SHORT COURSE

IN INTERNATIONAL DEVELOPEMENT

Canadian Queen Elizabeth II Diamond Jubilee Scholarships

Introduction

Purpose

This short course is designed for Queen Elizabeth Scholars (QES) who have not previously taken formal courses of study in the field of international development but who will be travelling to a developing country as a QES. It may also be of interest to scholars who have taken such formal courses but who would now like to refresh their thinking about international development history, theory, and practice.

The course is not intended to substitute for the in-depth learning that occurs in full academic courses. Rather, it is intended to offer an opportunity for Queen Elizabeth Scholars to acquaint themselves with international development actors, goals, and strategies, and then to consider their own roles as Canadians contributing to, and learning about, development in other countries.

It is hoped that the format stimulates reflection and inquiry about effective practice before, during, and after the actual scholarship experience.

Objectives

At the end of the course, participants should be acquainted with, and stimulated to continue learning about:

- the historical context that has created the need for international development, and shaped its practice;
- the range of institutions that have emerged to serve international development, and the evolution of the approaches they have adopted;
- major current debates about which development strategies are effective; and
- roles that scholars can play, and the challenges they can face, in contributing to development while learning from experience overseas.

The course is also intended to encourage participants to deepen their understanding of the development history, actors, approaches, and debates in the country where they will be studying, i or conducting research.

Modules

I. **Historical context**
II. **Institutions and approaches**
III. **Debates on strategies**
IV. **Queen Elizabeth Scholars' roles and challenges**

Details on each module are provided in the following pages.

Timing

It is expected that each participant will devote at least 16 hours to the course; i.e., about four hours per module.

It is recommended that this course or a similar course offered by your university be completed prior to travelling to a developing country.

Module I: Historical context

Objectives

1. General: To encourage consideration of the historical context that has created the need for international development, and shaped its practice.

2. Country-specific: To stimulate reading and thinking about the impacts on the partner country's development resulting from its colonial legacy, Cold War relationships, and current role in the global economy.

Overview

Most of the countries that receive Queen Elizabeth Scholars had been, prior to independence, a colony of Britain.

The Latin American colonies of Spain and Portugal gained their independence in the 19th century. For the colonies of the British and French empires, independence was delayed until after World War II.

In all cases, colonization had powerful impacts on the societies within them.

The geographical boundaries of colonies were established by Europeans on the basis of their interests and power struggles. There was no regard for what would constitute viable independent countries.

Political systems facilitated command and control, but not democracy.

Economically, colonies were managed to provide raw resources-- in the worst cases, slaves, or crops produced by slaves. Advanced manufacturing was discouraged, even outlawed.

Social inequality was reinforced through land tenure systems that ensured immense wealth and power for elites. Native languages were subordinated, if not prohibited, in formal education and government.

To turn a Latin American, Asian, African or Caribbean colony into a well functioning country has been a continuing challenge. For many new countries, the challenge has been magnified by Cold War conflict, and by global economic systems that still favour rich countries through policies on trade, migration, and even aid.

Assignments

1. Note the day of the year celebrated by your partner country as its most important national

   holiday. _____ What does it celebrate?

   _____

   If the country had been a colony, when did it become independent? _____

2. The following sources rank countries in terms of various development dimensions.

   Income
   World Bank Gross National Income Statistics

   Human Development
   UNDP Human Development Reports

   Gender
   World Economic Forum: Global Gender Gap Index

   Health
   UNICEF: State of the World's Children

   Governance
   Transparency International: Corruptions Perception Index

   Indicate the latest international rankings of Canada, and compare them with the country in
   which you will be partnered as a Queen Elizabeth Scholar.

<u>Ranking</u>	<u>Canada</u>	<u>Your partner Country</u>
GNI per capita	_____	_____
HDI	_____	_____
Gender gap	_____	_____
Under-five mortality	_____	_____
Corruption perceptions	_____	_____

3. In point form or a short essay, write what you think are the major historical factors that account
   for your partner country's ranking being different than Canada's. Consider your partner
   country's:
   i)   colonial history until the country became independent
   ii)   international relationships in the Cold War (1945 to 1990)

iii)   current role in the global economy (e.g., in terms of trade and migration).

4. Provide three on-line references to websites, articles, or books that provide insight into your partner country's development history.

_____

_____

_____

On-line reading suggestions

Jason Hickel. "Africa, Geology and the March of the Development Technocrats" *Pambazuka News*. 16-02-2010.

Diana Vinding (ed.) *Indigenous Peoples and The Millennium Development Goals: Perspectives from Communities in Bolivia, Cambodia, Cameroon, Guatemala and Nepal*. International Labour Organization. 2006.

Miriam Bruhn and Francisco A. Gallego. *Good, Bad, and Ugly Colonial Activities: Studying Development across the Americas*. The World Bank. 2008.

Easily acquired book

Jared Diamond. *Guns, Germs and Steel*. WW Norton. 1999.
(widely available in bookstores and libraries).

Module II: Institutions and approaches

Objectives

1. General: To introduce the range of institutions that have emerged to serve international development, and the evolution of their approaches: from exogenous stimulation of economic growth, to directly meeting basic needs, and now to partnering in support of holistic processes that link poverty reduction with promotion of human rights, gender equality, ecological sustainability, and good governance.

2. Country-specific: To stimulate reading and thinking about the impacts on the partner country's development resulting from its relationships with international development agencies, as well as from the strategic choices made by the country itself and various development actors within it.

Overview*

Institutions

The term "international development" dates from the end of World War II when new international institutions (such as the World Bank, and various United Nations agencies) were created collectively by the economically richer countries (which were the most industrialized) to aid poorer, emerging countries.

Subsequently, rich countries (now often referred to as the global "North") individually established their own agencies-- such as DFATD-- to provide country-to-country ("bilateral") support. International non-governmental organizations (NGOs), including those based on religious faiths, grew to foster people-to-people assistance.

Within the global South, development has been continuously promoted by endogenously generated NGOs and social movements struggling for social inclusion. From these, South-based international NGOs have emerged. A number of countries in the South have now developed to the point that they are establishing their own agencies to provide international assistance.

Here are a few examples of the many organizations and movements that contribute to international development. You might know of others closer to your interests.

1. **International organizations**

   1.1   **<u>United Nations</u>**
   United Nations Development Program (UNDP)
   United Nations Children's Fund (UNICEF)
   World Food Program (WFP)
   United Nations Population Fund (UNFPA)
   World Health Organization (WHO)
   United Nations Environment Program (UNEP)
   United Nations Human Settlements Programme (UN-HABITAT)

United Nations Volunteers (UNV)
United Nations Entity for Gender Equality and the Empowerment of Women (UN Women)

1.2   Multilateral development banks
World Bank
Asian Development Bank (ADB)
Africa Development Bank (AfDB)
Inter-American Development Bank (IDB)
European Bank for Reconstruction and Development (EBRD)

2. International development agencies of countries

2.1   from the North
Foreign Affairs, Trade and Development Canada (DFATD)
United Stated Agency for International Development (USAID)
Agence Française de Développement
UK Department for International Development (DFID)
Swedish International Development Cooperation Agency (SIDA)
Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)

2.2   from the South
Agência Brasileira de Cooperacão (ABC)

3.   International NGOs
Inter-Pares
Oxfam
Aga Khan Development Network
Bangladesh Rural Advancement Committee (BRAC)

3.1   Volunteer-sending organizations
Cuso International
Canadian Crossroads International
Volunteer Service Overseas (VSO)

Approaches

In the early days of international development, a country's level of "development," and therefore its need for international assistance, was defined by its per capita income. Rich countries were to help the poor by providing material aid and knowledge.

Initially, the most common strategy of the major agencies was to stimulate economic growth exogenously (e.g., through international loans and technical assistance for infrastructure mega-projects, such as dams). The expectation was that the benefits of economic growth would trickle-down to the poor. In the 1970s, as little actual trickle-down could be observed, much activity shifted to meeting basic needs-- still exogenously-- through projects directly benefiting the poor (e.g., meeting local water supply needs or enhancing traditional livelihoods through appropriate technology; or providing primary health care and education).

Today, while poverty reduction is still a central concern of international development agencies, and (often under the name of social inclusion) of NGOs and social movements, the conception of development is steadily broadening. Development is now seen as needing to include, in addition to poverty reduction, improvement in protection of human rights, gender equity, environmental quality, and democratic governance. It is increasingly seen as a holistic, ongoing process, driven from within a society, not led from the outside.

As the U.N.'s 1986 Declaration on the Right to Development states it, "…development is a comprehensive economic, social, cultural and political process, which aims at the constant improvement of the well-being of the entire population and of all individuals on the basis of their active, free and meaningful participation in development and in the fair distribution of benefits resulting therefrom..." (in quotation from the [Declaration on the Right to Development](#)).

From this perspective, all countries are in the process of development, and therefore all countries can learn from each other. Accordingly, *international* development is decreasingly seen as simply a matter of rich countries in the global North providing money and expertise to help poor countries in the South grow. International development is increasingly seen as countries and their peoples economically co-operating (e.g., through fair trade), sharing personal responsibility (e.g., for human rights), collaboratively governing (e.g., of global resources such as the oceans and atmosphere), and mutually learning (e.g., about appropriate technology, micro-finance, community development, and many other paths to development).

Portions of this overview were originally written for a course offered by the Centre for Intercultural Communication, University of British Columbia.

Assignments

1. Search for websites of development projects underway in both urban and rural areas of the country in which you will be studying, interning, or conducting research. Look for projects that seem effective in combining poverty reduction with attention to human rights, gender equality, ecological sustainability, and good governance.

Provide the website address for one such urban project, and one such rural project, sponsored by: i) DFATD; ii) another country's development agency; iii) a multilateral finance institution (e.g., World Bank, ADB, IDB); iv) a major international NGO; v) an internal social movement.

	Urban	*Rural*
DFATD	_____	_____
Other country	_____	_____
MFI	_____	_____
NGO	_____	_____
Soc. Movement	_____	_____

If you had the opportunity to work for one of these projects, which would you choose? Why?

Your choice?   _____

Your reasons?   _____

_____

2. Look at the website for the UN's Millennium Development Goals. Click on each of the boxes in the right hand column to see the targets for each of the eight goals, and a summary of the global progress being made to reach those targets.

In point form, indicate: i) which goals and/or specific targets you think should receive the most attention in the location where you will be studying, interning or conducting research; ii) which, if any, could be considered less relevant; iii) the ways in which your personal scholarship or internship will contribute, if at all, to meeting the MDGs in your partner country.

MDGs needing most attention _____

Less relevant MDGs_____

Your contribution_____

On-line Reading Suggestions

Allison Goody. *International Development: The Aid Effectiveness Debate.* Library of Parliament. 2009.
Robert Chambers. *Paradigms, Poverty and Adaptive Pluralism.* IDS Working Paper 344. 2010.
Andrew C. Revkin. "A Conversation with Gro Harlem Brundtland; 20 Years Later, Again Assigned to Fight Climate Change." *The New York Times.* May 8, 2007.
"Our Common Future"

Canadian International Development Agency. *Governance.* 2011.

Easily acquired book (or readable on-line)
World Commission on Environment and Development. *Our Common Future.* 1987.

Module III: Debates on strategies

Objectives

1. General: To increase the student's awareness of global debates about the effectiveness of different development strategies.

2. Country-specific: To stimulate reading and analysis of development debates that are happening within, and about, the scholar's partner country.

Overview

Technological advances have contributed much to development, but fundamentally development is a political process-- the process of making decisions about who should control resources, how they should be allocated, and who should benefit.

It is not surprising that with so much at stake, and so much uncertainty, there are many debates about the right answers.

There is even debate about whether rich countries should try at all to help poorer countries. For the many who believe they should, the question becomes: what are the most effective strategies. As seen in the previous module, the dominant answer has shifted from simply stimulating economic growth to partnering in support of holistic development. But this still leaves open for debate the question of which holistic approaches are most worthy of international support.

One major disagreement is over the appropriate role for the state (i.e., the role of government). In the 1990s, the view that gained ascendancy in powerful circles held that government should be minimized, and that the most effective development path involves privatization, deregulation, free trade, and low taxes. This view was called (particularly by its opponents) neo-liberalism. It was supported by a "Washington Consensus" (i.e., general agreement among the World Bank and other major agencies headquartered in Washington D.C., and the United States government.)

Neo-liberalism has been opposed by a wide range of people who favour a strong social and economic role for government (i.e. the institutions holding power backed as necessary by military and police force), and/or a strong role for communities, NGOs, and civil society organizations (where order is maintained not by coercion but rather by shared values and norms).

There is ongoing debate between those favouring centralized government at the national level (e.g. to address regional disparity and enhance coordination) and those favouring decentralization (e.g. to allow for flexibility and local responsiveness).

In big cities, similar debates occur about the value of strong metropolitan government versus relative autonomy for local municipalities or neighbourhoods. The emergence of "participatory budgeting" in a number of cities in the South is one interesting resolution.

Other intense debates in the rapidly growing cities of the South focus on "informal" housing and employment: should squatters and unlicensed street vendors be evicted by force (often tried, not often successfully) or accommodated (e.g., by legalizing tenure).

In rural areas, people dependent on natural resources such as fisheries have long debated with government the question of who should control access to the resource. The outcome is that various promising co-management regimes are now being adopted.

Economic policy at all levels is pulled between those believing in specialization and export-led growth and those believing in diversification and import-substitution. At the level of micro-finance, there is debate about its social impacts.

In general, debates about development in the South, as in the North, centre on the relative merits of three different approaches to meeting human needs: through competition, private initiative, and the market; through government at various levels; or, through community co-operation.

Assignments

1. Look at the website for the "Munk Debates"
   Become a member. (It takes only a few seconds; basic membership is free)
   Click on "The Debates." Click on "Foreign Aid."

   Read the transcript of "Be it Resolved Foreign Aid Does More Harm than Good;" pro, Dambisa Moyo and Hernando de Soto; con, Stephen Lewis and Paul Collier.

   Which side was the most effective? The Pro side_____   The Con side_____

   In one sentence, give your reason(s)_____

   _____

   Which side do you agree with? The Pro side_____   The Con side_____

   In one sentence, give your reason(s)_____

   _____

2. Within and about your partner country, there are likely a number of debates about the best paths to development. Under each of the two categories below, describe a longstanding or hot issue, two different positions being taken, and the kinds of people advocating those positions. For each issue, provide two website addresses that you found helpful for completing this assignment.

Economic growth **and/or** *Poverty reduction*

What is the issue? _____

Position A? _____ Advocates: _____

Position B? _____ Advocates: _____

Helpful websites: 1) _____ 2) _____

Urban planning and service delivery **or** *Natural resource management*

What is the issue? _____

Position A? _____ Advocates: _____

Position B? _____ Advocates: _____

Helpful websites: 1) _____ 2) _____

3. Analyze a development debate likely to engage members of your partner organization, then consider what would be an appropriate response from you if you observe, or are brought into, this debate?

What might be at issue? _____

Possible position A? _____

Possible position B? _____

Your response? _____

Readings

Brian Stewart. [Is Dambisa Moyo right about cutting aid to Africa?](#) CBC News. 04-06-2009.

Walden Bello. "[Beyond the Washington Consensus](#)" Asia Times online. 26-09-2007.

Report on talk by Cristobal Kay: "[Latin American Development Theories and Neoliberalism](#)" *Cerlac Bulletin*. 3-3-2004.

[Interview with Naomi Klein on her book The Shock Doctrine. Red Pepper Magazine](#). 10/11. 2007.

[Ecology and Indian Movements: "Diversity with Inequality is Not Social Justice"](#) by James Petras. *Global Research*. 14-10-2008.

James C. W. Ahiakpor. "Mystifying the Concept of Capital: Hernando de Soto's Misdiagnosis of the Hindrance to Economic Development in the Third World." *The Independent Review.* XIII (1). 2008.

Jennifer Pepall. "Bangladeshi Women and the Grameen Bank" (on the research of Aminur Rahman). IDRC. 1998.

Module IV: Queen Elizabeth Scholars' roles and challenges

Objectives

1. General: To stimulate exploration of the ways that QESs can contribute to development overseas, and the kinds of learning they can seek.

2. Country-specific: To encourage contemplation of the opportunities and challenges presented by the student's specific scholarship or internship.

Overview

The most easily observed contribution a QES can make to development is to complete, to a high standard, the tasks s/he takes on in support of the partner organization's stated mission. A task might involve research, writing, organizing, facilitating, teaching, or some other activity.

Whether or not the objectives for a task are fully achieved, the manner in which it is undertaken can affect the full range of its outcomes. For example, whether or not a research report clearly presents the information desired from it, the process by which it is prepared and disseminated can enhance or impair various social relationships-- relationships within communities or organizations, or between informants and researchers. The process can empower some, hurt others.

Sometimes, the unintended consequences of a development activity can be more significant than the intended results. (Consider, for example, the impacts of Canada's residential schools on aboriginal children.)

In development work, unintended consequences include changes (sometimes positive, sometimes negative) to: i) social capital; ii) social learning; iii) motivation and capacity for participatory planning; iv) gender equity.

Social capital became of interest to development agencies in the 1990s. Most simply put, it consists of social networks, norms (conventions of social behaviour), and trust. Different forms have been identified, such as bonding (within groups) and bridging (between groups). While often a development asset, strong social capital can in fact militate against development if one group's solidarity is used to oppress others. Unlike other forms of capital which are depleted as they are spent, social capital becomes the stronger the more it is used: trust begets trust.

Social learning is the process by which groups and societies learn from experience. It includes what Paulo Freire called "conscientization," i.e., coming to understand the not-so-easily-observed forces that create existing social conditions. Such understanding can come from trying to solve social problems at policy or local-action levels. It can take pace within an organization, a community, or a country.

Through *participatory planning*, the people who are to benefit, contribute, or otherwise be affected by development projects set goals, generate ideas, assess options on the basis of local knowledge or technical expertise, and perhaps, make decisions. In the process, social learning occurs

and, in many cases, social capital is strengthened. Participatory planning can be framed by participatory action research (PAR), and served by user-friendly participatory rural appraisal (PRA) tools.

Learning

Development workers can maximize their net contribution by identifying themselves as "reflective practitioners," i.e., professionals who are constantly learning from experience.

Here are some of the questions that a reflective practitioner might ask:
- What are the limitations of the knowledge and time I have to devote to this scholarship?

- How can I reduce the risk of unintentionally detracting from development? (Answers might range from employing a "gender lens," to following the "precautionary principle," to honing participatory planning skills.)

- What are my meta-values related to engaging with people who hold different development values and beliefs than mine?

- How should I respond to the inevitable uncertainty, complexity, mis-communication, and conflict that an overseas scholarship entails?

- What can I do to maximize my learning about development challenges and creative solutions from my organizational partners and others I meet abroad?

- How might I most effectively draw on my overseas learning to meet my global responsibilities as a citizen of Canada?

Assignments

1. What are the possibilities for conducting your specific scholarship tasks, and for participating in the life of your partner organization, so as to contribute indirectly to the enhancement of:

    social capital? _____

    social learning? _____

    participatory planning? _____

    gender equity? _____

2. In an scholarship such as yours, what dangers lurk that might lead to negative impacts on:

    social capital? _____

    social learning? _____

    participatory planning? _____

gender equity? _____

3. "Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime." What is wrong with this saying?

    _____

4. A scholarship provides diverse opportunities for learning about development challenges and innovative strategies. From whom, and from what media, do you expect to learn?

    _____

    _____

    _____

Readings

World Bank. *Overview: Social Capital*.

Harry Jones. *Taking responsibility for complexity.* Overseas Development Institute. 2011.

Organization of American States. *Inter-American Strategy for the Promotion of Public Participation in Sustainable Development Decision-Making*. 2001.

Robert Chambers. "The Origins and Practice of Participatory Rural Appraisal." *World Development*. 22:7.953-969. 1994.

Robert Chambers. *Who Counts? The Quiet Revolution of Participation and Numbers*. IDS Working Paper 296. 2008.

Louise Grenier. *Working With Indigenous Knowledge: A Guide For Researchers*. IDRC. 1998.

UNESCO Bangkok. *Role of Men and Boys in Promoting Gender Equality*. 2004.

Easily acquired book

Paulo Freire. *Pedagogy of the Oppressed*. [1970 in English]. 30th Anniversary Edition. Continuum. 2000.

Conclusion

Thank you for participating in this short course on international development.

AUCC wishes you the best as you undertake your Queen Elizabeth II Diamond Jubilee scholarship. We look forward to hearing about your experiences.