

# Master 2 DEIPM

Development Economics and International Project Management



2022-2023

# 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 (UGE).*



□ **UPEC and UGE 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 UGE 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 UGE 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) and in Ukraine (University of NaUKMA). Students of these programs may study in both universities and get a «double degree».*

# **Master**

## **Development Economics & International Project Management**

### **DEIPM**

#### **□ Objectives**

Master aims at honing students' skills in 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 UGE, 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.



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 and sustainable development and globalization issues. 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 (IES), 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)**

Fill in the application form on-line (available from mid-March).

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).

A second session of selection takes place in July.

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



# TABLE OF CONTENTS

## Index:

Academic Staff-----	7
Study Program-----	10

## Core courses

### Module 1 Expertise and project evaluation

Course 1 : Applied Econometrics-----	14
Course 2 : Aid effectiveness-----	15
Course 3 : Intercultural management-----	16
Course 4 : Methods for applied research-----	18
Course 5 : Conference cycle-----	19

### Module 2 Field Mission

Course 6 : Project Monitoring & MS project-----	20
Course 7 : Preparation to the field mission-----	22
Course 8A : Preparation to French certificates-----	23
Course 8B : Méthodologie de la rédaction d'articles -----	24

## Specialized track - Project management and sustainable development

### Module 4 Project management and evaluation

Course 9 : Project budgeting-----	26
Course 10 : Project cycle management, international tenders-----	27
Course 11 : Country risk analysis-----	28
Course 12 : Corporate social responsibility-----	30

### Module 5 Sustainable development

Course 13 : Energy, water and infrastructure-----	31
Course 14 : Trade, innovation and the environment-----	32
Course 15 : Health and population-----	33
Course 16 : Natural resources -----	34
Course 17 : Environmental agreements-----	36

## Specialized track – Project Management - Impact and Policy Evaluation

### Module 4 Impact evaluation

Course 9 : Impact evaluation methodology-----	39
Course 10 : Survey design-----	41
Course 11 : Growth diagnostic-----	42
Course 12 : Local policies evaluation: case studies-----	43

### Module 5 Sectoral analysis

Course 13 : Urban planning-----	44
Course 14 : Agricultural policies-----	46
Course 15 : Gender and development-----	47
Course 15 : Informal sector -----	48
Course 16 : Social entrepreneurship and microcredit-----	49

### Evaluation and Compensation scheme

Evaluation and Compensation scheme-----	50
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## Information

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## STUDY PROGRAM

### CORE TRAINING

For all DEIPM Master Students. These courses deal with fundamentals in development economics and international management. Students are asked to choose one specialized track and may not follow courses from different tracks in the same year

### SPECIALIZED TRACK

- **Sustainable development** at UPEC - these courses provide students with strategic and managerial skills specific to the expertise and management of development and environmental projects.
- **Impact Evaluation** at Université Gustave Eiffel - these courses aim at cultivating students' ability to develop and assess development policies in various settings

## 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	P. Lenain
2	S1	COURSE 3: Intercultural management	18	S. Chevrier
2	S1	COURSE 4: Methods for applied research	18	E. Bouladi
2	S1	COURSE 5: Conference cycle	12	B. Najman
12		TOTAL	111	

## Module 2 Field Mission

ECTS	SEM	Courses	Nb. hours	Teachers
2	S2	COURSE 6: MS project & Project Monitoring	24	C. Edey & F. Combe
6	S2	COURSE 7: Preparation to the field mission	12	P.Pol
2	S2	COURSE 8A: Preparation to French certificates	18	L. Friez
2	S2	COURSE 8B: Méthodologie de la rédaction d'articles	18	P. Domingues
10		TOTAL	54	

## Module 3 Internship and Thesis

ECTS	SEM	Courses	Duration
20	S2	Internship and master thesis	4 to 6 months

## SPECIALIZED TRACK

### PROJECT MANAGEMENT AND SUSTAINABLE DEVELOPMENT

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

ECTS	SEM	Courses	Nb. hours	Teachers
2	S1	COURSE 9: Project budgeting	18	L. Beierlein
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	P. Lenain
<b>8</b>		<b>TOTAL</b>	<b>72</b>	

#### Module 5 Sustainable Developement - 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
<b>10</b>		<b>TOTAL</b>	<b>90</b>	

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

## SPECIALIZED TRACK

### PROJECT MANAGEMENT - IMPACT AND POLICY EVALUATION

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

ECTS	SEM	Courses	Nb hours	Teachers
2	S1	COURSE 9: Impact evaluation methodology	18	M. De Talancé
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
<b>8</b>		<b>TOTAL</b>	<b>72</b>	

#### Module 5 Sectoral Analysis - Université Gustave Eiffel

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
<b>10</b>		<b>TOTAL</b>	<b>90</b>	

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



# 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
- Engogeneity 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 TALANCE**

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: P. LENAIN**

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.**

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: E. BOULADI**

Volume: 18 hours

Credits: 2 ECTS

Evaluation: Home Assignment



## Course 5 : Conference cycle

### □ Prerequisites

Good practice of policy discussions and debates in English  
An analysis of the World Bank, IMF, OECD, AFD, UNDP and European Commission websites  
A fair knowledge of the main development reports, for example the “world development report”

### □ Course outline (list of conferences to prepare)

EU commission visit (usually in October/November)  
“World Development Report” World Bank/AFD  
OECD conference Africa Development Forum

### □ References

World Development Report <http://www.worldbank.org/en/publication/wdr/wdr-archive>  
World Economic Outlook <http://www.imf.org/en/publications/weo>  
Africa Forum OECD <http://www.oecd.org/africa/>

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

In order to prepare the European Commission whole day visit  
DG Trade : <http://ec.europa.eu/trade/>  
Europeaid : [http://ec.europa.eu/europeaid/index\\_fr.htm](http://ec.europa.eu/europeaid/index_fr.htm)  
DG Enlargement : [http://ec.europa.eu/enlargement/index\\_en.htm](http://ec.europa.eu/enlargement/index_en.htm)  
<http://www.doingbusiness.org/>

**Pr: B. NAJMAN**

Volume: 18 hours

Credits: 2 ECTS

Evaluation: Home Assignment &  
Final Exam

## 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

**Pr: C. EDEY GAMASSOU**

Volume: 18h

Crédit: 2ECTS

Evaluation: ongoing exam  
(Homework, Written Exercises or  
Oral Presentations)

## 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 computer.

#### 1. GETTING YOUR PROJECT GOING

Exploring the Microsoft Project Environment

Creating a new project

Definition of the calendars

#### 2. PLANIFY

Planify by duration

Planify by resources

#### 3. UPDATING THE PROJECT

### □ References

Microsoft Project 2007 Bible by Elaine Marmel (Wiley Edition)

**Pr: F. COMBE**

Volume: 12h

Crédit: 1ECTS

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 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.

### □ 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 field abroad in a developing or emerging country,
- ✓ At least a part of the work should be on the field (and not just bibliography),
- ✓ Each team should conduct an analysis (and not just a presentation of the current situation),
- ✓ The practical applicability of the work in a professional context (producing a concrete and useful value added),
- ✓ A link between the subject you chose and the topics covered during the master (transverse or sectorial issues)
- ✓ In some specific cases (discussed on a case-by-case basis, in regards of administrative or healthy constraints, or linked to a professional project), some students can conduct some individual research on a specific topic, through a case study. In this case, the same constraints apply in the choice of the subject (except the “field” part).

This course contains two kinds of sessions:

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

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

#### **Pr: P. POL**

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: 18h

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**

## Course 9 : Project budgeting

### □ Course objectives

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

### □ Course outline

#### 1. Project budgeting

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

#### 2. Cash-flow forecasting

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

#### 3. Funding applications

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

#### 4. Cost terminology

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

#### 5. Financial analysis methods

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

### □ References

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

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

A beginner's guide to EU funding (2014-20), <https://op.europa.eu/en/publication-detail/-/publication/9eb0b343-aa5e-46b6-8cd4-4fc07dcaddea/language-en/format-PDF/source-218850927>

EU funding guidelines : [https://ec.europa.eu/europeaid/about-funding\\_en](https://ec.europa.eu/europeaid/about-funding_en)

**Pr: L. BEIERLEIN**

Volume: 18h

Crédit: 2ECTS

Evaluation: Group work:

Compiling and presenting a project budget according to EU norms

# 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/>

**Pr: E. BRIGOT & F. ARGENTINO**

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

Websites: <https://ec.europa.eu/international-partnerships/>  
<https://europa.eu/capacity4dev/>  
<http://www.worldbank.org/projects>  
<http://www.adb.org/projects>  
<http://www.afdb.org/en/>  
<https://webgate.ec.europa.eu/devco-academy/>

# Course 11 : Country Analysis and Multilateral Development Banks Financing

## □ 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, Globalization 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

### □ 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: P. LENAIN**

Volume: 18h  
Crédit: 2ECTS  
Evaluation: Oral presentation,  
case studies, participation (50%)  
and final assessment (50%).

## 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 :

## 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

### □ 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 present 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 : impacts on growth and health

### □ 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 - IMPACT AND POLICY EVALUATION**

## 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.
- ✓ Selected papers

**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

## 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 and macroeconomics 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 Exams

## Course 15: Gender and development

### □ Course objectives

This course aims at providing students with fundamental knowledge on gender and development and capacity for gendered analysis of development issues. This notably includes information on gendered policy and programming, and measurement issues.

### □ Course outline

1. Gender and development: principles and concepts
2. Gender studies: theory and empirical evidence
3. Gender in development agenda and cooperation
4. Gender data and statistics

### □ References

- ✓ 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.
- ✓ 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
- ✓ Jacobsen, J. (2007) *The Economics of Gender*, Wiley-Blackwell
- ✓ 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.
- ✓ 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.

**Pr: G. FERRANT**

Volume: 18h  
Crédit: 2ECTS

## 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

## 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 (October).

A specific rule applies to the U.E. 3 (Internship or Thesis): students must have more than 8/20 to validate the master.

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

