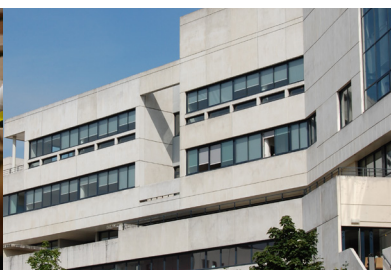




Faculty of Economics and Management 2013-2014



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 (25 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, *Dean of the Faculty of Economics and Management, Professor of Economics*
Course : *Informal sector and micro-finance*
Email : adair@u-pec.fr

Catherine BROS-BOBIN, *Assistant Professor of Economics*
Course : *Econometrics of development studies*
Email : catherine.bros-bobin@univ-mlv.fr

Laurence BEIERLEIN, *Assistant Professor of Management*
Course : *Project budgeting and financial planning*
Email : beierlein@u-pec.fr

Sylvie CHEVRIER, *Professor of Management at Université Paris-Est Marne-la-Vallée and researcher on cross-cultural issues in organizations.*
Course : *Intercultural management*
Email : sylvie.chevrier@univ-mlv.fr

Alain DESDOIGTS, *Professor of Economics, University Paris-Est Marne-la-Vallée & Associate Researcher at Paris School of Economics*
Course : *Recent theories of growth and development*
Email : adesdoigts@free.fr

Manon DOMINGUES DOS SANTOS, *Professor of Economics*
Course : *Human capital : education and health policies*
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Gérard DUCHENE, *Professor of Economics, Head of the Department of Economics*
Course : *Recent theories of international trade and specialization*
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Boris NAJMAN, *Associate Professor of Economics*
Course : *Institutional reforms in developing and transition economies*
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Sandrine KABLAN, *Associate Professor of Economics*
Course : *Finance and Development*
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Patricia POL, *Associate professor in management science, policy international advisor at AERES (Agence d'Evaluation de la Recherche et de l'Enseignement Supérieur).*
Course : *Field Mission or case study*
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Information

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Adjunct Lecturers (Professionals teaching in the Master)

Franck COMBE, *Teacher of computer science and project management at UPEC, Sciences-Po Paris, Dauphine University, various business and engineer Schools.*

Course : *Practice of MS Project*

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Philippe DELACOTE, *Research fellow at Institut National de la Recherche Agronomique*

Course : *Natural resources and sustainable development*

Email : pdelacote@nancy-engref.inra.fr

Juliette DURAND-DELGA, *Independent consultant*

Course : *Agrarian systems and rural development*

Email : jduranddelga@hotmail.com

Ariel EMIRIAN, *Head of Country Risk Analysis at the Economic Research department of Société Générale.*

Course : *Country risk and development analysis*

Email : ariel.emirian@socgen.com

Alexandre KOLEV, *Chief of the Employment and Skills Development Program, ILO Turin Centre, Associate Professor (Economics).*

Course : *Debates about development aid*

Email : kolev@univ-paris12.fr

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

Course : *International methods for applied research*

Email : patrick.lenain@gmail.com

Sylvie MONNERY, *Senior expert and project manager at SOFRECO, Clichy France.*

Course : *Project cycle management and international tenders*

Email : sylyaz@yahoo.fr

Sarah N'SONDE, *Economist Consultant. Head and Founder of MBongui Consulting Previously sovereign credit analyst at Standard&Poor's (2004-2010).*

Course : *Project monitoring*

Email : sarah.nsonde@mbonguiconsulting.com

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 development aid	18	A. KOLEV
2	S1	COURSE 3: Recent theories of growth and development	18	A. DESDOIGTS
2	S1	COURSE 4: Recent theories of international trade and specialisation	18	G. DUCHENE
3	S1	COURSE 5: Econometrics and development studies; Applications	18+12	C. BROS I. BAGAYEV
11		TOTAL	102	

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	S. N'SONDE, F. COMBE
2	S1	COURSE 7: Project cycle management, international tenders	18	S. MONNERY
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	A. EMIRIAN
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: Agrarian system and rural development	18	J. DURAND-DELGA
2	S1	COURSE 14: Human capital : education and health policies	18	M. DOMINGUES DOS SANTOS
8		TOTAL	72	

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 16: Finance and Development	18	S. KABLAN
2	S2	COURSE 17A: International methods for applied research (elective)	18	P. LENAIN
2	S2	COURSE 17B: Preparation to French certificates (elective)	18	I. RAMBI
4	S2	COURSE 18: Field mission or case study	18	P. POL / J. DURAND DELGA
10		TOTAL	54	

Module 5 Internship and thesis

20	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

■ Prerequisite

Institutional economics, development economics
Competences in qualitative survey
Budget policies

■ Syllabus

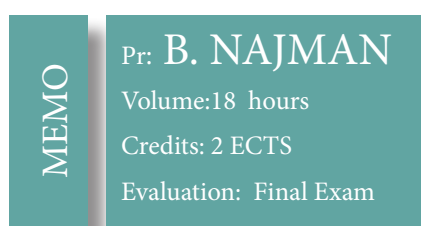
Part 1 : Institutions definitions
Part 2 : How to survey and assess an institution?
Part 3 : Institution and development: a theoretical framework
Part 4 : Public expenditure tracking surveys
Part 5 : Public institutions reform strategies
Part 6 : Application to social policies

■ Bibliography

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 Perspective*, 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. Reforming Public Institutions and Strengthening Governance, World Bank 2003) and as a starting point for case studies.



Course 2 : Debates about development aid

■ Course objectives

The objective of this lecture is to familiarize students with global development issues and new aid modalities through the review of new concepts, processes and instruments used by the international community to address development challenges in the world. This lecture will also seek to reinforce students' analytical and technical skills necessary to operate in organisations and businesses dealing with the delivery of Official Development Aid (ODA).

■ Targeted competences

Be aware of current development challenges and the way the international community has been trying to address these challenges.

■ Course contents

1. Global human development challenges : an overview
2. The changing concept of poverty
3. The Role of the World Bank
4. The development of new strategies to fight poverty
5. The instruments for ODA
6. Aid effectiveness and aid harmonisation
7. Monitoring and evaluation

■ Support material

1. Paris declaration on Aid Effectiveness
2. CIDA Primer on Program-Based Approaches
3. Synthesis Report on Development Agency Policies and Perspectives on programme-Based Approaches
4. World Bank : PRSP Source Book: Overview
5. World Bank : PRSP Source Book: Chapter 3 – Monitoring and Evaluation
6. UNDP : Are the MDGs feasible?
7. Ravi Kanbur and Lyn Squire : The Evolution of thinking about poverty : exploring the interaction

MEMO

Pr: A. KOLEV
Volume:18 hours
Credits: 2 ECTS
Evaluation: Oral
Presentation

Course 3 : Recent theories of growth and development

■ Prerequisite

Basic principles of microeconomics and macroeconomics

■ Syllabus

Why are some countries rich and others poor? Based on David N. Weil's textbook, this course in economic growth, introduces students to the latest theoretical tools, data, and insights underlying this pivotal question. By showing how empirical data relate to new and old theoretical ideas, we provide students with a complete introduction to the discipline.

■ Evaluation

Individual and or group work if any
Final exam (100%)

■ Bibliography

Economic Growth, David N. Weil, Pearson Education, 2nd Edition, 2008 (only some pieces).

Introduction to Modern Economic Growth, Daron Acemoglu, Princeton University Press (2009).

■ Webography

Lecture slides are generously provided as a supplement to class attendance. Otherwise, go to <http://www.pearsonhighered.com/weil/>

MEMO

Pr: A. DESDOIGTS

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. This includes the aid-growth debate, the role of institutions, the resource curse, the gravity equation and other topics.

■ 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

■ Course contents

Groups of 2-3 students treat a topic (read the recommended literature, present to the class a synthesis with a ppt) ; a control group of 2-3 students prepare a discussion.

TOPIC 1 Aid-growth debate

TOPIC 2 Corruption

TOPIC 3 Resource curse and Dutch disease

TOPIC 4 Globalization and offshoring

TOPIC 5 Convergence

TOPIC 6 The gravity equation

TOPIC 7 Is globalization really good?

TOPIC 8 Institutions and development

TOPIC 9 Back to Washington consensus ?

TOPIC 10 Political integration and development

■ Support material

Recommended textbooks, articles, webography etc (courte bibliographie)

No textbook is required. Articles corresponding to each topic will be distributed through the website EPREL

MEMO

Pr: G. DUCHENE

Volume: 18 hours

Credits: 2 ECTS

Evaluation: Oral presentation

Each presentation and discussion is marked. Participation during classes is also marked.

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

The students should have some basic notions in quantitative economics and econometrics.

■ Course contents

Econometrics and data for development analysis
Linear regression
Regression with dummy variables
Instrumental variables estimation
Panel data models
Randomized experiments

■ Support material

Wooldridge, J. (2006). *Introductory Econometrics: A Modern Approach*, South Western.
Gujarati, D. (2003). *Basic Econometrics*, McGraw.
Mukherjee, C., White, H. and M. Wuyts (1998). *Econometrics and data analysis for developing countries*, Routledge.
Angrist, J.D. and J.S. Pischke (2009). *Mostly Harmless Econometrics: An Empiricist's Companion*, Princeton University Press.

■ Course evaluation

Final Exam (50%)

Written Report (applied case studies with econometric analysis) (50%).

MEMO

Pr: C. BROS-BOBIN
I.BAGAYEV
Volume: 18 + 12hours
Credits: 3 ECTS
Evaluation: Final Exam +
Written Report

Module 2 International Project Management and Engineering

Course 6 : Project Monitoring Practice of MS project

■ Course objective

This course has three main objectives which directly relate to the major theme that will be emphasised throughout the course. These are to:

- provide comprehensive notions of the highest international standards for project management; particularly on planning and control areas
- develop economic and financial analytical skills to assess a project and its economic impact to its environment
- 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
- understand and formulate a credit / investor's analysis perspective on a project

■ Prerequisites

Macroeconomics and Statistics Fundamentals

■ Evaluation

Oral participation, notably on short presentations based on team work / An essay

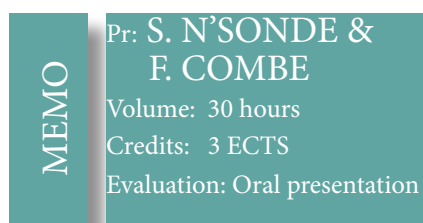
■ Reference

A Guide to the Project Management Body of Knowledge (PMBOK Guide), Project Management Institute, 2008, Fourth Edition

■ Contents

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



Course 7 : Project cycle management and international tenders

■ Course objective

Understand how a project is designed, financed, implemented and evaluated; understand the international projects tendering and award system.

■ Targeted competences

Understand the main steps of international projects design, tendering, management and evaluation. Understand the institutional and contractual relations between stakeholders.

■ Prerequisites

You can navigate on http://ec.europa.eu/europeaid/how/index_en.htm and <http://www.worldbank.org> to have a first insight of two main funding institutions.

■ Course contents

1. Context of international aid
2. The Project Cycle Management
3. The Funding Institution, the Beneficiary, the Consulting Company
4. Expressions of interest preparation, the consortium creation
5. The tender preparation
6. Technical and financial project management
7. Case study
 - a. Context : Project data, target groups
 - b. Programme and tender preparation
 - c. Project implementation, experts, figures and activities
 - d. Programme, project and grant project charts
 - e. Pre-grant activities and types of contracts signed
 - f. Main activities : M&E, procurement, capacity building
 - g. EC Procedures for project implementation
 - h. PCM for the programme and for a grant project
9. Monitoring, evaluation, procurement
 - a. Monitoring and evaluation
 - b. Need for information for decision making and accountability
 - c. Definitions and examples
 - d. Logical framework
 - e. Indicators and data collection
 - f. Evaluation
 - g. Procurement procedures

■ Support material

You will find lots of information on:

http://ec.europa.eu/europeaid/index_en.htm

<http://www.adb.org>

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

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

Examination : open and closed questions, personal work presented during the courses

MEMO

Pr: S. MONNERY
M. MEZERAI

Volume: 18 hours

Credits: 2 ECTS

Evaluation: Homework &
Final Exam

Course 8 : Intercultural management

■ Course objective

The aim of the course is to offer an insight and understanding (both analytical & practical) of 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, dimensions of problems of cooperation: languages, organizational differences, decision making processes, delegation processes, customer-relation management...

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.

■ Course structure

The first part aims at defining culture. It provides the students with conceptual and methodological tools to understand how it affects the social world and management practices. The second part focuses on management practices and demonstrates that they are rooted in cultural framework. The last part of the course (TD) is devoted to case studies in developing countries.

■ Introduction

Why does culture matter in economic development?

Adjusting management to local contexts

What is to be adapted?

Case studies: Some successful examples

■ References

CHEVRIER S. Cross-cultural management in multinational groups, *Journal of World Business* 38. 2003. 141-149.

HOFSTEDE. G. *Culture's consequences*. Sage. 2002.

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

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*. Vol.3, N°2, 2009

SCHNEIDER S & BARSOUX J-L. *Managing across Cultures*. Prentice Hall, 2003.

MEMO

Pr: S. CHEVRIER

Volume:18 hours

Credits: 2 ECTS

Evaluation: Case Study &

Final Exam

Course 9 : Project budgeting and financial planning

■ Syllabus

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

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

■ Evaluation

Group work presentation (50%) : case study of a funding application

Final examination (50%)

■ Recommended reading

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

MEMO

Pr: L. BEIERLEIN

Volume: 18 hours

Credits: 2 ECTS

Evaluation: Homework &

Final Exam

■ Useful information

EU funding guidelines : http://ec.europa.eu/europeaid/work/funding/index_en.htm

Course 10 : Country risk and development analysis

■ Course objectives

- The aim of the course is to permit an insight of the use of country risk analysis within the financial sector and especially within the banks.
- To be able to classify different risk categories inside countries
- To have a comparative view between different countries and to identify specific risks of each country
- To have an understanding of financial stability issues in emerging markets as well as in developed markets.

■ Targeted competences

- To understand financial mechanisms at the origin of country risk
 - Balance of payments approach
 - Balance sheet approach
- To understand capital flows dynamics (push-pull factors)
- To understand crises adjustment mechanisms
- To understand financial markets perception of country risk (rating agencies, interest rates, spreads, CDS)
- To understand links between banks and sovereign risk

■ Course contents

- Balance of payments functioning
- Links with banking sector balance sheet functioning
- Monetary and the exchange rate policies in emerging markets
- External constraint in developed markets
- Case studies :
 - Crises study
 - Emerging markets: lost decade, nineties
 - Developed markets: banking and sovereign crisis
 - Countries comparison and risk classification

MEMO

Pr: A. EMIRIAN

Volume: 18 hours

Credits: 2 ECTS

Evaluation: Homework &

Final Exam

Module 3 : Development strategies by sector

Course 11 : Natural resources and sustainable development

■ 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, Weitwman, 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 Quaterly 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 E_orts 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: Final Exam

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

■ Teaching objective

To allow the student to get acquainted with the analysis of the activity of the households and the very small enterprises (VSEs) regarding their demographic characteristics, employment (labour market) and financing needs (credit market), through the example of Vietnam.

1. **Indicators of development and poverty**
 - a. Indicators of monetary wealth (GDP per capita, PPP)
 - b. Indicators of distribution - relative poverty or inequalities (Gini, Lorenz, Kuznets)
 - c. Indicators of distribution - absolute poverty
 - d. Indicator of relative and absolute poverty (Sen)
 - e. Human development Index (HDI)
2. **Working population and employment**
 - a. Labour market Indicators (activity, employment, unemployment)
 - b. Dualism and labour surplus: the Lewis model of disguised unemployment
 - c. Dualism and mobility of labour supply: the Harris-Todaro job-search model and the Fields model
 - d. The informal economy: definition, sources, characteristics of VSEs and households
3. **Formal financing of the economic activity**
 - a. Nurske's vicious circle
 - b. Real money balances, financing and growth
 - c. Money fuelling and accumulation: from "drain effect" to "substitution effect" (MacKinon)
 - d. Banking loan and money market: crowding out effect and credit rationing
4. **Micro-finance and micro-credit**
 - a. Financing methods of VSEs
 - b. Effectiveness and limits of the micro-credit institutions

■ Evaluation

Final exam: Short quiz (50%) and an essay (50%)

■ Bibliography

See the digital lecture note of the course

■ Webography

On demand

MEMO	Pr: P. ADAIR
	Volume: 18 hours
	Credits: 2 ECTS
	Evaluation: Homework &
	Final Exam

Course 13 : Agrarian system and rural development

■ Course objectives

Understand how the farmers are choosing their cropping and breeding systems, and the impact on the different scales (local, regional, national, global).

Understand and anticipate the main issues of the rural sector, and the relationships between rural and global development.

Be able to figure out which limiting factors stop the rural / agricultural development, and use it to build a development program.

■ Targeted competences

Understand an agronomic presentation (articles, reports, ...) and extract the key issues of it to find out the main barriers to local development,

Understand the impact of any political change on the farmers' choices, and the resulting logical chain of events.

■ Prerequisites

Macro- and micro-economic basic knowledge (no specific agricultural knowledge needed)

■ Course contents

The course will be conducted around three main issues :

- The understanding of the local farming systems to explain the global situation (food security, land grabbing...) – this will take 3 lectures, from the local (agronomic basic notions) to the global scale (historical evolutions and current food situation), highlighting the barriers of the agronomic development (= limiting factors)
- The use of this limiting factors knowledge to build pertinent rural projects, to conduct ex-ante, follow-up or ex-post assessment, and to anticipate the impact of any economic, technical or sociological change on local agriculture – 1 lecture
- Cases studies by analyzing several rural development projects (how they were built / the role of the stakeholders / the positive and negative impacts...), in both development and humanitarian area – 2 lectures

■ Support material

A list of recommended books (in french, sorry), websites (both french and english written) and articles can be found on my blog (is regularly updated):

(<http://jduranddelga.blogspot.com/p/ressources-documentaires-et-liens.html>)

■ Course evaluation

MEMO

Pr: J. DURAND-
DELGA
Volume: 18 hours
Credits: 2 ECTS
Evaluation: Final Exam +
Presentation

Two scores (50 % - 50 %) will be given :

- A group presentation based on an agrarian system analysis,
- A final exam consisting of writing a draft for a rural project, by proposing pertinent actions.

Course 14 : Human capital : education and health policies

■ 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.

■ Outline

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.

■ Selected 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

MEMO

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

Module 4 Varia

Course 15 : Conference cycle

■ Prerequisite

- 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 November)
AFD conference on Development economics (usually in December)
“Doing Business” World Bank report
EU Parliament visit
“Global Economic Perspectives” World Bank
“World Development Report” World Bank
OECD visit with Patrick Lenain

■ Bibliography

World Development report “Conflict Security and Development”
<http://wdr2011.worldbank.org/>
World Economic Outlook: “Rebalancing Growth”
<http://www.imf.org/external/pubs/ft/weo/2010/01/index.htm>
Annual Global Employment Trends report
http://www.ilo.org/global/meetings-and-events/events/WCMS_150099/lang--en/index.htm
Global economic prospects-2011
<http://go.worldbank.org/JW2N41TE50>
Human Development Report, UNDP
<http://hdr.undp.org/en/>

■ Webography

Use websites of World Bank, EU commission and Parliament, IMF, OECD, AFD, UNDP
www.afd.fr
DG Trade : <http://ec.europa.eu/trade/>
Europeaid : http://ec.europa.eu/europeaid/index_fr.htm
DG Enlargement : 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 16 : Finance and Development

■ Course objectives

For the last 20 years, finance has been considered an indispensable factor of development. Much has been done in order to liberalise banking activity in emerging countries and promote international capital flows. With the crisis however, is not the pendulum swinging the other way ? New types of financing appear worldwide. This lecture aims to understand the relationship between finance and development. After this lecture, students will be able to understand the role of national and international financial markets in resource mobilization, foreign direct investment, foreign aid and the problems they may raise. New types of financing development like: capital outflows from emerging countries, remittances and climate finance will also be presented.

■ Course contents

1. Introduction: impact of financial development on growth: the economic debate.
2. The role of financial markets and structures.
3. Foreign aid and debt crises
4. International financial inflows and outflows
5. Finance and sustainable development

■ Bibliography

Levine, R. (2004), "Finance and growth: theory and evidence", NBER Working Paper 10766.

Reinhart. C.M et Rogoff K.S. (2010), "From Financial Crash to Debt Crisis", NBER Working Paper, 15 795

Tadesse S. (2002), "Financial Architecture and Economic Performance: International Evidence", Journal of Financial Intermediation, Vol. 11

BRI (BIS) quarterly review, International banking and financial market developments

From waste to resource – 2011 World waste survey, Ph. Chalmin, éd. Economica

Course 17A : International methods for applied research

■ Course motivation

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. Though the lectures are mainly intended for non-native English speakers, all are welcome. As a practical exercise, students will be asked to form teams and prepare short reports, chosen from a selection of topics.

■ Course outline

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

■ Indicative bibliography

In English

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 and oral presentation

Course 17B : Preparation to French certificates

■ Pre-requisites

In September DELCIFE intensive catch up lecture for beginners

■ 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)

■ Sources

Alternatives économiques : www.alternatives-economiques.fr

RFI en Français facile

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

Les Echos : www.lesechos.fr

Sciences Humaines : www.scienceshumaines.com

La Tribune : 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

