**Winter 2018: Policy change in international development: voice, coalitions, and processes**

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Time: Every Wednesday, 9:00am -10:40 pm E-mail: Corduneanu-HuciC@ceu.edu

Office hours: by appointment Credits: 2

**Course description**

This class is a hybrid between policy and theory. The course plans to investigate five cases of policy success in the following development-related fields: education policy, gender empowerment, health policy, labour markets, and governance/anti-corruption.

Each policy area will have two sessions allocated to it: one discussing the state of the art/body of evidence related to the particular policy and cataloguing the types of policy solutions proposed and tested, and one dedicated to the analysis of a specific project that succeeded by some measure of impact and evaluation. One of readings for each of the five main topics will also cover the historical adoption of successful policies in advanced industrial democracies in order to engage us in thinking about organic, home-grown development strategies.

The course will emphasize two dimensions of policy-making: a technical dimension related to policy design, and a second dimension related to the politics of evidence adoption, program scalability and implementation.

There are several questions that we will be asking for each policy domain: What do we know so far about what works and what does not? Is evidence (in the sense of rigorous impact evaluation) necessary and sufficient for policy adoption in the ‘real’ world? Whose voices are reflected in the policy design process? Why and when does evidence-based change succeed? What is the role of collective participation and policy coalitions in promoting it? Did evidence matter in these specific cases of success and how was it produced/appropriated/used/advocated for and by whom?

Students work in teams on specific projects related to the core five policy areas. In the end of the course, a budget game simulation will select a winning project.

**General course requirements**

Attendance is mandatory. Exceptions are allowed only in cases complying with the general university attendance policy, and following the approval of the instructor. Students are required to complete all assigned readings prior to class. The course is designed in an interactive manner, and will allocate time for lecture and class activities. Electronics are permitted in class only as long as their use is strictly related to the course.

**Learning outcomes**

The course aims at getting out of the bleak development outlook prevalent in the political economy literature into understanding the relatively rare occasions of positive policy shifts in development along their two key dimensions: technical and political. The class also aims at giving students a complex understanding of policy adoption in historical perspective, by pairing a contemporaneous case with a historical policy shift in developed contexts.

**Simulation/case work**

This course will entail a joint exploration of the five topics and their centrality in development policy. Students will work in teams on designing and promoting policy alternatives in these five specific areas in a simulated policy context, following standardized analytical steps.

**Assessment**

The final grade will evaluate the completion of the following assignments:

1) Policy toolkit files (30%): For each of the **(a)** sessions, five sets of one-two page inventories of the main policy tools used in your sub-area of interest within the five broad theme (education, health, labour markets, anti-corruption or gender empowerment). These course reports are expected to cover several sections: the origins of the policy tool, the cases it was used in, the evidence of impact it generated, and its scalability. Additionally, students will trace the adoption/use of a specific policy in one country of interest. Please submit the files 24 hours before the (**a)** sessions.

2) Case work and budget defence: 30%: For the case study **(b)** sessions (see deadlines in the detailed section below), student teams will put together a policy reform plan in a simulated environment to enter a final budget game.

3) Final paper/proposal (30%): students are expected to write a concept note for a concrete project they are interested in. The length should not exceed 10 pages (TNR, 12f, double-spaced) and the paper should be submitted by April 28, 2019.

4) Participation and discussion (10%) To receive the maximum number of points for class participation, you must arrive on time, miss no more than one class, and contribute to the class discussion every week.

At the end of the semester, the final score is converted to a letter grade according to the CEU grading scale, as follows:

A 3.68 – 4.00

A- 3.34 – 3.67

B+ 3.01 – 3.33

B 2.68 – 3.00

B- 2.34 – 2.67

C+ 2.33 (minimum pass)

Additional information concerning grading procedures and specifications for turning in the assignments is also included in the CEU School of Public Policy Student Manual.

Class will meet every Friday, 11:00 am -12:40 pm.

**Session structure and readings**

1. **Introduction: general course information (January 9)**
2. **Evidence, policy and politics (January 16)**

**What is evidence in development policy? Who produces it? Who appropriates it? How does it influence program adoption and implementation?**

[**http://opinionator.blogs.nytimes.com/2016/02/29/dont-just-solve-a-problem-go-tell-the-world/**](http://opinionator.blogs.nytimes.com/2016/02/29/dont-just-solve-a-problem-go-tell-the-world/)

Introduction to evidence maps

Chandy, Lawrence et. al. 2013. *Getting to Scale: How to Bring Development Solutions to Millions of People*. Washington, DC: Brookings Institution [the political economy of scalability]

Banerjee, Abijit et al. 2016. “From Proof of Concept to Scalable Policies: Challenges and Solutions, with an Application.” Working paper.

Cooper, Frederick and Randall Packard (eds.). 1997. *International Development and the Social Sciences. Essays on the History and Politics of Knowledge.* Los Angeles, CA: University of California Press.

On scale and impact: https://ssir.org/articles/entry/social\_good\_scale\_x\_impact\_who\_knew

1. **Labour markets (January 23 and January 30)**

**Session 2a: Youth employment, labour rights and public works programs (January 23)**

**History**: Tilly, Charles. 1995. “Globalization Threatens Labor Rights.” *International Labor and Working-Class History* 47:1-23.

**Review of policy tools**: https://www.povertyactionlab.org/sites/default/files/publications/YouthReviewPaper\_March\_2013\_0.pdf

Subbarao Kallanidhi et al. 2013. *Public Works as a Safety Net: Design, Evidence, and Implementation.* Washington, DC: World Bank.

**Arguments and debates**: Besley, Tim and Robin Burgess. 2002. “Can Labour Regulation Hinder Economic Performance? Evidence from India.” *Working Paper*. London School of Economics.

**Sesion 2b: Case studies on youth employment, public works programs, and labour rights in Cambodia and Colombia (January 30)**

**Labor rights in Cambodia**: Polaski, Sandra. 2006. “Combining Global and Local Forces: The Case of Labor Rights in Cambodia.” *World Development* 34(5).

DiCaprio, Alissa. 2013. “The Demand Side of Social Protection: Lessons from Cambodia’s Labor Rights Experience” *World Development* 48: 108-119.

**A public works program in Colombia (Empleo en Accion):** Attanasio, Kugler and Meghir. 2011. “Subsidizing Vocational Training for Disadvantaged Youth in Colombia: Evidence from a Randomized Trial. *American Economic Journal. Applied Economics* 3(July): 180-211.

1. **Health policy (February 6 and February 13)**

**Session 3a: Infant mortality reduction policies (February 6)**

**History:** Levine, Ruth. 2007. *Case Studies in Public Health: Millions Saved.* Boston: Jones and Bartlett. Introduction.

Skocpol, Theda. 1992. “Statebuilding for Mothers and Babies: The Children’s Bureau and the Sheppard-Towner Act.” Chapter 9 in *Protecting Soldiers and Mothers*. Cambridge, MA: Harvard University Press.

**Review of policy tools:** [**https://www.povertyactionlab.org/sites/default/files/publications/Subsidizing%20Health%20NBER2015.pdf**](https://www.povertyactionlab.org/sites/default/files/publications/Subsidizing%20Health%20NBER2015.pdf)

**Session 3b: Case studies on infant mortality targeting policies in Mexico and Nepal, and maternal mortality in Sri Lanka (February 13)**

**State subsidized milk and infant mortality in Mexico.** *Liconsa* and the program of Social Assistance for Milk.

**Infant mortality reduction in Nepal and maternal mortality in Sri Lanka.** Levine, Ruth. 2007. *Case Studies in Public Health: Millions Saved.* Boston: Jones and Bartlett.

1. **Education policy (February 20 and February 27)**

**Sesion 4a: Educational attainment, conditional cash transfers and school access policies (February 20)**

**History:** http://richardjohnbr.blogspot.hu/2008/05/drive-to-mass-literacy-after-1830.html

**Review of policy tools:** [**https://www.povertyactionlab.org/sites/default/files/publications/PPE%20Review%20Paper%20April%202013.pdf**](https://www.povertyactionlab.org/sites/default/files/publications/PPE%20Review%20Paper%20April%202013.pdf)

**Arguments and debates**: Scaling-up What Works: Experimental Evidence on External Validity in Kenyan Education

Cayeros, Alberto-Diaz and Beatriz Magaloni. 2009. “Aiding Latin America’s Poor.” Journal of Democracy 20(4): 36-49.

**Session 4b: Case study: Progresa/Opportunidades conditional cash transfer program in Mexico and Roma student access in Serbia (February 27)**

UNDP. 2011. “Mexico: Scaling Up Progresa/Oportunidades – Conditional Cash Transfer Programme”

Faulkner, William N. 2014. “A Critical Analysis of a Randomized Controlled Trial Evaluation in Mexico: Norm, Mistake or Exemplar?” *Evaluation* 20(2): 230-243.

Menocal, Alina Rocha. 2001. Do Old Habits Die Hard? A Statistical Exploration of the Politicisation of Progresa, Mexico's Latest Federal Poverty-Alleviation Programme, under the Zedillo Administration.” *Journal of Latin American Studies* 33(3): 513-538.

Equal Access to Education: An Evaluation of the Roma Teaching Assistant Program in Serbia

**Guest (TBC): OSF’s higher education programs**

1. **Governance/anti-corruption policies (March 6 and March 13)**

**Session 5a: Monitoring, civil service meritocracy, red tape reduction (March 6)**

**History:** Frisk Jensen, Mette (2014) ”The question of how Denmark got to be Denmark – establishing rule of law and fighting corruption in the state of Denmark 1660 – 1900, “*Working Paper Series 2014:06,* The Quality of Government Institute, University of Gothenburg.

<http://corruptionresearchnetwork.org/acrn-news/blog/the-question-of-how-denmark-got-to-be-denmark-2013-a-historical-pathway-of-fighting-corruption>

Mungiu-Pippidi, Alina (2013) “Becoming Denmark: Historical Designs of Corruption Control”, *Social research*, Vol. 80, no. 4, p. 1259 - 1286

**Review of policy tools:**

<https://www.povertyactionlab.org/sites/default/files/publications/J-PAL%20GI%20-%20Governance%20Review%20Paper%20v%20October%202013.pdf>

**Arguments and debates:** Olken, B. 2007. “Monitoring Corruption: Evidence from a Field Experiment in Indonesia.” *Journal of Political Economy* 115 (2): 200–49.

**Sesion 5b: Case studies (March 13)**

**Corruption in La Paz, Bolivia**: A Mayor Fights City Hall (Kennedy Case program).

**Public Procurement in the Philippines** (WB case study)

**Reducing red tape and bureaucratic corruption in Georgia**. World Bank. 2012. “Fighting Corruption in Public Services. Chronicling Georgia’s Reforms.” Washington DC.

**Reducing corruption through ID cards in Indonesia**: Using Identification Cards to Improve National Social Assistance in Indonesia

1. **Voice, representation, and gender empowerment in international development (March 20 and March 27)**

**Session 6a: Women labour market participation, cooperatives, and political representation (March 20)**

**History:**Kynch, Jocelyn and Maureen Sibbins. 1998. “Women Dying. Women Working. Disempowerment in British India,” in Afshar, Halef (ed.). 1998. *Women and Empowerment.* London: MacMillan.

**Review of policy tools:**

http://siteresources.worldbank.org/DEC/Resources/84797-1251813753820/6415739-1251815804823/Esther\_Duflo\_Plenary\_5\_June\_2.pdf

**Arguments and debates:**

Rowland, Jo. 1998. “A Word of the Times but What Does it Mean? On the Discourse and Practice of Empowerment in Development” in Afshar, Halef (ed.). 1998. *Women and Empowerment.* London: MacMillan.

Amartya Sen: “One million missing women” from (Development Reader)

Manderson, Lenore. 1997. “Empowering women: Participatory approaches in women's health and development projects.” *Healthcare for Women International* 18:17-30.

**Session 6b: Case studies: Women empowerment programs in India, Kenya and China (March 27)**

**Women cooperatives in AP, India**: “Women’s Thrift Cooperatives in Andhra Pradesh” – Harvard Kennedy School Case Study.

Chattopadhyay, Raghabendra and Esther Duflo. 2004. “Women as Policy Makers: Evidence from a Randomized Policy Experiment in India” *Econometrica* 72(5): 1409-1423.

Bandiera, Oriana et al. 2015. “Women Empowerment in Africa: Evidence from a Randomized Control Trial.” Working paper.

Aruna Roy: <http://case.hks.harvard.edu/aruna-roy-and-the-birth-of-a-people-s-movement-in-india/>

**Closing budget game**