PDF. References should follow a consistent style, and every citation in the text must appear in the bibliography and vice versa.

## □ **Plagiarism Checking**

The Master thesis is an original and individual work. It must not contain any complete or partial copies of documents from the internet or books.

All theses will be checked using the plagiarism software of one of the two partner universities:

- ✓ UPEC: upload on <https://eprel.u-pec.fr/home/>
- ✓ UGE: upload on <https://elearning.univ-eiffel.fr>

If the plagiarism rate exceeds 10%, a grade of 0/20 will be assigned to the thesis.

## □ **Thesis Defense**

The thesis defense is conducted before a jury composed of your supervisor and a second member of the DEIPM master's teaching team. Students must prepare a presentation with slides lasting 15-20 minutes (as per your supervisor's instructions) and send it to your supervisor at least one day before the defense. The presentation should highlight the importance of the topic and your contribution to the literature. The remaining time is dedicated to feedback and questions from the jury. The final thesis grade, which reflects both the written report and the defense, will be communicated within a week after the defense.

## □ Evaluation

**Final Grade:** The jury assigns a grade out of 20, reflecting the written thesis and defense, as well as progress throughout the year.

**Impact on Degree:** The thesis grade constitutes one-third of the overall DEIPM master's grade. A minimum score of 8/20 is required to pass.

**Defense Sessions:** There are two defense sessions: the first at the end of June and the second in early September. Students are strongly encouraged to defend in the first session to allow for a retake if needed. Students aiming to pursue a Ph.D. must defend in June to meet doctoral school selection deadlines.

## □ Important date

- ✓ Mid December: tutor and topic for the thesis. We choose for you if you do not respect the deadline
- ✓ Mid January: short presentation of the topic (Mid course Milestone)
- ✓ Mid June : submission of the thesis Beyond this deadline: 0/20
- ✓ End of June : thesis defense, first session
- ✓ Mid September : thesis defense, first session

The specific dates of the thesis calendar are distributed at the pre-term meeting.

## □ References

- ✓ Bellemare, M. F. (2020), *How to Write an Economics Paper*. Available at: <https://marcfbellemare.com>.
- ✓ *How to Write the Introduction of Your Development Economics Paper*. Available at Center For Global Development ([cgdev.org](http://cgdev.org)): <https://www.cgdev.org/blog/how-write-introduction-your-development-economics-paper>
- ✓

### Pr: Master student supervisor

Crédit: 20 ECTS

Evaluation: Home assignment with a final defense

# Internship Agreement

## The internship agreement is mandatory.

The end-of-studies internship is mandatory. It typically takes place between April and September. The internship must last 4 to 6 months and must end before November 1st. The University can only deliver a single Internship Agreement (*Convention de stage*).

Students are encouraged to seek an internship directly related to their master's program and specialization: internships at major institutions (OECD, AFD, FAO), consultancies, or NGOs.

Finally, a small number of students wishing to pursue further studies through a Ph.D. may be offered a research internship.

Students need to download their Internship Agreement on the platform of their university and upload it signed.

- ✓ esup-stage.univ-eiffel.fr
- ✓ E-campus.u-pec.fr/pstage

## Useful websites for Internship

- ✓ [www.developmentaid.org](http://www.developmentaid.org)
- ✓ [www.eurobrussels.com](http://www.eurobrussels.com)
- ✓ [www.reliefweb.int](http://www.reliefweb.int)
- ✓ <http://www.weitzenegger.de>
- ✓ [www.coordinationsud.org](http://www.coordinationsud.org)
- ✓ <http://www.devnetjobs.org>
- ✓ <http://www.consultingnewslines.com/Cabinets/Liste%20des%20cabinets%20conseil%20France%20au%2028%208%2004.htm>

# Evaluation and Compensation scheme

## □ Evaluation and compensation scheme

- ✓ Students must attend all lectures. More than two absences in one lecture (even justified) 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 (September).
- ✓ A specific rule applies to the U.E. 3 (Internship or Thesis): students must have more than 8/20 to validate the master.

## □ The retake session

Final exam includes a retake session. This is organized in September of the following academic year for students who have not successfully passed their exams.

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## **Practical information regarding campus and calendar organisation**



## □ Academic Calendar (Overview)

The academic year runs from **September 1st to the end of October** of the following year. Students are expected on the **first Monday of September** for the Welcome Day and the Econometrics Refresher Course. Regular classes begin the following week.

Key dates include:

- The last week of October: Fall Break
- Mid-December: first semester exams
- The Christmas break includes both the last week of December and the first week of January
- After the Christmas break: start of the second semester
- The third week of February: end of classes and final exams

The **field mission** takes place from late February to mid-March, followed by the **internship period**, which typically starts in mid-March.

There are **two thesis defense sessions**:

- One in **mid-June**, which is **mandatory for students applying to a PhD program**
- One in **mid-September**

The **internship must be completed by October 31st** at the latest.

## □ Campus organisation

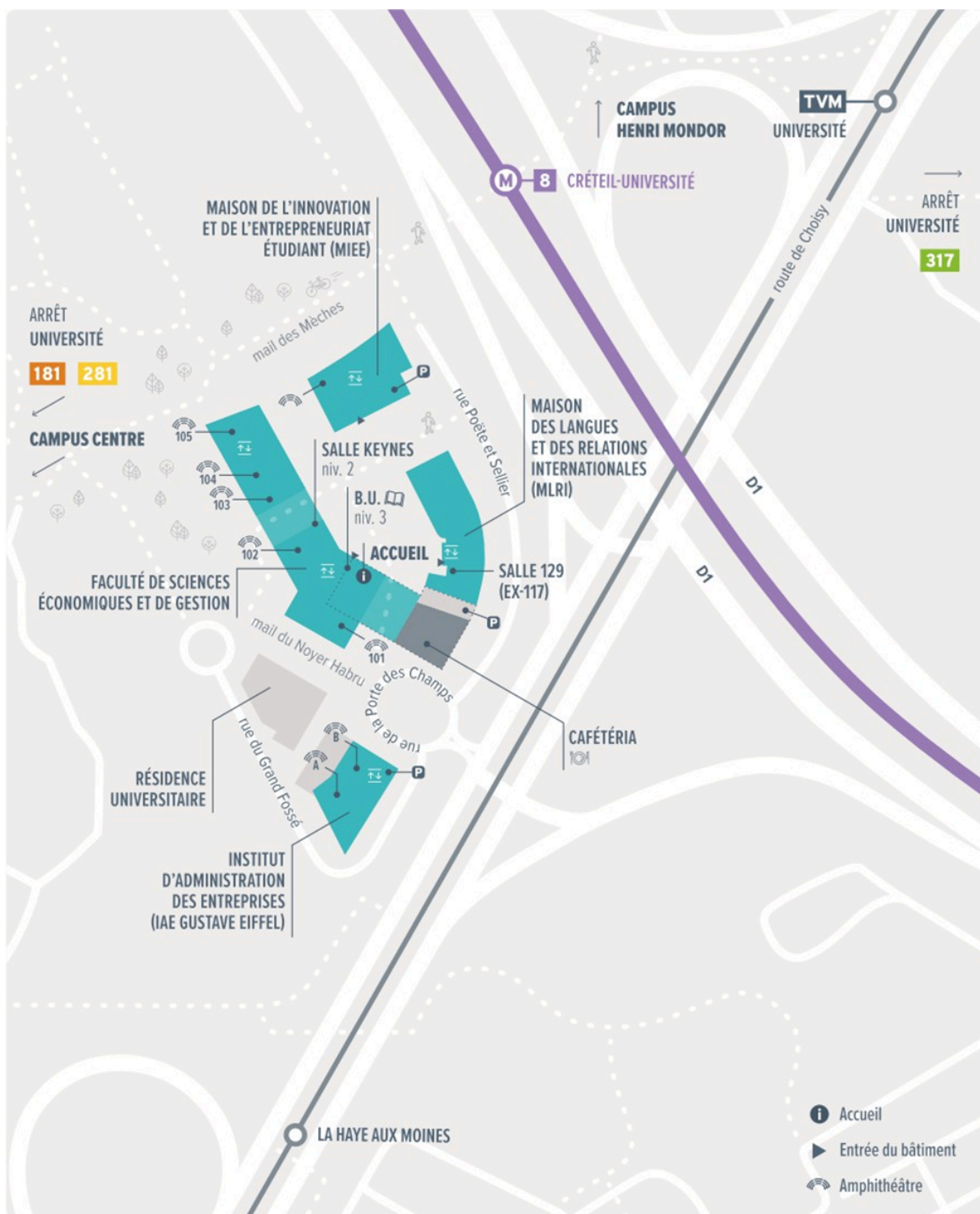
The Master 2 in Development Economics and International Project Management (DEIPM) is delivered across two university campuses:

- The Mail des Mèches campus of the Faculty of Economics and Management, Université Paris-Est Créteil (UPEC) — located near Créteil–Université station on metro line 8
- The Bois de l'Étang campus of the Faculty of Economics and Management, Université Gustave Eiffel (UGE) — accessible via Noisy–Champs station on RER A

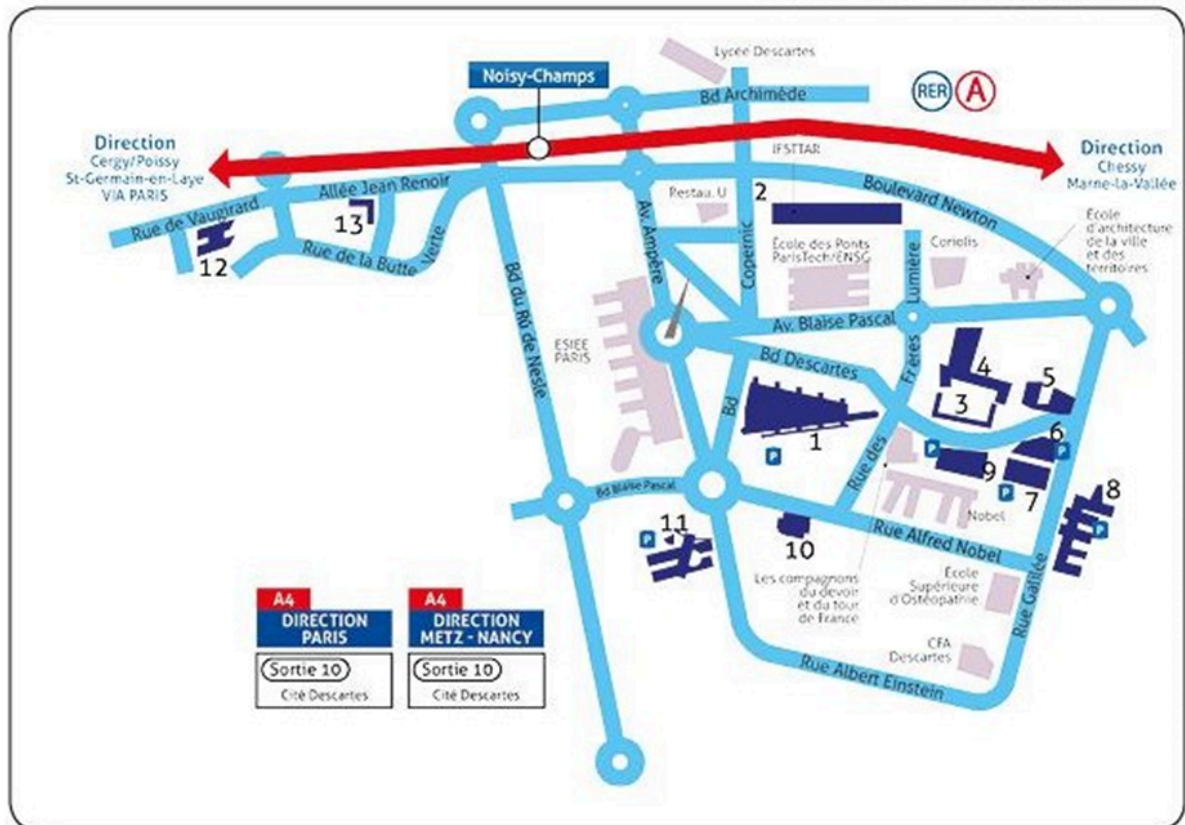
Specialized courses take place on Mondays and Tuesdays.

Common courses are held on Wednesdays at the UGE campus, and on Thursdays and Fridays at the UPEC campus.

Campus maps are provided below to help you find your way.



## CITÉ DESCARTES



### Légende

- 1 Bâtiment Copernic** : 5, bd Descartes • Champs-sur-Marne
- 2 Bâtiment Bienvenue** : 14-20, bd Newton • Champs-sur-Marne
- 3 Maison de l'Étudiant** : rue des Frères Lumière • Champs-sur-Marne
- 4 Bibliothèque Georges Perec** : rue des Frères Lumière • Champs-sur-Marne
- 5 Gymnase de la Haute Maison** : bd Descartes • Champs-sur-Marne
- 6 Bâtiment François Rabelais** : bd Descartes • Champs-sur-Marne
- 7 Bâtiment Lavoisier** : rue Galilée • Champs-sur-Marne
- 8 Bâtiment Bois de l'Étang** : rue Galilée • Champs-sur-Marne
- 9 Bâtiment Clément Ader** : bd Descartes • Champs-sur-Marne
- 10 Bâtiment Ada Lovelace - La Centrif** : 2, rue Alfred Nobel • Champs-sur-Marne
- 11 IUT de Marne-la-Vallée, site de Champs** : 2, rue Albert Einstein • Champs-sur-Marne
- 12 Bâtiment Alexandra David-Néel** : 2, allée du Promontoire • Noisy-le-Grand
- 13 Bâtiment Albert Camus** : 2, allée Jean Renoir • Noisy-le-Grand

