



NATIONAL UNIVERSITY OF KYIV MOHYLA ACADEMY

Faculty of Social Sciences and Social Technologies

Department of International Relations

Specialization: 291 International Relations, Social Communications and Regional Studies
Area of Knowledge: 29 International Relations

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Educational and Methodological Manual

For Teaching and Study of the Discipline

“INTERNATIONAL AID AND DEVELOPMENT POLICY”

Kyiv -2024

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The educational and methodological manual for teaching and study of the discipline “International Aid and Development Policy” presents a working curriculum, lecture plan, plans for seminar classes, questions for independent and individual work, as well as questions for current control, control test tasks and recommended (basic and additional) literature for the course. This discipline is the first of its kind in Ukraine for study at the master’s level. It is designed by the author based on the theoretical material available as well as her practical development work in the United Nations. It is meant for students as well as development practitioners.

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1. DESCRIPTION OF THE ACADEMIC DISCIPLINE

The proposed discipline «International Aid and Development Policy» is designed for students of the advanced level Master’s Degree Program in «International Relations, Social Communications and Regional Studies» of the International Relations Department, Faculty of Social Sciences and Social Technologies of NaUKMA as a compulsory discipline within the academic program No. 291 «International Relations, Social Communications and Regional Studies».

This discipline is the first of its kind in Ukraine for study at the master’s level. It is designed by the author based on the theoretical material available as well as her practical development work in the United Nations. It is meant for students as well as development practitioners.

Course: Masters Level Training	Area of knowledge, specialization, level of higher education	Features of the Academic Discipline
Number of ECTS Credits: 4 Modules: 3 Total number of hours: 120 Weekly hours: 4 Medium of Instruction (Teaching): English	Code and Area of Knowledge: <i>29 International Relations</i> Code and name of Specialization: <i>291 International Relations, Social communications and Regional Studies</i> Level of Higher Education – <i>Masters</i>	Compulsory academic discipline Year of Teaching: 1 Semester: 1 Lectures: 14 hours Seminars: 26 hours Independent work: 60 hours Individual Work – 20 hours Type of Control: Test

2. AIM AND TASKS OF THIS DISCIPLINE

The proposed discipline «International Aid and Development Policy» is designed for students of the advanced level Master's Degree Program in «International Relations, Social Communications and Regional Studies» of the International Relations Department, Faculty of Social Sciences and Social Technologies of NaUKMA as a compulsory discipline within the academic program No. 291 «International Relations, Social Communications and Regional Studies».

Aim of the discipline: The course aims at introducing one of the less studied and under-researched spheres of international relations, that is, international aid and development. While development as a technical process is studied in economics faculties with emphasis on statistics and data, the present course deals with development in the holistic sense of the term.

The major task of this discipline is to cater to the needs of advanced studies in the area of international relations, foreign policy and regional studies, to the need to understand the complex processes of decision making and a fast-changing world.

Much of the security architecture of the world and the essence of multilateralism is built on cooperation and competition and the central focus of both is development.

The knowledge and competence obtained as a result of this course will be useful in analytical, research, policymaking, teaching, consultation as well as in diplomatic work and in international and development organizations. This course is important for Ukraine as an aid recipient and focuses on the history of how recipient countries evolve to become donors in the long run. Various components of development, such as participatory decision making and inclusion, social capital and local self-governance are discussed in detail during the course lectures and seminars.

Programmatic Competences:

The general competences (GC) and special (professional) competences (SC) of the graduates correspond to the following abilities, and the list, according to the approved Standards of higher education in specialty 291 "International relations, public communications and regional studies" of the first (bachelor's) level of higher education from 04.08 .2020 No. 1002.

Excerpt from the aforementioned document:

"GC1. The ability to realize one's rights and responsibilities as a member of society, to realize the values of civil society and the need for its sustainable development, the rule of law, the rights and freedoms of a person and a citizen of Ukraine;

GC2. The ability to preserve and multiply moral, cultural, scientific values and achievements of society based on understanding the history and patterns of development of the subject area, its place in the general system and knowledge about nature and society, and in the development of society, technology and technologies, to use various types and forms of motor activities for active recreation and leading a healthy lifestyle.

GC3. Ability to learn and master modern knowledge.

GC4. Knowledge and understanding of the subject area and understanding of professional activity.

GC5. Ability to work in an international context."

The special (professional) competences (SC) are as follows (Excerpt of the relevant SC from the above-mentioned document):

"SC2. Ability to analyze international processes in various contexts, including political, security, legal, economic, social, cultural and informational.

SC3. The ability to assess the state and directions of research in international relations and world politics in political, economic, legal sciences, in interdisciplinary studies.

- SC4. The ability to solve complex specialized tasks and practical problems in the field of international relations, foreign policy of states, public communications, regional studies.
- SC7. The ability to analyze international integration processes in the world and on the European continent, and the place of Ukraine in them.
- SC8. Awareness of the national interests of Ukraine in the international arena.
- SC10. The ability to analyze the structure and dynamics of international public communications, to identify their impact on the international system, state and public institutions.
- SC11. The ability to analyze the nature and evolution of international organizations, their place in the system of international relations, the main forms and perspectives of Ukraine's cooperation with them.
- SC12. Ability to carry out communication and information-analytical activities in the field of international relations (in Ukrainian and foreign languages).
- SC13. The ability to analyze the activities of international non-state actors and transnational relations."

Learning Outcomes:

Learning outcomes of the course are both soft and hard skills, the knowledge and ability of the students to:

1. Use the basic knowledge on nature, sources and areas of evolution of aid and its linkages to international relations and foreign policy of states and groups of states;
2. Place the context of aid and development in the process of globalization and the changes that have emerged with it on diplomacy and foreign policies;
3. Become aware of the scientific approaches, terminology and the methodology of research of aid and development;
4. Analyze aid and development from the point of global and regional security, role of aid in preventing emerging and resolving frozen conflicts.
5. Understand the newer dimensions of aid and development during the past decade.

It will help students in applying the knowledge and acumen to:

6. collect, systematize and process a profuse amount of information;
7. identify the trends in international development from the point of effectiveness of aid;
8. evaluate and analyze the effectiveness of development policy vis-à-vis the security policy of states and groups of states;
9. prepare analytical papers and notes, reports on the state of development of sectors that need foreign aid and need further development of any particular country;
10. determine the required experience (model success story of one country) to be studied and used for another country that needs development of that specific sector;
11. write and draft aid and development programs of specific sectors to build into the state strategy;
12. conduct independent research and collect data on the topics covered by the course;
13. use foreign language (English) as a medium to access knowledge and apply in practice.

Learning outcomes will help in the formulation and articulation of positions of students while:

14. Interacting with experts and practitioners in the area of aid and development cooperation.
15. Organizing and participating in discussions and debates on the topics of the course.
16. Professionally understanding the role and significance of the effective use of available aid for Ukraine to develop into a prosperous economy.

3. MAJOR CATEGORIES AND TERMINOLOGY OF THE DISCIPLINE

The main categories, concepts and terminology of the academic discipline includes general and special international terms, used in the area of aid and development namely:

Development theories, aid, bilateral aid, multilateral aid, integration, regional integration, aid policy, development strategy, donor, recipient, official development assistance (ODA), Development Assistance Committee (DAC), Organization for Economic Cooperation and Development (OECD), Organization for European Economic Cooperation (OEEC), Gross Domestic Product (GDP) per capita, Human Development Index (HDI), Millennium Development Goals (MDG), Sustainable Development Goals (SDG), United Nations Development System (UNDS), UN system organizations, UN specialized agencies, European Union (EU), regional development organizations, foreign policy, security policy, sovereignty, project based approach, programmatic goals, host country agreement, capacity building, empowerment, gender equality, Gender Development Index (GDI), Gender Empowerment Measure (GEM), Gini coefficient, equity, carbon footprint, decolonization, postcolonial studies; the term "Global South" ("Pluralistic South", "Global Partners"); Development cooperation, Aid 1.0, Aid 2.0, Bretton Woods institutions, International Monetary Fund (IMF), The World Bank (WB), International Trade Center (ITC), International Finance Corporation (IFC), common trade policy, International Fund for Agricultural Development (IFAD), Food and Agricultural Organization (FAO), World Food Programme (WFP), United Nations Relief and Rehabilitation Agency (UNRRA), WHO (World Health Organization), GAVI (Global Alliance for Vaccination and Immunization), living standards, humanitarian assistance, humanitarian law, human rights, securitization of aid, human security, The Third UN, multilateralism, multistakeholder diplomacy, G-7, G-20, globalization, militarization, military assistance, private donations, private transfers, military cooperation, technical assistance, financial assistance, charity, interdependence, humanitarian aid, migration, asylum seekers, transparency, accountability, money laundering, surplus value, labor market flexibility, fragile states, fragile states index, failed states, environmental security, energy security, climate change, Post-COVID recovery, Russian aggression against Ukraine, Structural Adjustment, Washington Consensus, Ukraine Facility Plan of the EU etc.

4. ANNOTATED PROGRAM OF THE ACADEMIC DISCIPLINE

SUBSTANTIVE MODULE 1. FUNDAMENTAL CONCEPTS OF AID AND DEVELOPMENT

LECTURE 1. What is Aid? What is Development? Theories of Development (2 hours)

- Examination of the concept of aid and development – Origins, connotations: Transfer of public resources from one government to another (minus military aid, private transfers, loans, funds to fight terrorism, subsidies for private owners, intelligence related operations)
- Approaches/Interpretations: Realist, Liberal internationalists, Marxists, Post-Modern, Anti-globalists, Constructivists (affecting target beneficiaries, amount, location, purpose and conditions)
- Values/Links to Foreign Policy and Diplomacy (including public diplomacy)
- Major Intellectual Legacies and Theories of Development
- Development Economics: (Keynesian) Injection of capital to put economy on a growth path to high-level Equilibrium
- Modernization Theory (Weberian-Parsonian Sociology): Linking Development to Democracy
- Dependency Theory: (Raul Prebisch) development of poor countries is conditioned by their relationship to wealthy countries and their positioning within the global capitalist economy.
- Structuralism: connecting development to leadership, geography and demography (population aging, diversity, urbanization)
- Neoliberal: (Neoclassical, Austrian economics) Political Economy – Free market
- Developmental state: Political Choice of Economic Reform (State management)
- Post-Development: Critique of the existing model of development, proposes an alternative to development

Basic Literature: [6, 9, 26]

Additional Literature: [46]

LECTURE 2. Aid and Sovereignty – Aid and Power – Recipient-Donor relations (2 hours)

Development in Practice: Traditions, Negotiations and Conditionality of Aid:

Does Aid Help or Hinder? Donor Strategies and Recipient Expectations –

Recipient ownership of the fruits of development

- Typology – 4 – humanitarian assistance, development, peacemaking, commerce.
- Post WW2 – Institutional beginnings of ODA – UNDS, Marshall Plan
- First steps – 1950's, 60's, 70's – “Do As We Did”
- Late 1970's – 1980's – Bottom-Up Paradigm – Basic Needs Approach
- 1990's onwards – Structural Adjustment & Good Governance

History and Evolution from Marshal Plan till modern times –

what are development policies of states – how are bilateral ties influenced by aid policies.

Socially Responsible Entrepreneurship, Capital Accumulation (Socially responsible Private sector development or Relentless Rent Seeking)

Equitable, Welfare state with Social Safety Net or fall in the trap of Increased spending, and dependency ratio

Issues of Accountability and Transparency, Challenges of Top-Down Decision-Making and Lack of Participatory decision making

Basic Literature: [1, 3, 7]

Additional Literature: [22, 24, 28]

LECTURE 3. The UN system and Development Policy (2 hours)

- Emergence – development – newer realities – new donors – factors of development (environment, gender, Human Rights, SDGs)
- Mapping Aid Utilization: Indicators (GDP per capita PPP, HDI, GDI, GEM) – MDG & SDG
- Mapping Aid allocation: ODA, Index of Global Philanthropy, data from individual agencies etc.
- UNDS, Emergence and evolution of UN system and specialized agencies
- Regional and Bilateral Mechanisms

Basic Literature: [1, 4, 8, 9]

Additional Literature: [29, 38, 45]

SUBSTANTIVE MODULE 2. PRACTICAL CASE STUDIES & EXPERIENCES

LECTURE 4. Regional Dimensions of Aid and Development (Case studies and experiences of countries and regions) (2 hours)

1. Aid utilization: how to measure (indicators – used by recipients and by donors or by international organizations) – Case studies of development projects
2. Development Models from Middle East and North Africa, South Asia, East & Southeast Asia: South Korea, Japan, Taiwan, Singapore etc. Specific aspects of development in each of these countries

Basic Literature: [2, 11, 15, 17]

Additional Literature: [27, 38, 41, 44, 47]

LECTURE 5. Regional Dimensions of Aid and Development (Case studies and experiences of countries and regions) (2 hours)

1. Correlation of Aid with domestic policy (how donors' aid is tied to internal politics and policies in their respective countries)
2. Impact of policy reversals by recipients on development aid (examples and case studies)
3. African and Latin American Development Experience

Basic Literature: [14, 17]

Additional Literature: [28, 29]

SUBSTANTIVE MODULE 3. FUTURE PERSPECTIVES IN THE AREA OF AID AND DEVELOPMENT

LECTURE 6. Securitization of Aid and Development – Linking Human Rights and Human Security with Aid and Development (2 hours)

- Post 2001 – “Securitization” of Aid amidst Growing Globalization
- Human Security:
 - Gender and development
 - Education and development
 - Environment and development
 - Indigenous cultures
 - Civil society and development
 - Health and development
 - Information technologies and development

Basic Literature: [6, 9, 26, 31]

Additional Literature: [46]

LECTURE 7. Resources, Partnerships and the Future of Aid (2 hours)

- EMERGING CHALLENGES
- Donor Driven Preferences vs. Recipient Autonomy and Ownership (Agency)
- Entry and active roles of non-state actors and civil society
- Mainstreaming development cooperation
- Three different views on aid 2.0:
- Can aid serve as a catalyst for genuine growth rather than a crutch for stagnation?
- No Aid - Aid is to be blamed for all problems. Dambisa Moyo., “Dead Aid”
- Targeted Aid - Aid was administered and distributed wrongly. More local, grassroots, less big or macro plans. Bill Easterly, “The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good
- More Aid - More efforts, more aid needed, bigger plans can end this misery.
- Short overview of the ideas in the book by Jeffrey Sachs, “End of Poverty”

Basic Literature: [10, 16]

Additional Literature: [44, 45]

5. STRUCTURE OF THE ACADEMIC DISCIPLINE

TOPICS & MODULES	NUMBER OF HOURS ALLOCATED FOR:				
	Total	Lectures	Seminars	Independent work	Individual assignments
SUBSTANTIVE MODULE 1. FUNDAMENTAL CONCEPTS OF AID AND DEVELOPMENT					

Topic 1. What is Aid? What is Development? Examination of these concepts, relationship with foreign policy and international relations – History and Evolution from Marshal Plan till modern times – what are development policies of states – how are bilateral ties influenced by aid policies	17	2	4	9	2
Topic 2. Aid and Sovereignty – Aid and Power – Development in Practice: Traditions, Negotiations and Conditionality of Aid: Does Aid Help or Hinder? Donor Strategies and Recipient Expectations – Recipient ownership of the fruits of development -	17	2	4	9	2
Topic 3. The UN system and Development Policy – emergence – development – newer realities – new donors – factors of development (environment, gender, Human Rights, SDGs)	13	2	2	7	2
SUBSTANTIVE MODULE 2. PRACTICAL CASE STUDIES & EXPERIENCES					
Topic 4. Regional Dimensions of Aid and Development (Case studies and experiences of countries and regions)	20	2	4	10	4
Topic 5. Regional Dimensions of Aid and Development (Case studies and experiences of countries and regions)	20	2	4	10	4
SUBSTANTIVE MODULE 3. FUTURE PERSPECTIVES IN THE AREA OF AID AND DEVELOPMENT					

Topic 6. Securitization of Aid and Development – Linking Human Rights and Human Security with Aid and Development	16	2	4	7	3
Topic 7. Resources, Partnerships and the Future of Aid	17	2	4	8	3
<i>Test</i>					
Total Hours	120	14	26	60	20

6. THEMATIC PLAN FOR LECTURES

No.	Theme	Number of hours
SUBSTANTIVE MODULE 1. FUNDAMENTAL CONCEPTS OF AID AND DEVELOPMENT		
1	What is Aid? What is Development? Examination of these concepts, relationship with foreign policy and international relations – History and Evolution from Marshal Plan till modern times – what are development policies of states – how are bilateral ties influenced by aid policies	2
2	Aid and Sovereignty – Aid and Power – Development in Practice: Traditions, Negotiations and Conditionality of Aid: Does Aid Help or Hinder? Donor Strategies and Recipient Expectations – Recipient ownership of the fruits of development	2
3	The UN system and Development Policy – emergence – development – newer realities – new donors – factors of development (environment, gender, Human Rights, SDGs)	2
SUBSTANTIVE MODULE 2. PRACTICAL CASE STUDIES & EXPERIENCES		
4	Regional Dimensions of Aid and Development (Case studies and experiences of countries and regions)	2
5	Regional Dimensions of Aid and Development (Case studies and experiences of countries and regions)	2
SUBSTANTIVE MODULE 3. FUTURE PERSPECTIVES IN THE AREA OF AID AND DEVELOPMENT		
6	Securitization of Aid and Development – Linking Development and Foreign Aid with Security – Linking Human Rights and Human Security with Aid and Development	2
7	Resources, Partnerships and the Future of Aid: International Trade and the Future of World Development (Leading Aid and Development Cooperation agencies)	2
Total Number of Hours		14

7. TOPICS OF SEMINARS

No.	Topics	Number of hours
SUBSTANTIVE MODULE 1. FUNDAMENTAL CONCEPTS OF AID AND DEVELOPMENT		
1.	<p>Seminar 1. International Aid and Development: Theoretical and Conceptual Issues</p> <ol style="list-style-type: none"> 1. What is Aid? What is Development? Examination of these concepts. 2. Typology of aid: types of aid based on purpose, source of funding, number of donors and recipients. 3. The Politics and Economics of Aid: Relationship with foreign policy and international relations. What is the Development Policy of a state (donor state and recipient state). 	2
	<p>Seminar 2. History and Evolution of Aid and Development</p> <ol style="list-style-type: none"> 1. History and Evolution of Aid: Main stages and timelines 2. Why Marshall Plan is a positive model for development: the key takeaways for future generations. 3. Aid and the Politics of Development during the Cold War – main tendencies – positive and negative trends 	2
	<p>Seminar 3. Bilateral Aid, Development and Sovereignty</p> <ol style="list-style-type: none"> 1. Aid and Political Will: Does aid impact sovereignty? How are bilateral relations between countries influenced by aid and development policies of states? How do they impact world diplomacy? 5 points 2. Leading bilateral aid agencies of USA (USAID), Canada (CIDA), Sweden (SIDA), UK (DFID), Türkiye (TICA), Germany (GTZ, KfW), Switzerland (SDC), Finland, Norway, Netherlands, Denmark, Japan, South Korea, Italy, Spain, Poland, Australia, France, Qatar, China, India, Saudi Arabia, UAE, Poland etc. Each student chooses one country's aid agency and tells about 1) its origins, 2) development policies, 3) major geographic regions of their aid and 4) the main thematic areas of aid (environment, poverty alleviation, education, gender, agriculture, human rights, law and order, social development etc.). 5 points 	2

	<p>Seminar 4. Multilateralism in Aid and Development</p> <ol style="list-style-type: none"> 1. Evolution of multilateralism and the world order – The UN system and Development Policy – emergence – development – specialized agencies and their mandates 2. United Nations: Newer Visions of development (environment, gender, Human Rights, SDGs) 3. Development Cooperation: Choose any one multilateral agency of the UN development system and make a presentation. Illustrate how this agency has aided Ukraine or East European region. 	2
	<p>Seminar 5. The Challenge of Change</p> <ol style="list-style-type: none"> 1. United Nations: Evolution of Resources and Partnerships 2. Reform of the UN Development System – Relevance of the Summit of the Future, adopted at the annual GA session on 22-23 Sept. 2024 (choose any point of the Resolution and discuss). 	2
SUBSTANTIVE MODULE 2. PRACTICAL CASE STUDIES & EXPERIENCES		
	<p>Seminar 6. Role play</p> <p>Scenario – Ambassadors of Australia, Austria, Belgium, Canada, Czech Republic, Denmark, Estonia, Finland, France, Germany, Italy, Japan, Lithuania, Netherlands, Norway, Poland, Saudi Arabia, South Korea, Spain, Sweden, Switzerland, Türkiye, United Kingdom, United States of America meet and discuss the above questions. Each of the students choose the role of one of these personalities, play the role effectively, reflecting the aid policies of their states (bilateral aid) vis-à-vis Ukraine, focusing on the following questions:</p> <p>Discussion on two questions: in two or several rounds</p> <ol style="list-style-type: none"> 1) What issues are critical for the success of international aid aimed at the development of Ukraine (from the position of bilateral aid of the state you represent)? 2) Military aid is more important to Ukraine than technical assistance and financial aid – do you agree? What are the implications of securitization of your state’s aid in that case? <p>(Each speaker: 2 minutes for each questions in each round.)</p>	2
	<p>Seminar 7. Regional Dimensions of Aid and Development (Case studies and experiences of countries and regions)</p> <ol style="list-style-type: none"> 4. Correlation of Aid with domestic policy (how donors’ aid is tied to internal politics and policies in their respective countries) 5. Aid utilization: how to measure (indicators – used by recipients and by donors or by international organizations) 6. Impact of policy reversals by recipients on development aid (examples and case studies) 	2

	<p>Seminar 8. Regional Dimensions of Bilateral and Multilateral Aid and Development (Case studies and experiences of countries and regions)</p> <ol style="list-style-type: none"> 1. Development Models from East & South East Asia: South Korea, Japan, Taiwan, Singapore etc. Specific aspects of development in each of these countries 2. Choose any state from the African continent as a case study of development (may be a success story, or a failure story). Explain the trajectory of development, the changes that each of these countries underwent 	2
<p>SUBSTANTIVE MODULE 3. FUTURE PERSPECTIVES IN THE AREA OF AID AND DEVELOPMENT</p>		
	<p>Seminar 9. Securitization of Aid and Development</p> <ol style="list-style-type: none"> 1. Linking Development and Foreign Aid with Security: What are the factors leading to “security” becoming a factor in “development and aid policies”? Who used the word “securitization” of aid? To what extent securitization of aid similar to militarization of aid? 2. Influence of ‘security’ on aid policies of the US, Canada, UK, France, EU, Japan [you may choose other donors, but you have to show how and why that their aid was “securitized”] 	2
	<p>Seminar 10. Securitization of Aid and Development</p> <ol style="list-style-type: none"> 1. Linking Human Security with Aid and Development – If we use the word “security” in a wider context, how does “securitization” of aid extend its horizons beyond the military context of security? Impact of security and fragile or failed states; Impact of linking Security with Human Rights, Gender, Education, Migration, Labor ma 2. Linking Climate Change to Security – implications for securitization of aid in the context of environmental protection. Please illustrate with cases and examples from various countries and regions of the world. 	2
	<p>Seminar 11. The Future of Aid: International Trade and the Future of World Development</p> <ol style="list-style-type: none"> 1. What is Aid? How is it effective: from conventional approaches to newer visions? Three approaches to evaluation of “aid” (total rejection or objection, acceptance of targeted aid, and increase of aid with the understanding that aid was never enough) 2. What is the vision behind Aid 2.0 or Global Development Cooperation? Modelling of Development Cooperation: ideas and examples. Which donors have adopted aid 2.0 and which recipients are ready to effectively implement development cooperation? 	2

	<p>Seminar 12. Role of Partnerships and International Conferences in Development</p> <ol style="list-style-type: none"> 1. Cite cases of cooperation and field coordination from the history of leading Aid and Development agencies and donor countries: Cases of aid coordination in crises areas - Yemen, Sudan, Bangladesh. Aid coordination in development – how do agencies cooperate on the ground (benefits of field coordination vs. headquarters coordination) 2. Role of International Conferences and landmarks on the road to world development – how did the major conferences change and shape the aid policy of donor states? Cite examples of conferences that led to Global Compacts and Agreements or Alliances for addressing emergent needs. Choose your example and case. 	2
	<p>Seminar 13. Written work (10 points), Presentation 5 points & Discussion (10 points) Lists of Topics for written work are in the Individual Research Assignment, p. 17 below.</p>	2
Total Hours		26

8. INDEPENDENT ASSIGNMENT: TO BE UNDERTAKEN BY ALL STUDENTS INDEPENDENTLY

No.	Topics	Number of Hours
SUBSTANTIVE MODULE 1.		
FUNDAMENTAL CONCEPTS OF AID AND DEVELOPMENT		
1	<p>Topic 1. What is Aid? What is development?</p> <ol style="list-style-type: none"> 1. Definition of foreign aid. Determining why military aid is not included in foreign aid. 2. Typology of aid: Main classifications of foreign aid based on their sources and the main types of aid based on their purposes 3. Theories of social development and aid. International Relations theories in explaining aid policy. 	8
2	<p>Topic 2. Aid and Sovereignty – Aid and Power – Development in Practice:</p> <ol style="list-style-type: none"> 1. Correlation of aid with sovereign decision making 2. Conditionality of aid and the independence of the state 3. Donor Strategies and Recipient Expectations – Recipient ownership of the fruits of development 	7
3	<p>Topic 3. The UN Development system (UNDS)</p> <ol style="list-style-type: none"> 1. Evolution of the UNDS, its characteristics. 2. Choose a UN agency and study its evolution, core principles, major areas and geography of operation, successful projects. 	5

SUBSTANTIVE MODULE 2. PRACTICAL CASE STUDIES & EXPERIENCES		
4	<p>Topic 4. Regional Dimensions of Bilateral and Multilateral Aid and Development (Case studies and experiences of countries and regions)</p> <ol style="list-style-type: none"> 1. Identify success indicators of aid policy from the recipient's perspective. 2. Use the DAC ODA data for specific regions and individual countries. 3. Study the proportion of economic growth by GDP per capita and HDI. 4. Elaborate cases of countries that became middle income and eradicated abject poverty, illiteracy and income gap. 5. Explain the emergence of post war Japan, later, South Korea and Singapore, and its success, when it started some of its own donor programs 	8
5	<p>Topic 5. Regional Dimensions of Bilateral and Multilateral Aid and Development (Case studies and experiences of countries and regions)</p> <ol style="list-style-type: none"> 1. Explain the emergence of success stories in Africa. 2. Compare development policies and government regulation of Botswana, Mozambique, Ethiopia, Kenya, Rwanda. 3. Debt crises in Latin America. Pink wave politicians and development of Latin America. 	8
SUBSTANTIVE MODULE 3. FUTURE PERSPECTIVES IN THE AREA OF AID AND DEVELOPMENT		
6	<p>Topic 6. Securitization of Aid.</p> <ol style="list-style-type: none"> 1. What is securitization of aid? 2. Analyze why there has been securitization of aid. 3. Role of securitization in changing priorities of major donors. 	8
7	<p>Topic 7. The future of Aid.</p> <ol style="list-style-type: none"> 1. Analyze the effectiveness of aid for the past decades in the countries of Asia, Africa and Latin America. 2. Define what is Aid 1.0 and how it differs from Aid 2.0. 3. Explain the three approaches to examining the effectiveness of aid. 	8
8	<p>Topic 8. Role of Partnerships, Conferences and Global Compacts</p> <ol style="list-style-type: none"> 1. Role of multilateralism and multilateral aid in development 2. Conferences in shaping the global agenda, for protection of global public goods 	8
Total Hours		60

9. QUESTIONS FOR CONTROL

No.	TOPICS	
SUBSTANTIVE MODULE 1. FUNDAMENTAL CONCEPTS OF AID AND DEVELOPMENT		
1.	Topic 1. What is Aid? What is Development? 1. What is Aid? 2. How to define development, sustainable development and its goals? 3. Does Aid Help or Hinder?	
2.	Topic 2. Aid and Sovereignty, Aid and power 1. What are the usual practices of receiving and giving aid? 2. How does negotiations and conditionality affect aid? 3. Why is recipient ownership of the fruits of development important?	
3.	Topic 3. The UN Development system – its emergence and evolution 1. What is the UNDS? 2. How is the UN system related to Development Policy?	
SUBSTANTIVE MODULE 2. PRACTICAL CASE STUDIES AND EXPERIENCES		
4.	Topic 4. Regional Development Experience and Case Studies 1. How effective was aid in East Asia? 2. What are the main reasons behind the development successes of this region?	
5.	Topic 5. Regional Development Experience and Case Studies 1. How has aid shaped the African experience of development? 2. What are the lessons learnt from the diverse development experiences of various countries of Africa?	
SUBSTANTIVE MODULE 3. FUTURE PERSPECTIVES IN THE AREA OF AID AND DEVELOPMENT		
6	TOPIC 6. Securitization of Aid and Human Security 1. What is “securitization” of aid? 2. What is the concept of “human security” today?	
7	TOPIC 7. The Future of Aid 1. What is Aid 1.0? What is Aid 2.0? 2. What is the changing geography of poverty that was seen in the past 30 years?	

10. INDIVIDUAL ASSIGNMENTS

SUBSTANTIVE MODULE 1. FUNDAMENTAL CONCEPTS OF AID AND DEVELOPMENT

Topic 1. What is aid? What is development?

1. Define the historical precondition for emergence of aid.
2. Define different theoretical viewpoints on aid policy.
3. Define the typology of aid and the reason why private remittances and military aid is not included in the concept of foreign aid.

Topic 2. Aid and sovereignty – Aid and power

1. Define the relation between aid and sovereignty.
2. Recipients' ownership of aid programs.
3. Explain how internal policies within donor states affect aid policies (US elections 2024).
4. Effect of policy reversals in recipient states (eg. Afghanistan 2021).

Topic 3. The UN Development system

1. Define how the UNDS was formed. Define the various types of agencies and their mandates.
2. Ways in which multilateralism in UNDS function and its reflection in aid policy.
3. Analyze the "Pact for the Future" adopted at the General Assembly Annual Session in September 2024 and its impact on development.

SUBSTANTIVE MODULE 2. PRACTICAL CASE STUDIES AND EXPERIENCES

Topic 4 & 5. Regional Experiences and Case Studies

1. Define the development trajectory of East Asian economies.
2. Analyze the major characteristics of African and Asian development experiences (choose one country or group of countries).
3. Impact of development on the indigenous cultures; correlation in Latin America and other parts of the world.

SUBSTANTIVE MODULE 3. FUTURE PERSPECTIVES IN THE AREA OF AID AND DEVELOPMENT

Topic 6 & 7. The Future of Aid and the role of partnerships and conferences

1. Measurement of the effectiveness of Aid 1.0 and its drawbacks
2. Define the new geography of poverty, and effectiveness of Aid 2.0 to deal with it.
3. Conferences and their role in agenda setting for development/
4. Role of Climate Change and use of AI as subjects of global compacts.

11. TEACHING METHODS:

- verbal (lecture, discussion, story, explanation, presentation);
- method of confronting problematic questions and debatable (disputed) issues
- heuristic;
- visual (demonstration, observation);
- problematic (solving tasks) (conducting analytical studies, drawing up schemes and matrices, etc.) (problem-solving approach);
- role play

12. METHODS OF CONTROL:

Primary, Interim and final assessments are made through:

- questions at the seminars;
- evaluation of written work;
- evaluation of oral presentations and role play;
- final control: test.

13. TABLE FOR ASSESSMENT

Adjusted calculation of grades based on the 100 point scale of University assessment into 4 point national scale and ECTS scale

University assessment scale	Scale of National Assessment		ECTS scale	General criteria for assessment of academic progress of students
	Examination	Test		
91 – 100	5 (excellent)	Passed	A (excellent)	Comprehensive and deep knowledge of all materials of the course, capacity to independently undertake practical assignments, as envisaged by the course program; knowledge of the main and additional literature within the scope of the discipline; ingenuity in understanding and creative use of the obtained knowledge and competencies.
81 – 90	4 (good)		B (very good)	Full and systematic knowledge of the discipline, successful

71 – 80			C (good)	completion of practical assignments, knowledge of the main and additional literature of the course, ability to absorb and update knowledge independently, at the same time there are some mistakes in the responses of the student.	
66 – 70			D (satisfactory)	Knowledge of the main material of the course, sufficient enough for continuation of further studies in the specialization, superficial knowledge of the main and additional literature of the course; possible serious mistakes in practical assignments, but the student is able to rectify them with the help of the teacher	
60 – 65	3 (satisfactory)		E (sufficient)		
30 – 59		2 (unsatisfactory)	Not passed	FX (unsatisfactory – with possibility of taking the examination or test one more time)	Superficial and fragmented knowledge of the main material of the course, which is caused by very elementary understanding of the discipline, with the possibility to reappear and take part of the course or test or examination
1 – 29				F (unsatisfactory – repetition of the course compulsory)	Very basic and weak understanding of the discipline; compulsory requirement to repeat the course

14. DETAILED LECTURE PLANS FOR THE ACADEMIC DISCIPLINE

SUBSTATNTIVE MODULE 1. FUNDAMENTAL CONCEPTS OF AID AND DEVELOPMENT

Lecture 1

Topic: What is Aid? What is Development?

Aim: To present the core content of the course and the fundamental notions of international aid and development policy; to trace the evolution of bilateral aid as part of the foreign policy of states as well as multilateral aid to address global and regional problems.

Tasks: To explain why aid given by governments have mixed purposes – diplomatic (public and cultural diplomacy), developmental, relief, commercial, or others; To explain the relationship of the discipline with international relations and foreign policy, to define how various theories of

international relations view aid from their respective points of view; To describe the various theories of development related to aid policy.

Lecture Plan

I. Introduction

During this first lecture the basic terminology and main concepts of the discipline are elucidated. Major approaches to understanding the phenomenon of aid policy, its relations with theories of international relations and foreign policy are defined as well as an overview of the theories of development show the major economic policies in the globe.

II. Main Part

- Examination of the concept of aid and development – Origins, connotations: Transfer of public resources from one government to another (minus military aid, private transfers, loans, funds to fight terrorism, subsidies for private owners, intelligence related operations)
- Relation with Foreign Policy: “We must embark on a bold new program for making the benefits of our scientific advances and industrial progress available for the improvement and growth of underdeveloped areas. More than half of the people of the world are living in conditions approaching misery. Their food is inadequate, they are victims of disease. Their economic life is primitive and stagnant. Their poverty is a handicap and a threat both to them and more prosperous areas. For the first time in history, humanity possesses the knowledge and the skill to relieve the suffering of these people ... our imponderable resources in technical knowledge are constantly growing and are inexhaustible The old imperialism-exploitation for foreign profit has no place in our plans.” This was the fourth foreign policy goal that President Truman outlined in his Inaugural Address and, therefore, has become known as his "Point 4." (*Source: Inaugural Address, President Harry S. Truman, 20 January 1949, in Inaugural Addresses of the Presidents of the United States (1989).*)
- International Relations Theory Approaches/Interpretations: Realist – Hans J. Morgenthau thinks foreign aid is one of the “real innovations which the modern age has introduced into the practice of foreign policy,” Among the early “realists”, who argued aid was a tool for enhancing national power and security was George Liska, who said that “Foreign aid is today and will remain for some time an instrument of political power.” This shows the national-interest motivations in the aid programs of individual countries.
- Marxists, dependency theorists, postmodern, and anti-globalization scholars regard aid it as a tool of dominant states at the center of world capitalism to help them to control and exploit developing countries. They point to plenty of instances of foreign aid being tied to the export of goods and services from donor countries or securing access to needed raw materials imports on the part of those governments.
- Liberal internationalists (liberal tradition) see foreign aid as an instrument or reflection of the tendency of states to cooperate in addressing problems of interdependence and globalization. Growing amounts of aid have been channeled through international institutions and used to expand international “public goods,” such as controlling the spread of infectious diseases worldwide or reducing environmental degradation
- Constructivists think foreign aid is the expression of a norm that has evolved in relations between states that rich countries should provide assistance to poor countries to help the latter better the quality of lives of their peoples. The principal proponent David Lumsdaine in his book *Moral Vision and International Politics* argues that “economic foreign aid cannot be explained on the basis of donor states’ political and economic interests, and that humanitarian concern in the donor countries formed the main basis of support for aid. Support for aid was

- a response to world poverty which arose mainly from ethical and humane concern and, secondarily, from the belief that long-term peace and prosperity was possible only in a generous and just international order where all could prosper.” Values/Links to Foreign Policy and Diplomacy (including public diplomacy) of the Nordic states
- Major Intellectual Legacies and Theories of Development – The Political Economy of Aid – Conventional theories of development
 - Development Economics: (Keynesian) Injection of capital to put economy on a growth path to high-level Equilibrium – earliest one. saw capitalist crises such as the Great Depression as products of cyclical deficits of demand, which made capitalists reluctant to invest in productive plant and eager to keep their capital "liquid." The state could remedy this through fiscal and monetary macroeconomic policies to increase state spending and expand credit at the beginning to buoy up investment and consumption and "smooth out" the highs and lows, restoring equilibrium at high levels of employment of labour and capital. The state was also seen to provide health care, education, and social safety nets, such as instituting unemployment insurance and public pensions, and to own and operate key industries.
 - Modernization Theory (Weberian-Parsonian Sociology): Linking Development to Democracy – pins responsibility to social and political factors lying out of the orbit of development economics and to supplement economics with sociology and political science in theorizing the preconditions for, and obstacles to, development, which it conceived as the "modernization" of "traditional" societies.
 - Dependency Theory: (Raul Prebisch) development of poor countries is conditioned by their relationship to wealthy countries and their positioning within the global capitalist economy.
 - Structuralism: connecting development to leadership, geography and demography (population aging, diversity, urbanization)
 - Marxists kept open the possibility of an end to underdevelopment through the development of capitalist relations of production, and some criticized them for underestimating the problems of the Third World. And in doing so, they did question the dependency approaches, pointing to particularly the "miraculous" rise of the East Asian Newly Industrializing Countries (NICs) and the more widespread phenomenon of industrialization in a great number of Third World countries in the 1970s. Marxist idea of capitalist exploitation had been reduced to the extraction of surplus value from wage workers alone. It had little purchase on understanding how underdevelopment was created and how nations could subordinate and exploit other nations.
 - Neoliberal: (Neoclassical, Austrian economics) Political Economy – Free market Neoliberalism's anti-state and pro-market principle ended "development" as originally conceived, with the nation-state as its chief agent and industrialization its central component. In the 1990s, the dominance of neoliberalism was reinforced by the discourse of "globalization," which argued that nation-states were now irrelevant. Then, as the twenty-first century opened with 9/11 and the US's "war on terrorism," a new set of discourses started.
 - Developmental state: Political Choice of Economic Reform (State management) - expanded on the centrality of the state in promoting industrial development. The emerging economics and geopolitics of the twenty-first century corroborate them, and point to the strengths of the dependency theorists of several decades earlier.
 - Post-Development: Critique of the existing model of development proposes an alternative to development - The post-development school claims that it is time to think about alternatives to development instead of alternative ways of reaching development in the Third World. Instead of relentlessly pursuing economic growth, industrialization and modernization, post-development argues that the promise of development has been misleading and provokes us

to look beyond the era of development in the decades after the Second World War. Local alternatives to the Western ways of looking at politics, economics and science are not only possible, but existent. The scholars explore the possibilities and limits of post-development theory and practice, neither uncritically embracing nor arrogantly dismissing its radical claims. Based on empirical studies of movements and communities in several continents, *Exploring Post-development* advances what is arguably one of the most important debates in North–South relations in the twenty-first century. It provides ways of thinking about social change beyond Eurocentric development discourse and engages with the strategies of those excluded by the Western model of development.

III. Conclusion:

In this lecture we have considered important concepts and ideas in the study of aid and development, its inter-relations with foreign policy, theories of international relations, as well as theories of development.

Basic Literature: [6, 9, 26]

Additional Literature: [46]

Lecture 2

Topic. Aid and Sovereignty – Aid and Power – Recipient-Donor relations

Aim: To establish the correlation between aid and power, both from the standpoint of donor state or international organization as well as from the point of recipient, and on this basis, explore the various aspects of formulation and implementation of aid and development policy of states.

Tasks: To explain the impact of the following factors: international events, trends, and pressures are important in aid policy, how domestic politics of aid in donor countries, ideas and norms shaping aid, the political institutions in which decisions on aid policy are made, the interests competing for influence over aid's purposes, and the organization of governments to manage their aid (affecting target beneficiaries, amount, location, purpose and conditions).

Lecture Plan

I. Introduction

While we analyze aid and development in practice, we need to elaborate on traditions, negotiations and conditionality of aid. This reflects on donor strategies and recipient expectations, above all on the recipient ownership of the fruits of development. After we analyze the typology of aid from – humanitarian assistance, development, peacemaking and commerce, we can trace the historic evolution of the donor-recipient relations along the following stages:

- Post WW2 – Institutional beginnings of ODA – UNDS, Marshall Plan
- First steps – 1950's, 60's, 70's – “Do As We Did”
- Late 1970's – 1980's – Bottom-Up Paradigm – Basic Needs Approach
- 1990's onwards – Post-Wall Era: Structural Adjustment & Good Governance

II. Main Part:

Aid does not go where the demand for development naturally requires it, because aid is not a market-style expression of demand. Rather, its size and direction are subjectively determined by donors. Such incompatibility is seen in the following:

- **Aid is not always correlated with human development.** If aid per capita is measured against the human development indices (HDI) for a large sample of developing countries, it should ideally show a backward sloping line: the lower the index, the higher the aid. However, this is not always the case. In the 1990's the country with the lowest HDI rank, Niger, received less aid per capita than any of the high human development Baltic states (Estonia, Latvia and Lithuania).
- **Aid is not always correlated with country income levels.** Although the DAC list confirms the opposite, the low-income countries account for three-quarters of people living in poverty but receive only 40 per cent of aid. Sub-Saharan Africa, with the largest number of low-income countries and where poverty is most widespread, receives only one-third of total aid.
- **Aid is volatile.** Aggregate data over time also reveal the inconsistency of aid. Official development assistance (ODA) rose quite steadily for 4 decades after 1950, but began to decline after 1992. The decline was not because of donor perceptions of reduced need for development assistance. "In reality, the 1990s was especially difficult one for many countries. But the geopolitical rationale related to the Cold War was removed, this was the dominant motivation for donors to supply aid. Also, the 1990s reduced aid for Africa but increased aid to Eastern Europe and states of the former Soviet Union, as a 'post-wall' rationale" (Browne, 1999).
- **Aid depends on donor concerns of affordability.** The donors were also preoccupied during the 1990s with their fiscal issues in their economies. "Japan was entering a period of protracted economic crisis that caused it to cut its aid sharply from mid-decade. In Europe, Finland, Italy and Sweden were running the largest deficits and made the sharpest cutbacks, while Ireland and Norway had smaller deficits and maintained their aid levels" (Hjertholm and White, 2000).
- **Aid follows the non-developmental objectives of donors.** Aid is a means of influence that may be related to factors of commercial, geopolitical, strategic/security or historical importance to donors. Patterns of aid allocation bear the influence of former colonial ties. "Although the programmatic priorities are of supporting democracy and economic openness, the former colonial powers still give about twice as much aid to their former colonies that are not democratic or that have relatively closed economies, than they give to democratic and open non-colonies" (Rogerson, 2005).

Once it is understood that the objectives of donors are not solely or even mainly developmental, the measurement of aid effectiveness becomes difficult.

Major emphasis of donors to aid are: 1) Limited faith in the capacity of the recipient to choose the area of aid, and to administer it. 2) Inverted supply demand relationship – numerous (at times conflicting) demands, donors choose the nature and volume of aid, choice of supplier, preferred domestic partner, as well as "correct" policies for running the country 3) standard development blueprints are conjured by donor agencies who have less expertise of the local conditions, and ignore the capacity or readiness of the country. **While aid is an external matter, development is an internal matter.** Not all aid is wasted and we can see success where institutions were strong and recipients controlled and owned the situation.

Very broadly, the history of aid policy and development doctrine can be divided into three phases.

1. In the first phase, roughly spanning the 1950s, 1960s and part of the 1970s, development was conceived as a **do-as-we-did process**. Because developed countries were considered to have advanced through sufficient capital, export earnings and skills, these were specifically what aid should provide: investible funds, balance of payments support and technical assistance.
2. In a second phase – the 1970s and 1980s – **development was still implicitly equated with economic growth**. But the impact of aid on growth was already being seriously questioned. Even more importantly, the merits of growth itself were in doubt. This was the **era of basic needs and bottom-up paradigms, but also the sustainability of development** and the natural resources that supported it.

3. By the 1990s, the long-standing ideological debate between East and West was considered to have been resolved in favour of neo-liberal market democracy. Donors now latched on to a new '**institutional' agenda of good governance and respect for human rights: do-as-we-say.**

III. Conclusion:

On the basis of study of the history and evolution of aid from Marshal Plan till modern times – the lecture shows how and what are development policies of states are shaped – how are bilateral ties influenced by aid policies. Several newer trends that have been evolving were studied such as, Socially Responsible (linked to social capital), Capital Accumulation (Socially responsible Private sector development, which is the opposite of Relentless Rent Seeking or “carpet bagging”). It was also demonstrated at the lecture with examples how a recipient state should promote equitable, welfare state model with Social Safety Net and should not fall in the trap of increased spending, and dependency ratio (in case of negative demography). It was also established that other issues crucial for management and utilization of aid are accountability and transparency, meeting the challenges of Top-Down Decision-Making or lack of Participatory decision making.

Basic Literature: [1, 3, 7]

Additional Literature: [22, 24, 28]

Lecture 3

Topic 3. The UN system and Development Policy

Aim: To trace the institutional beginnings of aid and development after the Second World War, to explain the evolution and growth of multilateral and bilateral aid agencies, above all, to define the pivotal role played by the United Nations Development System (UNDS).

Tasks: To elucidate the concept of aid and development through its institutional development, formation of organizations and bodies for formulating, implementing, monitoring and coordinating aid as well as measuring aid effectiveness. To describe the instruments (indicators, measures, econometric models) used for measuring aid effectiveness.

Lecture Plan

I. Introduction

The post-war relief and reconstruction efforts saw the emergence of the world's first international aid agency, the United Nations Relief and Rehabilitation Administration (UNRRA). It had been created by the Allied powers at the end of 1943 and had the mandate to respond to the ravages of war in Europe and the resettlement of six million displaced people. The International Bank for Reconstruction and Development (IBRD) was set up by the UN Monetary and Financial Conference at Bretton Woods (New Hampshire) in 1944 and began operations in 1946, concentrating during its first few years on lending for the reconstruction of war-affected economies, mainly in Europe.

II. Main Part

With the Marshall Plan, the US established its bilateral major reconstruction program for Europe in 1948. The Plan ran for 4 years, disbursing US\$13 billion (90 per cent in grant form) for the benefit of western European countries, equivalent to about 1 per cent of the American economy – generous by any past or present standards (Browne, 1999). In today's money, Marshall funds were equivalent

to more than US\$70 per year for every person in western Europe. The results were impressive. Marshall aid helped to restore economic health to Europe within a few years. By 1950, the level of industrial production in Europe was 25 per cent higher than it had been before the war. Agricultural production was growing rapidly again, and Europe's trade deficit shrank from US\$8.5 billion in 1947 to US\$1 billion in 1950 (OECD, 1978). For the next 25 years, the western economies were to enjoy a period of unprecedented expansion. Reconstruction was the goal and UNRRA, IBRD and the Marshall Plan – all substantially backed by US funds – were successful in their primary objective of restoring vibrancy to America's major trading partners. The Marshall Plan was administered by an agency set up in 1948, the Organization for European Economic Co-operation (OEEC), which later effectively became the Organization for Economic Co-operation and Development. Within the OECD, the Development Assistance Committee (DAC) became active in monitoring aid flows and harmonizing donor policies.

Japan, which was not part of the Marshall Plan, also received generous assistance from the US, amounting to over US\$1.5 billion from 1947 to 1950 (Ferguson, 2004). These early institutions of multilateral assistance were the foundations of the new aid infrastructure.

On the humanitarian front, significant strides were made. UNRRA was succeeded by the International Refugee Organization (IRO); later the UN High Commission for Refugees – (UNHCR) and some of its functions were also assumed by the UN International Children's Emergency Fund, (previous name of UNICEF). Both these UNRRA-generated organizations later became the core of world-wide humanitarian efforts. Besides IRO/UNHCR and UNICEF, several other UN specialized agencies were created during the 1940s: the Food and Agriculture Organization (FAO), and International Civil Aviation Organization (ICAO) in 1945, the UN Educational, Scientific and Cultural Organization (UNESCO) in 1946, and the World Health Organization (WHO) in 1948. The UN system also inducted several regulatory organizations created much earlier: the International Telecommunication Union (ITU) from 1865, the Universal Postal Union (UPU) from 1875 and the International Labour Office (ILO) created by the Treaty of Versailles in 1919.

Most of the new funds and programs had a developmental mandate and specialization. Two UN funds for development assistance were established in the 1950s: the Expanded Programme of Technical Assistance (EPTA, 1950) and the Special Fund (1958), which merged in 1965 to form the UN Development Programme (UNDP). Other funds and programs included the UN Conference on Trade and Development (UNCTAD) and the International Trade Centre (ITC) (both 1964), the UN Fund for Population Activities (UNFPA, 1969), the UN Environment Programme (UNEP, 1972), the UN Human Settlements Programme (UN Habitat, 1978), the UN Joint Programme for AIDS (UNAIDS, 1996), the Office for Drugs and Crime (UNODC, 1997), and the UN Entity for Gender Equality and the Empowerment of Women (UN Women, 2010).

As the emergence of the UNDS shows its development over the decades, new realities and new donors also appeared and other variables or factors of development (environment, gender, Human Rights, SDGs) had to be taken into account. For mapping Aid Utilization: newer indicators (GDP per capita PPP, HDI, GDI, GEM) – MDG & SDG were introduced. For mapping Aid allocation: ODA, Index of Global Philanthropy, data from individual agencies etc. are used. Overall, till today the UNDS, Regional and Bilateral Mechanisms remain the viable donor-recipient platform, that is evolving into multistakeholder frameworks with the growing entry of non-state actors into international relations, diplomacy as well as aid and development.

III. Conclusion:

In this lecture we have considered the important concepts and ideas of the UNDS. Discussing the birth, evolution, and implications of the UNDS and related nomenclature such as "developing countries," "Third World," and "Global South" as well as a critical examination of growth, inequality, and absolute and moderate poverty leads to discussion of "development" as a contested

concept. Multi-dimensional approaches to development were considered in detail, particularly Amartya Sen's capability approach and its translation into the Human Development Index, GDP per capita PPP, GDI, GEM, MDG and SDGs. Today, the UNDS confronts the challenge of meeting the UN's most comprehensive development agenda to date in the 2030 Agenda and its 17 SDGs.

Basic Literature: [1, 4, 8, 9]

Additional Literature: [29, 38, 45]

SUBSTANTIVE MODULE 2. PRACTICAL CASE STUDIES AND EXPERIENCES

Lecture 4.

Topic. Regional Dimensions of Aid and Development (Case studies and experiences of countries and regions)

Aim: To analyze a successful development aid experience from recipient states of East Asia and Latin America region.

Tasks: To focus on the regions of East Asia, namely, Japan, South Korea, to analyze China's rise as a donor; to analyze the emergence of East Asian economies, to estimate South-South cooperation, to analyze L. American states' rise as major economies members of G-20.

Lecture Plan

I. Introduction

Analysis of the cases of development of Latin American states and East Asia confirms the conventional wisdom, based on the comparison between the four Asian "tigers" and Argentina, Brazil, and Mexico, that manufactured export promotion and cautious macroeconomic management contributed to faster economic growth and lower income inequality in East Asia. However, incorporation of the nontraditional cases shows the crucial role of small farms, the public provision of basic education, and state promotion of labor-intensive production explains not only the development divergence across the two regions, but also certain important differences within each region.

II. Main Part

Japan: For Japan, ODA was the most important foreign policy tool from the post-World War II through the post-Cold War era and up to today. It has served a wide range of purposes over the different decades, not only "developmental" purposes in the narrow sense of the word but also diplomatic and economic policy objectives vis-à-vis developing and developed countries alike. If in the 1950's, war reparations constituted an important part of Japan's international cooperation. To save foreign currency, reparations were paid in yen by the Japanese government to Japanese firms, who sold Japanese goods and services to Southeast Asian countries. This reparation program continued till 1977 and helped Japanese firms to regain access to the markets in Southeast Asia. The 1960s saw progress of Japan's ODA system, expanding it to Southeast Asia and to support the economic growth policy (known as the "income doubling policy"). Administrative infrastructure for Japan's ODA also developed. In 1961, the Overseas Economic Cooperation Fund (OECF) was established and Japan was admitted to the DAC, and in 1964, to OECD. Earlier in 1962, Overseas Technical Cooperation Agency (OTCA), which later merged with the Japan Emigration Service (JEMIS) into Japan International Cooperation Agency (JICA) in 1974, was established. A Japanese version of an overseas volunteer program, Japan Overseas Cooperation Volunteers (JOCV), was

inaugurated in 1965. In the 1980's there were shocks that let Japan's ODA be revised, but overall, "Fukuda doctrine" established Japan not to be a military power and work for development. In 1989, Japan became the largest ODA donor, surpassing the US, and also became a donor to China. In the 1990's, there were mixed developments, with Japan taking responsibilities as the top ODA supplier, and in the 2000's there was significant decline in ODA due to recession. JICA became an independent institution, and started a number of reforms, such as the mainstreaming of the human security concept into JICA operations. As a result, JICA increased its resource allocation to "fragile" countries in Africa. Finally in 2015 ODA Charter was revised for the second time as an important means of ensuring the security of the country, including economic and natural resource securities. ODA was also an instrument for the implementation of the regime's economic policy advertised as "Abenomics." (PM Shinjo Abe). The new "Development Cooperation Charter," emphasizes the role of ODA as a catalyst for other actors that engage in development cooperation.

Latin America and East Asia: In 1960 South Korea or Taiwan was three times poorer than Argentina, and also poorer than Honduras or Nicaragua, which were among the poorest countries in Latin America in both 1960 and 2010 (Heston, Summers, and Aten 2012). In 1960 Brazil was richer than Taiwan, the wealthiest of the four East Asian states. From 1960 to 2010, GDP per capita figures for both years, South Korea and Taiwan ranked second and third at economic growth levels. By 1985 South Korea and Taiwan had surpassed Argentina in GDP per capita, and by 2010 these East Asian societies were each more than twice as rich as Argentina. Not only South Korea and Taiwan, but also Indonesia and Thailand, each registered faster GDP per capita growth from 1960 to 2010 than any of the four Latin American countries. Income distribution (inequality) was higher in L. America than E. Asia. Other factors promoting economic growth were land tenure and agrarian reform, increasing not only access but ensuring quality primary and secondary education, industrial policy (import substitution and export promotion), macroeconomic management. State policies on these issues were crucial.

Colonial rule exerted a particularly important impact on land tenure, state bureaucracy, education, industry and infrastructure. In each of these areas, Japanese colonialism in Korea and Taiwan left a more development-friendly legacy than Iberian colonialism in Latin America or than Dutch colonialism in Indonesia (or, for that matter, absolute monarchy in independent Thailand). The post-World War geopolitical situation also mattered. The struggle between communism and anticommunism also shaped development in Latin America, but not as much as in the Asian cases.

South Korea: On November 26, 2009, South Korea joined the DAC of the OECD and became the first country to be a donor after being a recipient of aid for about 50 years. Once one of the poorest nations in the world, South Korea has emerged as the world's 13th largest economy. From the end of Japanese occupation in 1945 until the early 1990s, South Korea received about \$US12.7bn in foreign aid from various bilateral donor countries (mainly the United States and Japan) and multilateral donors (including the World Bank and the International Monetary Fund). Throughout this period, foreign aid as the chief source of investment was the miracle that fueled the country's economic growth, as well as catered to its revenue and military defense. South Korea is one of the very few cases in which foreign aid was successful in sustainable economic development. Among factors that contributed are: a long history of Korea as a nation-state, legacy of the Japanese rule, the Cold War international context, and the early international regime on foreign aid. the importance of aid strategy and governmental will and ownership in the increase of aid effectiveness. In addition, South Korea's case showed that it is not only good governance on the part of the recipient country but also specific foreign aid goals and policies of a donor country that are crucial in aid effectiveness.

China: After decades of socialist construction, China finally embarked on its road to modernization based on the theory "one state, two systems" and joined the club of donors only during the early 21st century. It's role in international development is controversial, generating interest and debate. It seeks cheap resources and so invests in infrastructure development of other

states without attaching scruples in human rights adherence, fighting corruption or structural inequalities in its trade and corporate practices. The Chinese government has responded to international criticism and published a policy statement on international development, its first White Paper on Foreign Aid in April 2011, with a second issued in July 2014. It emphasized five principles of its foreign aid: “helping recipient countries build up their self-development capacity; imposing no political conditions; adhering to equality, mutual benefit, and common development; remaining realistic while striving for the best; keeping pace with the times and paying attention to reform and innovation.” The 2014 White Paper added one more, “keeping promises,” indicating commitment to overseas development projects. The Belt and Road Initiative, brings together two separate but interrelated elements: a land-based Silk Road Economic Belt (SREB) and a sea-based twenty-first-century Maritime Silk Road (MSR). The Asian Infrastructure Development Bank to counterpoise the Asian Development Bank (ASEAN) and the BRICS New development bank to foster South-South cooperation are projects of China.

South-South cooperation: Co-operative state-initiated social, cultural, and economic activities between and among countries of the Global South.

III. Conclusion:

This lecture provides a critical overview of the role of emerging economies, their success stories in international development through highlighting the distinctive perspectives and innovative approaches of these new development actors, key issues and debates surrounding their expanding involvement.

Basic Literature: [2, 11, 15, 17]

Additional Literature: [27, 38, 41, 44, 47]

Lecture 5.

Topic 5. Regional Dimensions of Aid and Development (Case studies and experiences of countries and regions)

Aim: To analyze a successful development aid experience from recipient states of Africa

Tasks: To focus on the regions of Sub-Saharan Africa, namely, Ghana, Nigeria, Zambia, Botswana, Mozambique, Rwanda, Ethiopia; to analyze the emergence of Nigeria; to estimate the role of South Africa and South-South cooperation.

Lecture Plan

I. Introduction

Aid policies and relations in African countries involve at least three sets of actors – aid/donor agencies, governments, and the citizenry. Experiences of countries such as Ghana, Nigeria Botswana, Ethiopia, Rwanda, Ghana, Mali, Mozambique, and Zambia. All the countries selected are aid dependent. They were selected because this dependence provides the greatest challenge in asserting ownership and leadership, which are keys to success in development.

II. Main Part

Ghana: Achieving political independence from Britain in 1957 as the first sub-Saharan African country, Ghana is widely known as a successful case for foreign aid. However, Ghana is still a major recipient of foreign aid with an enormous amount of debt and listed in the World Bank’s highly

indebted poor countries (HIPCs). OECD data of 2013 shows, Ghana is the eighth largest aid recipient in Africa and the country's aid dependence remains on the rise. Effectiveness of foreign aid in Ghana was influenced by the following factors: domestic politics in Ghana and the use of foreign aid as a political tool by the donor countries, patrimonial nature of Ghanaian politics characterized by the absence of mechanism for effective policy making, limited State capacity, and authoritarian nature of several regimes, limited effectiveness of foreign aid to create a dynamic and self-sustaining economy in Ghana.

Nigeria: In 2013, Nigeria surpassed South Africa as the largest economy in Africa. As Africa's largest exporter of crude petroleum and the fifth largest in the world, Nigeria's GDP in 2019 was over \$446 billion. Compared to other sub-Saharan African countries, revenue from its oil made it less dependent on foreign aid. Since independence in 1960, Nigeria has provided technical and financial assistance to other African countries. It is one of the top contributors to the United Nations peacekeeping missions and a major military and economic power. But Nigeria suffers from a high level of poverty, slow progress in economic development, high level of inequality, low life expectancy, high infant mortality, and a high rate of unemployment, especially among the youth. In 2014, Nigeria was the fifth largest ODA recipient in Africa with a total ODA amount of US\$2,476 million. The reasons have been the political economy of rent seeking: concentration of wealth and resources in the hands of the elite and their reluctance as well as that of the donors to change the status quo. Under such a political context, it was difficult for aid to be catalyst to change.

Zambia: As a Sub Saharan HIPC, it is dependent on aid, which is tied to the political nature and impact of aid. Throughout the Cold War, Zambia had little strategic value, hence it got less US aid. Since the 1980s, Zambia has depended heavily on the IFIs for loans and donors. Despite a series of structural reforms, little change is seen in the nature and structure of Zambia's dependency on commodity export and the economy remains undiversified. There was also the negative impact of aid on Zambian governance, weakening of State capacity. Contrarily, Chinese aid has no such strings attached to it. The case of Zambia suggests that foreign assistance is more likely to succeed if donors and governments have an in-depth understanding of the domestic political economy context, and the critical importance of "political" considerations that understands and analyzes the process of aid planning, implementation, and evaluation.

Botswana: It is often cited as an exceptional development success story, after independence in 1966 it started receiving aid and already in 1992 it became a middle-income country. The development trajectory was marked by strong government guided programs, negotiation with donors, strong elite, strong bureaucracy and less populism, more pragmatic approaches. The main reason why Botswana has avoided a debt crisis is that the government has been cautious about external borrowing, and it established the Public Debt Service Fund for servicing or repaying the government's debt, which could quickly pay off the entire government debt. Another positive aspect is that development planning allowed the government to sustain a degree of control over the development process. The established procedure for dealing with external funding agencies is to approach potential donors with a programme agenda and projects already in the development plan and to engage in dialogue with individual bilateral or multilateral donors about how to finance the country's development effort. Donors select projects to support from the plan.

Ethiopia: Not as strong government control as in Botswana, Changes in the level of aid were driven by political and geopolitical considerations: the revolutions of 1974 and 1992, Ethiopia's alignment during the Cold War, the war with Eritrea, and the events following the national elections of May 2005. These factors also affected aid effectiveness, public financial management and pro-poor spending. Ethiopia's experience is an interesting illustration of the proposition that donor recipient communication is necessary for the success of aid.

Rwanda: Recent history shows the country as highly aid-dependent, prior to the genocide, and between 1994 and 1996 – after the genocide – aid to Rwanda spiked dramatically, primarily as emergency humanitarian assistance. A parallel policy process was underway, in the backdrop of weak bureaucratic institutions. This case can be called a partial success, with Rwanda demonstrating that an aid-dependent country can negotiate and can pursue its own policy agenda, but also the limits to this in terms of local ‘ownership’.

Mozambique: It has been seen by donors as a success story of peace, stability, and growth since the end of its devastating war in 1992. Although aid-dependent, it is considered as a model by the Bretton Woods institutions, as it met most donor demands, while at the same time having an official 8 per cent average growth rate per year since 1997. However, the government’s weak capacity to set the terms coupled with donor inflexibility are to be noted here.

III. Conclusion:

The key factor structuring the negotiating strategies of African governments is the awareness of these governments that donors will not withdraw support if their conditions are not met and the degree of risk aid withdrawal in any case. Governments in Ethiopia and Rwanda were confident that donors will not abandon them, but are also willing to take the risk, whereas governments of other states were not. Partnership processes during negotiating aid have become a new norm, which developed slowly over time but has been institutionalized and given legitimacy through budget support.

Basic Literature: [14, 17]

Additional Literature: [28, 29]

SUBSTANTIVE MODULE 3. FUTURE PERSPECTIVES IN THE AREA OF AID AND DEVELOPMENT

LECTURE 6.

Securitization of Aid and Development – Linking Human Rights and Human Security with Aid and Development

Aim of the Lecture: To define a new phenomenon in the area of development that is marked by “securitization”; to define how security and aid, especially Human Security and Human Rights are linked with aid and development.

Tasks: To define why and how the risk of the rise of terrorism, and the emergence of fragile states are the factors behind securitization. To determine what fragile states are and why the need for aid to fragile states remains while the need for securitization rises. To discuss the level of securitization of different donor institutions of some G-7 states.

Lecture Plan

I. Introduction

In recent years, the foreign aid community has undergone an important shift. Whereas development workers and aid agencies until the late 1980s were mainly perceived as internationalist idealists, the emergence of ‘failed and fragile states’, such as Afghanistan and Somalia, and ‘new wars’ in the Balkans and elsewhere led to the blurring of lines between the world of development and the field of national and international security. Critics might contend that aid was always attached to security, but not in this sense.

Although governments used development assistance throughout the Cold War pursued their own interests in the context of superpower rivalry, it is generally agreed that these were not ideal and rather regrettable circumstances. The end of the Cold War nurtured hopes that foreign aid would finally be free from ideological hindrances and may focus solely on fighting poverty and inequality. Such hopes, however, quickly faded with the advent of new forms of conflict, along with failing states that were unable to preserve minimal authority, and as a result hosted new forms of internationalized violence, thus becoming security risks both in their neighbourhoods and far beyond their borders. Beginning with the Balkans, and accelerated by an ever-increasing number of UN-mandated military interventions in Africa, the Middle East and Asia, aid instruments became increasingly intertwined with complex international operations that addressed development and security simultaneously. Recent donor discussions of fragile countries in the developing world have raised the spectre of negative ‘security spill-overs’ and ‘safe havens for terrorists’ and often cite the adage ‘There is no security without development and no development without security’ – a claim ‘repeated to the point of monotony’, notes Duffield. Consequently, governments and international aid agencies have revised their aid strategies.

II. Main Part

Securitization refers to the consequences of applying a ‘security lens’ on the development assistance provided by the rich countries of the ‘Global North’ to poorer countries in the ‘Global South’. The term ‘securitization’ has been popularized in the study of international relations by the writings of the Copenhagen School. It is meant as a critical term for how fields, which were hitherto unrelated to security concerns, become ‘securitized’ by actors who attach a (typically national) security value to them. This allows them to be prioritized as urgent matters and therefore dealt with through exceptional means, overruling regular procedures. The securitization of foreign aid is analyzed as inherently problematic, and most prominently represented by Mark Duffield, because the new security discourse in development policy has made military interventions, often conducted in the name of the welfare of the people in ‘target’ countries, seem more legitimate and feasible. Although this is a powerful argument, empirical evidence of a real change in donor behavior has so far remained elusive, with very few studies getting to the empirics of foreign aid practice.

Official development assistance has become a major arena in the emerging global governance architecture, beyond a mere focus on the reduction of poverty levels *per se*. It is generally considered an integral part of a modern, broader foreign policy that is not limited to promoting individual national interests but rather aimed at shaping the global environment. At the same time, the emergence of ‘new wars’, an apparently increasing number of fragile states and ‘international terrorism’, have replaced the Cold War as major sources of perceived global threats, raising new, urgent security concerns in a less orderly, less structured world.

Here, the emergence of failed or fragile states is crucial. Inadequate socio-economic development and poor governance are cited by donors as important factors driving civil war and state fragility in many countries. State fragility is measured by the Fragile State Index. Development assistance aims to address both of these maladies and in the DAC aid commitments we can see major thrust in “peace, security and conflict prevention”.

The United States, the world’s largest bilateral aid donor, always had its assistance been securitized in the sense that it has been used in support of geostrategic goals. What seemed as a novelty that appeared after 9/11 was in fact the return of a past trend, the *militarization* of aid. In the circumstances, due to some weakness of the United States Agency for International Development (USAID), the Department of Defense (DOD) somehow implemented massive aid programs with a view to supporting military operations in Iraq, Afghanistan and elsewhere. In such circumstances, outcomes for development did not serve the military purposes they were meant to fulfil in a satisfactory way.

In the policies of the UK's Department for International Development (DFID), the place of security in aid policies after 1997, the year when DFID was created, and the link between security and development, was consistent and it has only increased after 9/11. Evidence of securitization in the UK's assistance to Pakistan, Somalia and Yemen, among others show signs of securitization, including emphasis on security sector reform and experiments in civil–military cooperation, as well as an increase in security-based rhetoric used to justify rapidly growing aid budgets is also seen. UK's increased engagement in fragile states responds to a large extent to development concerns, rather than security preoccupations.

Growing role of security concerns in the allocation and forms of French foreign aid, especially since the mid-2000s, is noticed.

The case of Japan is also exceptional for its constitutional provision that restricts the activities of its security forces, that follows from a legacy of the World War II settlement. The Ministry of Foreign Affairs and the Self-Defense Forces, increasingly worked in tandem to bring together elements of security and development. They analyze the simultaneous rise of peacebuilding and human security approaches, starting in the mid-1990s, alongside increased concern with terrorism and other non-military security threats, especially after 9/11. An examination of overall aid flows with case studies of Japanese assistance to specific African and Asian countries, finding differing degrees of subjugation of development goals to security ones.

Canada, like Japan, had made 'human security' a trademark of its international engagement during the 1990s. Since the mid-2000s, the terminology of 'failed and fragile states' and 'whole-of-government approach' helped the Canadian government increasingly instrumentalize its international development program and use ODA funds for non-development-related purposes.

Nowhere did this become more obvious than in the case of Afghanistan, consistently one of Canada's top three aid recipients between 2002 and 2011 and a major location of Canadian military involvement. After the departure of Canadian combat troops from Afghanistan, the securitization of Canadian aid has begun to be reversed, giving way instead to another problematic trend: commercialization.

The EU is a major multilateral donor issued its first-ever security strategy in 2003, and there is evidence of a certain degree of securitization of EU development policy, but that these trends should rather be understood as part of a general effort to progress towards 'coherence' across the EU's external policies. However, the EU Member States' interest in treating security as a national, rather than supranational issue, which may prevent the EU from turning into a more relevant security actor and thus prevent security interests from trumping developmental concerns.

Addressing cross-cutting issues in the securitization of foreign aid, we can reflect on namely provincial reconstruction teams, gender and climate change. The nexus between security and development is most fully materialized in provincial reconstruction teams (PRTs), in which civilian and military actors are meant to work together towards common goals. First created in Iraq in 2002–03 and later extended to Afghanistan. Various donor led PRTs had their role in the provision of aid in Afghanistan, addressing the differing experiences of

The links between gender equality and security are seen across three donor countries: Canada, Sweden and the US. Gender equality goals are usually adversely affected by securitization. Sweden has better records than US or Canada.

Analyzing the impact that the climate change debate has had on the securitization of foreign aid, it may be said that climate change as a security threat was first discussed at the UN Security Council in 2007. It is yet to be translated into development assistance. Some donor countries have clearly turned aid into an instrument of national or international security far more than others.

III. Conclusions:

The lecture establishes the broadened framework of development today, and how security risks have

been factored into aid and development policies, giving it the name “securitization”. It focuses on the level of securitization achieved by major bilateral and multilateral donor agencies in their field operations.

Basic Literature: [6, 9, 26, 31]

Additional Literature: [46]

Lecture 7.

Topic 7. Resources, Partnerships and the Future of Aid

Aim of the lecture: to analyze the importance of resources and partnerships for aid and focus on the emerging challenges and in view of meeting these challenges, what lies ahead. What will be the future of aid?

Tasks: to lay down the major challenges of twenty-first century aid, to explain the differences that mark it from the aid policies of the second half of the twentieth century, to define aid 1.0 and aid 2.0 or development cooperation, explain the significance of global compacts and global public goods.

Lecture Plan

I. Introduction

The aid system can be usefully viewed as a market characterised by a series of factors which determine the supply of and demand for aid. Such an approach helps us identify the multiple, overlapping (and sometimes competing) objectives of aid. This lecture also explores the wide range of aid instruments on offer and traces recent shifts and evolutions in the landscape of aid.

II. Main Part

Donor Driven Preferences vs. Recipient Autonomy and Ownership (Agency): the global aid market is constructed around the interaction of five stylized aspects: the demand for aid; the supply of aid; aid ‘products’ or instruments; aid effectiveness determinants; and tradeoffs or opportunity costs. The multiplicity of aid products matters within the context of different country classifications. For many, the fact that increasing numbers of middle-income countries (MICs) have become aid donors is a compelling argument that they should no longer qualify as aid recipients. However, many MICs face ‘considerable challenges’ which necessitate the continuation of aid.

Entry and active roles of non-state actors and civil society: conventional understanding of ODA is looking more and more outdated; increasingly irrelevant as a tool for action. International development assistance is today tasked with three conceptually distinct subsets of objectives: first, accelerating the economic convergence of developing and industrialized countries; second, providing or basic human welfare (guided predominantly by the MDGs); and third, finding solutions for the provision and preservation of global public goods. Since the 1990s, there has been an end to the state’s monopoly over development assistance. Not only have the size and number of major international NGOs expanded, but we have also begun to witness the emergence of a range of new actors, from private foundations (e.g. the Gates Foundation) and businesses (e.g. Project (RED)), to transnational thematic funds (e.g. GAVI). Additionally, there is now an array of different sources of funding and aid channels.

Three different views on aid: No Aid - Aid is to be blamed for all problems, explained by Dambisa Moyo in the book, “Dead Aid”.

Targeted Aid - Aid was administered and distributed wrongly. More local, grassroots, less big or macro plans, as described by Bill Easterly, “The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good”.

More Aid - More efforts, more aid needed, bigger plans can end this misery opined Jeffrey Sachs, in his book “End of Poverty”.

Can aid serve as a catalyst for genuine growth rather than a crutch for stagnation? By focusing solely on the growth aspect of poverty reduction, donors risk marginalizing other legitimate objectives, such as reducing chronic poverty or providing social services. In contrast, by adopting too many diverse objectives, donors’ risk negatively affecting the performance of aid, adding numerous, co-evolving layers of complexity and resulting in greater uncertainty. There is a strong case to be made to reduce our expectations of aid and there is today wide agreement that aid is no panacea.

Newer realities: there has been a global change in the geographic distribution of poverty, which has emerged as a disturbing phenomenon in many MICs. Nearly half of the world’s poor is estimated to be in MICs by 2030. Given that some countries that are currently low-income countries (LICs) will move into the MIC category, there could be just one third of world poverty in LICs in 2020 and 2030. While chronic poverty in LICs will remain the priority and will take longer time and more aid to be eradicated, poverty in MICs calls for a newer aid allocation model. Moreover, because it will be easier to alleviate poverty in MICs.

Mainstreaming development cooperation: Donor-MIC engagement is needed to support inclusive policy process and reduce marginalization in otherwise prosperous countries by working with MIC civil society to improve prospects for more inclusive development. A significant shift in the aid system from ‘Aid 1.0’ (meaning aid defined largely as a resource transfer) to something different, perhaps an ‘Aid 2.0’ or ‘global development cooperation’. ‘Aid 1.0’ has tended to be defined as follows: the ‘problem’ is poor people living in poor countries and the ‘answer’ is ODA resource transfers. In contrast, Aid 2.0’ might be framed as follows: the ‘problem’ is that poverty is a ‘global bad’ and the ‘answer’ is that collective global action is needed. Further, the role of ‘aid’ in development would shift from being an external driver – filling gaps in a predictable and linear fashion – to support inclusive policy processes, co-financed global public goods, knowledge sharing/transfer and development policy coherence. Following from this logic are the four principles for global development cooperation (GDC). The catalytic nature of GDC also affirms and reinforces the global compacts, conferences and partnerships.

III. Conclusion:

Based on the material above, the lecture establishes the difference between aid 1.0 and aid 2.0 or development cooperation. It also states the importance of conferences and partnerships as potential sources of enhancing development cooperation.

Main literature: [10, 12, 31]

Additional literature: [44, 46]

15. SEMINAR PLANS AND TOPICS FOR INDEPENDENT WORK

The course envisages conducting seminars, which will consist of the following types of interactions:

- *Review and discussion of theoretical material covered by lectures as well as independent reading;*
- *Role play and practical cases (situations);*

- *Interactive methods in groups (brainstorming, debates), individual tests (terminological definitions, work with research on development, express-tests);*
- *Detailed reading materials will be suggested for each seminar out of the list of course literature given below.*

Rules for conducting seminars:

- Full marks: unless otherwise specified, each seminar is valued at 5 points (for excellent answers and original inputs, referencing several sources) – 4 points (good response with significant in-depth knowledge) – 3 points (for appropriate answers with fair understanding) – 2 points (minimum knowledge, need more study) – 1 point (for being present and not participating)
- Switching on the video cameras while answering during the seminars held online is the rule.
- Time for each speaker: 3 minutes. The teacher (moderator) can interrupt if the time limit is crossed or the answer is not to the point or incorrect.

Seminar 1. International Aid and Development: Theoretical and Conceptual Issues

4. What is Aid? What is Development? Examination of these concepts.
5. Typology of aid: types of aid based on purpose, source of funding, number of donors and recipients.
6. The Politics and Economics of Aid: Relationship with foreign policy and international relations. What is the Development Policy of a state (donor state and a recipient state).

Glossary: International aid, Foreign aid, charity, loan, grant-in-aid, aid package, humanitarian aid, disaster relief, emergency assistance, development aid, aid consortium, donor, recipient

Discussion: Should military aid (not sale of arms) be included in development aid?

Literature:

1. Browne, Stephen, *Aid and Influence: Do Donors Help or Hinder?* Earthscan, UK/USA, 2006, [Chapters 1, 2 and 3]
2. Douglas A. Van Belle, Jean-Sébastien Rioux and David M. Potter (Ed.), *Media, bureaucracies and foreign aid : a comparative analysis of the United States, the United Kingdom, Canada, France and Japan*, Palgrave MacMillan, NY, USA/UK, 2004 [Chapter 2. *Foreign aid, foreign policy and bureaucratic politics: theories and policy motives, Up to page no. 23*]
3. Carol Lancaster, *Foreign Aid: Diplomacy, Development, Domestic Politics, Other Social Sciences/Politics*, 2006, [Chapter 1: Pg. 1-24]

Seminar 2. History and Evolution of Aid and Development

4. History and Evolution of Aid: Main stages and timelines
5. Why Marshall Plan is a positive model for development: the key takeaways for future generations.
6. Aid and the Politics of Development during the Cold War – main tendencies – positive and negative trends

Glossary: Development Project, Technical Assistance (TA), Capacity-building, Transfer of Technology (ToT), OECC, OECD, Soviet Union's aid programs – CMEA or COMECON

1. Hogan, Michael J., *The Marshall Plan: America, Britain, and the reconstruction of Western Europe, 1947-1952*, Cambridge University Press, 1987, [Chapters 1, 2, 3, 6, 7, 9 and Conclusion].
2. Wood, Robert E. *From Marshall Plan to Debt Crisis: Foreign Aid and Development Choices in the World Economy*, University of California Press, 1987 [Introduction, Part 1: Introduction, Chapter 1, 3; Part 2: 5, 6, 7, Epilogue]
3. Carol Lancaster, *Foreign Aid: Diplomacy, Development, Domestic Politics, Other Social Sciences/Politics*, 2006, [Chapter 1: Pg. 1-24]

Seminar 3. Bilateral Aid, Development and Sovereignty

3. Aid and Political Will: Does aid impact sovereignty? How are bilateral relations between countries influenced by aid and development policies of states? How do they impact world diplomacy? 5 points
4. Leading bilateral aid agencies of USA (USAID), Canada (CIDA), Sweden (SIDA), UK (DFID), Türkiye (TICA), Germany (GTZ, KfW), Switzerland (SDC), Finland, Norway, Netherlands, Denmark, Japan, South Korea, Italy, Spain, Poland, Australia, France, Qatar, China, India, Saudi Arabia, UAE, Poland etc.
Each student chooses one country's aid agency and tells about 1) its origins, 2) development policies, 3) major geographic regions of their aid and 4) the main thematic areas of aid (environment, poverty alleviation, education, gender, agriculture, human rights, law and order, social development etc.). 5 points

Glossary: Conditionality, Development Cooperation, Recipient capacity, Recipient ownership. Development agenda, Donor Strategy

Literature:

1. Browne, Stephen, *Aid and Influence: Do Donors Help or Hinder?* Earthscan, UK/USA, 2006, [Chapters 4, 5 and 6]
2. For question 2, please search the relevant websites of these agencies.

Seminar 4. Multilateralism in Aid and Development

4. Evolution of multilateralism and the world order – The UN system and Development Policy – emergence – development – specialized agencies and their mandates
5. United Nations: Newer Visions of development (environment, gender, Human Rights, SDGs)
6. Development Cooperation: Choose any one multilateral agency of the UN development system and make a presentation. Illustrate how this agency has aided Ukraine or East European region.

Glossary: UNDS, Economic growth, GDP per capita, G-77, Bretton Woods system, Millennium Development Goals, Sustainable Development Goals, Core International Human Rights Instruments

Literature:

1. Browne, Stephen & Weiss, Thomas G. *Routledge Handbook of the UN and Development*, London/New York, 2021, Pp. 333 [Introduction and Part 1]

2. For Question 3, please see appropriate web resources of these agencies.

Seminar 5. The Challenge of Change

3. United Nations: Evolution of Resources and Partnerships
4. Reform of the UN Development System – Relevance of the Summit of the Future, adopted at the annual GA session on 22-23 Sept. 2024 (choose any point of the Resolution and discuss).

Glossary: New indicators (environment, gender, Human Rights), Human Development Index (HDI), GDP per capita PPP, Gender Development Index (GDI), Gender Empowerment Measure (GEM), Climate Change, FUNDS

Literature:

1. Browne, Stephen & Weiss, Thomas G. Routledge Handbook of the UN and Development, London/New York, 2021, Pp. 333 [Part 2: Resources, Partnerships and Management, Part 3: Imagining the future of the UN in development]

Seminar 6. Role play

Scenario – Ambassadors of Australia, Austria, Belgium, Canada, Czech Republic, Denmark, Estonia, Finland, France, Germany, Italy, Japan, Lithuania, Netherlands, Norway, Poland, Saudi Arabia, South Korea, Spain, Sweden, Switzerland, Türkiye, United Kingdom, United States of America meet and discuss the above questions. Each of the students choose the role of one of these personalities, play the role effectively, reflecting the aid policies of their states (bilateral aid) vis-à-vis Ukraine, focusing on the following questions:

Discussion on two questions: in two or several rounds

- 1) What issues are critical for the success of international aid aimed at the development of Ukraine (from the position of bilateral aid of the state you represent)?
 - 2) Military aid is more important to Ukraine than technical assistance and financial aid – do you agree? What are the implications of securitization of your state's aid in that case?
- (Each speaker: 2 minutes for each questions in each round.)

Literature:

1. Please check the respective states' aid programs and priorities from available online sources (web sites of ministries and development agencies of these countries, analytical pieces etc.)

Seminar 7. Regional Dimensions of Aid and Development (Case studies and experiences of countries and regions)

7. Correlation of Aid with domestic policy (how donors' aid is tied to internal politics and policies in their respective countries)
8. Aid utilization: how to measure (indicators – used by recipients and by donors or by international organizations)
9. Impact of policy reversals by recipients on development aid (examples and case studies)

Literature:

1. Whitfield, Lindsay, The Politics of Aid: African Strategies for Dealing with Donors, Oxford University Press, Oxon/New York, 2009, Pp. 422
2. Carol Lancaster, Foreign Aid: Diplomacy, Development, Domestic Politics, Other Social Sciences/Politics, 2006 (Aid experiences and policies of five countries are in this book)

3. Douglas A. Van Belle, Jean-Sébastien Rioux and David M. Potter (Ed.), *Media, bureaucracies and foreign aid : a comparative analysis of the United States, the United Kingdom, Canada, France and Japan*, Palgrave MacMillan, NY, USA/UK, 2004 [*Chapter 2. Foreign aid, foreign policy and bureaucratic politics: theories and policy motives, Up to page no. 23*]
4. Browne, Stephen, *Aid and Influence: Do Donors Help or Hinder?* Earthscan, UK/USA, 2006 [*Chapters 4 & 5*]

Seminar 8. Regional Dimensions of Bilateral and Multilateral Aid and Development (Case studies and experiences of countries and regions)

3. Development Models from East & South East Asia: South Korea, Japan, Taiwan, Singapore etc. Specific aspects of development in each of these countries
4. Choose any state from the African continent as a case study of development (may be a success story, or a failure story). Explain the trajectory of development, the changes that each of these countries underwent

Literature:

1. Eun Mee Kim and Pil Ho Kim (Ed.), *The South Korean Development Experience - Beyond Aid*, Palgrave MacMillan, UK/USA, 2014, Pp. 197
2. Whitfield, Lindsay, *The Politics of Aid: African Strategies for Dealing with Donors*, Oxford University Press, Oxon/New York, 2009, Pp. 422
3. Hiroshi Kato, John Page, Yasutami Shimomura (Ed.), *Japan's Development Assistance: Foreign Aid and the Post-2015 Agenda*, Palgrave MacMillan, 2016. Pp. 392

Seminar 9. Securitization of Aid and Development

3. Linking Development and Foreign Aid with Security:
What are the factors leading to “security” becoming a factor in “development and aid policies”? Who used the word “securitization” of aid? To what extent securitization of aid similar to militarization of aid?
4. Influence of ‘security’ on aid policies of the US, Canada, UK, France, EU, Japan [you may choose other donors, but you have to show how and why that their aid was “securitized”]

Discussion: What are your views on securitization of development aid for Ukraine? To what extent donors have placed security as a key variable in their policies of giving aid to Ukraine?

Glossary: Securitization, Securitization of aid

Literature:

1. Brown, Stephen, Professor of Political Science, University of Ottawa, Canada and Grävingholt, Jörn, Senior Researcher, German Development Institute, Germany, *The Securitization of Foreign Aid*, Palgrave MacMillan, UK/USA, 2016, [*Chapter 1: Security, Development and the Securitization of Foreign Aid, pg. 1-17; Chapter 11: The Securitization of Foreign Aid: Trends, Explanations and Prospects, pg.237-254*]
2. For item 2 [*Using chapters from this book, analyze the level of securitization of aid in your country of choice – US, UK, France, Canada and Japan; Especially study the table on page 239*] You may choose other donors as well and make your own analysis.

Seminar 10. Securitization of Aid and Development

3. Linking Human Security with Aid and Development – If we use the word “security” in a wider context, how does “securitization” of aid extend its horizons beyond the military context of security? Impact of security and fragile or failed states; Impact of linking Security with Human Rights, Gender, Education, Migration, Labor ma
4. Linking Climate Change to Security – implications for securitization of aid in the context of environmental protection.
Please illustrate with cases and examples from various countries and regions of the world.

Glossary: Security, Human Security, Human Rights, Fragile States Index

Literature:

1. Brown, Stephen, Professor of Political Science, University of Ottawa, Canada and Grävingholt, Jörn, Senior Researcher, German Development Institute, Germany, *The Securitization of Foreign Aid*, Palgrave MacMillan, UK/USA, 2016, [Chapter 9: *Space for Gender Equality in the Security and Development Agenda? Insights from Three Donors (CIDA, Sweden and USAID)* pg. 188; Chapter 10: *The Securitization of Climate Change: A Developmental Perspective* pg. 212; Chapter 11: *The Securitization of Foreign Aid: Trends, Explanations and Prospects*, pg.237-254]

Seminar 11. The Future of Aid: International Trade and the Future of World Development

3. What is Aid? How is it effective: from conventional approaches to newer visions? Three approaches to evaluation of “aid” (total rejection or objection, acceptance of targeted aid, and increase of aid with the understanding that aid was never enough)
4. What is the vision behind Aid 2.0 or Global Development Cooperation?
Modelling of Development Cooperation: ideas and examples. Which donors have adopted aid 2.0 and which recipients are ready to effectively implement development cooperation?

Glossary: Aid Market, Demand and supply of aid, Global public goods, Global Development Cooperation

Literature:

4. Sumner, Andy & Mallett, Richard, *The Future of Foreign Aid: Development Cooperation and the Geography of Global Poverty*, Palgrave MacMillan Co., London/New York, 2013, Pp. 115.
5. Browne, Stephen & Laird, Sam, *Global Institutions: The International Trade Center – Export impact for good*, Routledge, UK/USA, 2011, Pp. 176

Seminar 12. Role of Partnerships and International Conferences in Development

3. Cite cases of cooperation and field coordination from the history of leading Aid and Development agencies and donor countries: Cases of aid coordination in crises areas - Yemen, Sudan, Bangladesh. Aid coordination in development – how do agencies cooperate on the ground (benefits of field coordination vs. headquarters coordination)
4. Role of International Conferences and landmarks on the road to world development – how did the major conferences change and shape the aid policy of donor states? Cite examples of conferences that led to Global Compacts and Agreements or Alliances for addressing emergent needs. Choose your example and case.

Literature:

1. Gupta, Kanhaya L. (Ed.) *Foreign aid: new perspectives*, Springer Science+Business Media LLC, New York, 1999, Pp. 284
2. Carol Lancaster, *Foreign Aid: Diplomacy, Development, Domestic Politics, Other Social Sciences/Politics*, 2006, Pp. 288-298

3. Wood, Robert E. From Marshall Plan to Debt Crisis: Foreign Aid and Development Choices in the World Economy, University of California Press, 1987, Pp. 413
4. Browne, Stephen & Weiss, Thomas G. Routledge Handbook of the UN and Development, London/New York, 2021, Pp. 333

Seminar 13. Written work (10 points), Presentation 5 points

Topics for written work and instructions are elaborated in section 17. INDIVIDUAL RESEARCH ASSIGNMENT (WRITTEN TERM PAPERS) below

16. FINAL PROJECT: Discussion and Debate

1. Discussion/Debate on Development Cooperation (10 points)

What trajectory of Post-War Reconstruction and Development is Ukraine likely to follow? (Important points to be raised and discussed as follows):

- a. What will be the demographic changes, how to address them through aid? Role of particular age groups, employment and migration policy. (Context of Human Security).
- b. How long should humanitarian aid and relief continue, and transition be made to development aid? What will be the level of securitization of aid?
- c. What happens to the occupied territories after they are regained by Ukraine? What investment strategy should be followed for physical and social infrastructure rebuilding? Will reconstruction be Green?
- d. What are the prospects of agricultural development? (Context of Food Security).
- e. How the Ukrainian government should deal with multiple donors with their respective national interests (from the realist perspective), ideals and preferences (from the liberal and constructivist perspectives)?
- f. Will Ukraine need to adopt a “strong hand” authoritarian mode of governance during the process of reconstruction? What will then happen to the Human Rights dimension?

17. INDIVIDUAL RESEARCH ASSIGNMENT (WRITTEN TERM PAPERS)

Total workload: 15 (written) + 5 (oral presentation)

Criteria for Assessment:

- Understanding of the topic; conceptual depth, logical coherence and argumentation, examples used, originality of the writing – 10 points
- Format of the work: in salient points as short conference paper (theses) not to exceed from 4 to 5 pages (single or 1.5 spaced, font size 14, Times New Roman). Additionally, graphics and/or illustrations may be used. A clearly referenced bibliography is necessary at the end excluding the 4-5 pages. Citations must be provided within the text, format for citations may be APA, Chicago or Harvard – 5 points
- Oral presentation of the work (live) not exceeding 7 minutes (lucid language, communication & presentation skills) – 5 points [Power Point presentation not more than four-five slides may be used] followed by a Q&A session both with the teacher as well as colleague students.

Please select ONE of the topics given below. Each student should have his/her ONE topic ONLY. Write your analysis.

Language: GOOD English or Ukrainian.

Checklist before submission:

- Please ensure the File format in MSWord .doc OR .docx (IN ALL CASES, PLEASE DO NOT SUBMIT PDF)
- Please see that the File name (.doc or .docx) includes your Surname, Name, Course level & Topic number. For Example: Surname-Name-MA-Topic18.doc

ALL THE TOPICS BELOW ARE RELATED TO THE LECTURES AND SEMINARS OF THE COURSE.

Topics

1. How is Aid 2.0 different from Aid 1.0? What are the new realities and dimensions?
2. The United Nations Development System: Origins and History
3. A Case of Success and A Case Failure of Aid: Africa
4. The secret behind the success of the Marshall Plan
5. Aid and Conditionality: Does it help development? What can be done to improve aid utilization?
6. Aid and Sovereignty: Correlation in the historical context
7. The East Asian ODA Model of Japan as a donor country
8. USAID programs: Major success stories and the reasons behind them
9. “Securitization” of Aid: Impact on development
10. South Korean Development Experience
11. Linking Human Security with Development: Impact of Human Rights, Gender and Climate Change issues on Aid
12. The European Union as a donor and development partner after 1989: How did it evolve and shape modern European Union
13. Successful Cases of South-South Cooperation: Emergence of new donors
14. Aid and the Politics of Development during the Cold War – main tendencies – positive and negative trends
15. New Indicators of measuring development today. Why they are more holistic and appropriate than the previous ones?
16. What are Global Public Goods? Why the role of ODA is critical in supporting Global Public Goods?
17. New Actors in Aid and Development: How Public-Private partnerships are gaining ground?
18. Role of Human Rights and Good Governance in Development
19. What are Fragile States? How can aid help these states? Some Case studies.
20. Explain the significance of the leading humanitarian agencies of the UN system. Give an example of successful projects of any one agency.
21. Why the civil society is called the “Third UN”: what is UN’s relationship with the civil society?
22. Why is Food security important to be funded by donors?
23. The WTO, World Bank and the UN: future of global development
24. Regional Development Experience: East Asia (choose one country or group of countries)
25. Regional Development Experience: Africa (choose one country or group of countries)

26. Regional Development Experience: Latin America (choose a country or group of countries)
27. Regional Development Experience: South Asia and the Middle East (Choose a country or group of countries)
28. Impact of domestic policy and ideology on aid policy of donor states
29. Why did Afghanistan state-building and development fail?
30. How to examine development in the world through the prism of a new challenge – the water security crisis?

18. Recommended Literature for the Discipline

Basic

1. Browne, Stephen, *Aid and Influence: Do Donors Help or Hinder?* Earthscan, UK/USA, 2006, Pp. 193
2. Gupta, Kanhaya L. (Ed.) *Foreign aid : new perspectives*, Springer Science+Business Media LLC, New York, 1999, Pp. 284
3. Carol Lancaster, *Foreign Aid: Diplomacy, Development, Domestic Politics, Other Social Sciences/Politics*, 2006, Pp. 288-298
4. Wood, Robert E. *From Marshall Plan to Debt Crisis: Foreign Aid and Development Choices in the World Economy*, University of California Press, 1987, Pp. 413
5. Barrat, Bethany, *Human Rights and Aid: For love or money?* Routledge (Taylor & Francis Group), London/New York, 2008, Pp. 252
6. Brown, Stephen, Professor of Political Science, University of Ottawa, Canada and Grävingholt, Jörn, Senior Researcher, German Development Institute, Germany, *The Securitization of Foreign Aid*, Palgrave MacMillan, UK/USA, 2016, Pp. 287
7. Douglas A. Van Belle, Jean-Sébastien Rioux and David M. Potter (Ed.), *Media, bureaucracies and foreign aid : a comparative analysis of the United States, the United Kingdom, Canada, France and Japan*, Palgrave MacMillan, NY, USA/UK, 2004. Pp. 190
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9. Hogan, Michael J., *The Marshall Plan: America, Britain, and the reconstruction of Western Europe, 1947-1952*, Cambridge University Press, 1987, Pp. 496.
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11. Hiroshi Kato, John Page, Yasutami Shimomura (Ed.), *Japan's Development Assistance: Foreign Aid and the Post-2015 Agenda*, Palgrave MacMillan, 2016. Pp. 392
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14. Whitfield, Lindsay, *The Politics of Aid: African Strategies for Dealing with Donors*, Oxford University Press, Oxon/New York, 2009, Pp. 422
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16. Chasek, Pamela S., Kamau, Macharia, O'Connor, David, Transforming multilateral diplomacy : the inside story of the sustainable development goals, Routledge, 2018, Pp. 341-429
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Additional

18. Andrew F. Cooper, Jorge Heine, Ramesh Thakur, The Oxford Handbook of Modern Diplomacy, Oxford University Press, 2013, Pp. 990
19. Corneliu Bjola, Markus Kornprobst Understanding International Diplomacy: Theory, Practice and Ethics, Routledge, 2018, Pp.304-5
20. Herbert Butterfield and Martin Wright (eds.), Diplomatic Investigations: Essays in the Theory of International Politics, Harvard University Press, 1966, Pp. 227-223.
21. Nancy Snow, Philip M. Taylor, Routledge Handbook of Public Diplomacy, Routledge, 2009, Pp. 403
22. Thierry Balzacq, Frédéric Charillon, Frédéric Ramel, Snow, W. (Translator), Global Diplomacy: An Introduction To Theory And Practice, Series In International Relations And Political Economy, Palgrave MacMillan, 2020, Pp. 350
23. Yolanda Kemp Spies, Global Diplomacy and International Society, Springer International Publishing; Palgrave Macmillan, 2019, Pp. 279
24. Williamson Murray, Richard Hart Sinnreich, James Lacey, The Shaping of Grand Strategy: Policy, Diplomacy, and War, Cambridge University Press, 2011, Pp. 294-5.
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31. Ismail Shawky Ismail Amr. "Assessing Chinas Development Cooperation Policy Towards African Countries: the case of Egypt". 2020,<https://core.ac.uk/download/348686570.pdf>

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19. SPECIMEN QUESTIONS FOR THE FINAL TEST

1. A strategic motive for aid fits with a realist, security and conflict-oriented conceptualization of world politics. A Marxist, or structuralist/globalist perspective supports an economic motive, and the humanitarian motivation for providing aid represents a liberal, pluralist or idealist view of world politics.

Mark only one. A) False B) True

2. Official Development Assistance (ODA) excludes all assistance of a military nature, but

Mark only one.

- A. includes only air force and navy support
- B. includes training for paramilitary, police and some defense training for protection of civilians
- C. includes vehicles and transportation items, as well as small arms, costumes, helmets etc.

3. Technical assistance is all about giving gadgets and equipment from donor countries to recipients.

Mark only one: A) True B) False

4. The preconditions for "securitization" of aid are: (mark only one).

- a. emergence of fragile and failed states
- b. emergence of local and regional wars
- c. emergence of terrorist networks
- d. emergence of internal political problems in donor states
- e. emergence of security threats for recipients and field operations of development agencies
- f. emergence of mass migration of workers from poorer to richer countries
- g. emergence of security threats within donor states

- h. emergence of policy changes in recipient countries
- i. All except b, d and f
- j. None of the above
- k. All except d, f and h
- l. All except d, e and h

5. Very broadly, the history of post World War II development doctrine of the West can be divided into three phases. In the first phase, roughly spanning the 1950s, 1960s and part of the 1970s, development was conceived as:

Mark only one oval.

- A) do-as-we-did process
- B) pay-as-you-go process
- C) do-as-you-choose process

6. The Marshall Plan was a successful model of *

Mark only one oval. A) Bilateral aid B) Multilateral aid

7. Is there an automatic correlation between good governance and democratic governance?

Mark only one oval.

- A) Yes B) No C) Maybe

8. The Marshall Plan was administered by the following agency set up in 1948:

Mark only one oval.

- A) Organisation for European Economic Co-operation (OEEC)
- B) Organisation for Economic Cooperation and Development (OECD)
- C) Organisation for Security and Cooperation in Europe (OSCE)

9. Development Assistance Committee (DAC) is active in monitoring aid flows and harmonizing donor policies, within the framework of the following organization:

Mark only one oval. A) OSCE B) UNDP C) ECOSOC D) OECD

10. Are private transfers of migrant workers from abroad to their country of origin included into ODA?

Mark only one oval. A) Yes B) No C) Maybe

11. Aid does not match the real needs and harms a sovereign state, when *

Check all that apply.

- 1) it is not correlated with country income levels
- 2) it is volatile, not consistent over time, and has geopolitical rationale
- 3) it depends on donor concerns of affordability
- 4) it follows the non-developmental objective of donors.
- 5) Only in the case of 3, and 4
- 6) Only in the case of 1 and 2
- 7) it is not utilized as planned by the recipient government
- 8) 1, 2, 3 and 4 of the above
- 9) None of the above

12. Indicators of Development & Effectiveness of Aid

Post-Wall era in the history of aid and development saw the evolution of the concept of good governance. According to the definition of the World Bank, the components of good governance are accountability, absence of violence, political stability, government effectiveness, regulatory quality, rule of law and control of corruption. There were further development of targets and indicators by the United Nations and the OECD over the years to measure development and the effectiveness of aid.

Based on the text above, what are those 3 groups of indicators? Choose * three options.

Check all that apply.

- A) Macroeconomic stabilization, structural adjustment, GNP and GDP per capita
- B) Human Development Index, Gender Development Index, Gender Empowerment Measure
- C) Pollution Emission levels, Air and Water Quality, Healthy sanitation and habitat
- D) Millennium Development Goals, Sustainable Development Goals
- E) Human Rights, Democracy, Elections
- F) Political authoritarian leadership, less freedom of speech, lack of transparency
- G) None of the Above

13. What are the main problems of aid 1.0 and development? please choose one among the few stated below.

Mark only one.

- 1) Due to lack of education of people
- 2) Business developed normally, so there was need for new type of aid
- 3) Geographic distribution of poverty changed; middle income countries now have poverty
- 4) Many billionaires in the world make ODA useless, only humanitarian aid should be given

14. What is specific for aid from China to developing countries? Why do more and more countries opt for Chinese aid?

Mark only one.

- A) China helps poor countries build infrastructure, roads, ports etc.
- B) Chinese aid is given free from all conditions of human rights and governance
- C) China is fast and gives good quality products

15. Securitization of aid happens when aid is allocated and administered through the prism of security in the military sense of the term. Is this statement correct?

Mark only one.

- A) True
- B) False

16. What does the abbreviation UNDS stand for? Choose the correct answer.

Mark only one.

- A. United National Development Strategy
- B. Unified Net Decrease of Security
- C. United Nations Development System
- D. Undefined Nature of Dissipated Sediments
- E. United Nations Development Strategy

17. What is the other name of Development cooperation?

Mark only one.

- A. Aid 2.0
- B. Aid 1.0
- C. Aid 3.0

18. Analysis of the effects that security concerns and interests of major donor countries have had on the rationales, priorities, policies and practices of their foreign aid since the end of the Cold War is called:

- A. Securitization of aid
- B. Militarization of aid
- C. Inclusion of military aid into development aid
- D. Aid aimed at human security

19. Development Economist Mahbub UI Haq said: "The basic purpose of development is to enlarge people's choices. In principle, these choices can be infinite and can change over time. People often value achievements that do not show up at all, or not immediately, in income and growth figures: greater access to knowledge, better nutrition and health services, more secure livelihoods, security against crime and physical violence, satisfying leisure hours, political and cultural freedoms and a sense of participation in community activities. The objective of development is to create an enabling environment for people to enjoy long, healthy and creative lives." What is the concept he referred to here?

Mark only one.

- A. Development cooperation
- B. Millennium development goals
- C. Human development
- D. Sustainable development
- E. Economic growth
- F. None of the above

20. Aid 2.0 may be characterized as

Mark only one.

- i. Bilateral aid
- ii. Multilateral aid
- iii. Military aid
- iv. Transfer of resources
- v. Development cooperation
- vi. Aid 1.0 plus
- vii. Good governance

21. Which book upholds the view that more aid is needed to make wasted or ineffective aid effective?

Mark only one.

- A) "Dead Aid" by Dambisa Mayo
- B) "End of Poverty" by Jeffrey Sachs
- C) "White Man's Burden" by Bill Easterly

22. When did the basic needs approach gather prevalence in aid policies?

Mark only one.

- A) During the early 60's up to the beginning of the 80's
- B) During the late 50's up to the end of the 70's
- C) During the late 60's up to the beginning of 80's
- D) During the early 70's up to the end of 90's
- E) During the late 70's up to the end of 80's

F) It was always there, right from the start.

23. Please indicate which of the following are NOT included in the Millennium Development Goals.

Check all that apply.

- A. Eradicate extreme poverty and hunger
- B. Achieve universal primary education
- C. Promote gender equality and empower women
- D. Reduce child mortality
- E. Improve maternal health
- F. Improve mental health
- G. Combat HIV/AIDS, malaria, and other diseases
- H. Ensure basic income for everyone
- I. Ensure access to capital and investment
- J. Ensure environmental sustainability
- K. Develop a global partnership for development
- L. Fight crime and corruption

24. The Changing Face of Global Poverty

Since the 1990's, global poverty is changing. Before, 90 percent of the poor lived in low income countries, today almost three-fourth of the poor are seen in middle income countries. Global poverty is multidimensional.

Based on the text above, how would you characterize the global poor?

Mark only one.

- i. People suffering from both malnutrition and obesity as well as diseases.
- ii. People having lack of access to housing, education and social protection.
- iii. People living in worse environments, often suffering from natural and human made disasters.
- iv. People having low incomes and are seasonally employed
- v. People excluded from meaningful participation in decision making and governance
- vi. None of the Above
- vii. All of the Above

Keys to correct answers of the test

1. B
2. B
3. B
4. k
5. A
6. A
7. B
8. A
9. D
10. B
11. 8
12. B, C, D, E
13. 3
14. B
15. A
16. C
17. A
18. A
19. C
20. v
21. B
22. D
23. L
24. vi

РЕЦЕНЗІЯ
НА НАВЧАЛЬНО-МЕТОДИЧНИЙ ПОСІБНИК
«МІЖНАРОДНА ПОЛІТИКА ДОПОМОГИ ТА РОЗВИТКУ»
Автор: Мрідула Гош, доцент кафедри міжнародних відносин, ФСНСТ,
НаУКМА

Практично вичерпний опис зазначеного курсу дає змогу всебічно оцінити його програму і методику викладання. Авторка чітко визначає завдання курсу – не просто ознайомлення з поняттями розвитку і міжнародної допомоги, а й операціоналізація відповідних понять для використання їх майбутніми фахівцями з різних питань міжнародних відносин і дипломатії. Детально подано зміст пропонованих лекцій, що дає змогу судити про окремі теми курсу. Так, наприклад, перша ж лекція присвячена поняттю «розвитку» і теоріям, які пояснюють національний розвиток. Як на мене, ця тема заслуговує на окремий курс, оскільки в рамках однієї лекції неможливо показати значення всіх згаданих авторкою теорій. Скажімо, варто було б детально розглянути ще й світ-системний аналіз, але для цього і однієї лекції було б замало.

Загалом зміст лекцій виписано настільки детально, що не складе великих труднощів для авторки дещо розширити цей опис і видати окремою книгою конспект лекцій з курсу. Такий навчальний посібник мав би великий попит не лише для студентів-міжнародників, але й для практикуючих дипломатів та аналітиків.

Цінний і розгорнутий план семінарських занять, що дає можливість осягнути увесь курс, глибше зрозуміти теми, винесені для обговорення. Подобається наявність ряду питань для окремого обговорення.

Не зрозуміло, як мають оцінюватися індивідуальні роботи студентів, як вони презентуватимуться, оскільки запропоновані для індивідуального опрацювання теми можуть додати знання іншим студентам, що не заглиблювалися в окремі проблеми. Можливо, я не знайшов цього в описі.

Список літератури дуже великий, що може бути і певним чинником для розсіювання уваги студентів. З мого досвіду, студенти читають не більше 10% запропонованої з курсу літератури, та й то по діагоналі. Тому я б запропонував дати студентам завдання зробити письмовий огляд літератури з конкретних питань.

Загальне враження, повторюсь, вельми позитивне.

З повагою,

Олександр Дем'янчук, професор кафедри міжнародних відносин, доктор політичних наук

РЕЦЕНЗІЯ
НА НАВЧАЛЬНО-МЕТОДИЧНИЙ ПОСІБНИК
«МІЖНАРОДНА ПОЛІТИКА ДОПОМОГИ ТА РОЗВИТКУ»
Автор: Мрідула Гош, доцент кафедри міжнародних відносин, ФСНСТ,
НаУКМА

Дорогі колеги-могилянці,

Прошу підтримати подання пані Мрідули Гош. Знаю її уже майже 20 років – як вчену, викладачку, журналістку, перекладачку.

Співпраця пані Мрідули з НаУКМА виявилася, як і очікувалося, дуже плідною. Вона не лише стала природною частиною кафедри міжнародних відносин ФСНСТ НаУКМА – але і посилила кафедру та Університет у цілому, беручи участь в українських і міжнародних заходах, зокрема на теми відносин із «глобальним Півднем».

Навчально-методичний комплекс дисципліни «Міжнародна політика допомоги та розвитку», розроблений пані Гош, є прикладом інноваційного підходу до актуальної для України теми.

З одного боку, ця дисципліна є унікальною не лише для НаУКМА, але й для України. Розвиток авторських дисциплін посилює самобутність і конкурентоздатність Університету.

З іншого боку, тема дисципліни є надзвичайно актуальною. Традиційно Україна є реципієнтом міжнародної допомоги. Після вступу до ЄС вона потребуватиме кадрів, здатних професійно відстоювати наші інтереси у взаємодії з відповідними органами Євросоюзу. Більше того, від України чекатимуть виділення певної частини свого ВВП на допомогу іншим країнам (зрештою, вступ до ЄС і розкриття нарешті внутрішнього потенціалу України мають привести до економічного розвитку, що перетворить Україну на регіонального лідера, здатного допомагати іншим).

Усі ці питання потребують серйозних міждисциплінарних знань: особливостей розвитку різних регіонів світу, діяльності механізмів міжнародної підтримки і допомоги, прав і обов'язків донорів і реципієнтів допомоги.

У рамках запропонованої пані Гош дисципліни викладаються багато практичних аспектів, які можуть бути корисними у цьому аспекті: як стати відповідальним реципієнтом та мати “ownership” у політиці розвитку, не потрапити у донорську залежність та поступово вийти зі статусу реципієнта до донора.

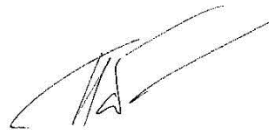
Курс пропонує вивчити успішні досвіди країн (План Маршалла, Японія, Південна Корея, кооперація Південь-Південь, пізніші донори як фонд Катару, ПАР, Бразилія, Індія, регіональна кооперація у Латинській Америці, специфіка допомоги Китаю тощо).

Також вивчаються неуспішні випадки використання допомоги (крихкі держави, проблеми корупції тощо).

Привертає увагу вдалий методичний компонент курсу, який включає як індивідуальні роботи, дослідницькі завдання, так і рольові ігри для кращого опанування студентами матеріалів курсу.

Переконаний, що підготовлений пані Мрідулою Гош курс стане цікавим надбанням фахової програми НаУКМА, а розроблений нею навчально-методичний комплекс дозволить студентам успішно опанувати актуальні знання і практичні навички.

З повагою



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