
From: RHG

Date: 9 September, 1998

To: MCo; cc AWa, JSw, JHu

Re: Foreign Service Training Programme

1. Thanks for programme memo.
2. I believe basic approach to be sound. Getting multi-university approved MA I see as quagmire. Perhaps easier to get accredited in Norway first (e.g. U of Oslo?) and use that as base for broad acceptance of degree by 'user' institutions and then go on to accreditation through other consortium members. (I'd guess for a new course, multiple institution inputs, part distance UofS would in practice take 2 to 3 years to decide.)
3. We will need to elaborate:
 - i. Induction/introductory course
 - ii. Modules over distance
 - iii. Workshop to wrap up modules
 - iv. Regional courses (i.e. for one or more country's personnel in e.g. ASEA, SADCC, EA/Horn states)
4. There are 44 modules. At £220,000 course preparation would be, say, £4,000 per module plus £44,000, for central syllabus – reproduction – web site – o'heads. I doubt that will be adequate. I would estimate per module:

- 10-15 Fellow days (or similar level consultant) £5,000-7,500
- 1 month RO (biblio search with abstracts) 2,000
- 1 week secretarial 300

To produce annotated syllabus/reading list £7,300-9,800

- At the £9,800 end, there is just time for a purpose-done 'Introduction to Theme' (like environment one I sent you).
 - Doubtless not all at IDS and some perhaps quicker/cheaper. But I doubt £4,000 is possible average. In this project, we cannot pay selves more than other institutes. (If viewed as teaching and £285 per Fellow day, then £5,150-6,595 which is nearer your target.)
 - On balance, I'd say £275,000-325,000 is lowest safe estimate if viewed as 44 modules for Master's level course and that's at £285/senior person day. This **doesn't** include video 'lectures'.)
5. Much of the cost could be clawed back in course fees (£50 per student/module would be £88,000 for one two year 40 person course.). But still need somebody to be banker until clawed back. It is a capital investment; as with minor annual and major triennial updates has lasting value so long as courses run.
6. Whether we need "a professional to do work" or:
- a) **half-time Fellow** to oversee/liaise with prepared/cooperating institutions/ministries;
 - b) **full-time** 'course secretary' (with supporting processing/disking/etc.)
 - c) buying in **time from our electronic people**, and
 - d) **hiring module builders** (at IDS, at other collaborating institutions, ad hoc at – say - £4,000-5,000 per module).

Seems to me to require consideration. Latter model more flexible. No one person would have skills/experience a)-b)-c), let alone be able to do d).

7. At the operational stage, **two** full-time **senior** posts will be needed for:
- a) Strategic liaison with collaborators/clients
 - b) Strategic ongoing programme planning
 - c) Strategic programme review/monitoring/revision
 - d) Programme module producer/presenter operational liaison
 - e) Evaluation/ firefighting by course (module) presence/availability
 - f) Supervision course management
 - g) Strategic financial monitoring.
- How these would be divided depends partly on candidates and partly on how strong a course secretary is available.

- Full-time staff would perhaps be:
 - 1 or 2 senior admin/academic design-mgt.
 - 1 or 2 course secretary (administrator)
 - 0.5 to 1 accountant (in Finance Office)
 - 1 or 2 secretaries/research assistants
 - The evaluation/firefighting function would probably need 1 or 2 IDS Fellows who liked teaching and would commit 14 to 18 weeks, 6 modules at 4 course of 2 weeks, 6 weeks distance work, 4 weeks evaluation/suggestions for restructuring.
 - Other Fellows (as well as outside 'contractors') would handle 1 or 2 modules including face to face courses and related distance learning components.
8. **None** of these inputs need to be by persons on the front line of research. Most require interest in knowledge of and experience in teaching plus broad, relatively up-to-date knowledge of what is known – controversial – under research in the module/course/programme to hand. If such personnel are on the cutting edge, in one or two module areas, that is a bonus. Certainly no one who is not knowledgeable about substance/content can command collaborating institution/teacher respect. **But** s/he need not be able to teach all (nobody can!) or even most modules – only to understand them and their main intellectual issues. (This implies at least one of two senior posts must be a senior academician/intellectual with teaching – and preferably at least past research-experience.)
9. I have directed/co-directed 22 short courses (9 with co-sponsoring institutions) but have no direct distance learning component experience. How many module builders or senior academics do and – if very few – how we hire in and **integrate** specialist expertise. I do not know but presume it can be done.
10. On distance learning we need to identify our proposed package more clearly, e.g:
- a. how many modules at a time?
 - b. How many 'sessions' per module?
 - c. Is introductory three weeks face to face on a few modules or to course as a whole (latter seems preferable)?
 - d. How many modules can a two week workshop session at end of module group cover? E.g. 3 or 4? (OU I believe up to 3 in one week.)
 - e. What feedback from student on distance sessions? Essays? Short answer? Or?
 - f. What return feed on student submissions? Brief comments and 'quality mark? More elaborate commentary? Video commentary?
 - g. While reading materials for "sessions" would presumably be CD Rom is there a value in 2 to 4 videoed 'seminar style introductory presentations'?

(See Annex reflecting on U. Michigan distance MBA.)

11. At some stage we will need legal advice. To date we have used photocopies in limited numbers for educational use and no further reproduction. This has been near or over edge of law, but not likely to attract prosecution. (The more extreme cases have had a high proportion of World Bank, UNICEF, IDS(S) materials and have been done - to save freight - by partners in Tanzania, Ghana where neither law nor logistics would facilitate a suit). **But** if one ends with 500 (or even 200 i.e. 5 courses) students in several countries I very much doubt a module reading list including the readings on CD Rom's will either be lawful (without paying royalties) or low profile enough to avoid attention. **Conceivably** the syllabus could include readings/sources list and sponsoring institutions could be asked to provide (with IDS turning Nelson's eye to how **they** did it e.g. buying copies or otherwise). I very much doubt over 100 copies of an article or chapter can possibly be slipped through any limited circulation/educational use only loophole or exception especially given government financing of students/courses. As this is a very complex field of law unless we take the student sponsor provides approach we will at some point need a UK legal opinion. We may need to warn our partner institutions too. They'll need home advice - intellectual property law and allowed uses without royalty/purchase are not uniform. The sponsoring governments don't need to be brought in early but if there is no practicable/cost efficient way to reproduce core of module reading lists we will then need to explain problem to justify proposing they provide and why the problem rarely arises for single residential courses in which one book copy can serve - say - 5 and 5 photocopies of parts of articles/chapters for a class of 25 are either "fair use" or "grey area" unlikely to be prosecuted.
- CATS or some other branch of Information side may have explored this problem area which is relevant to any internet distribution of any copyrighted material. However, they - like this course programme - will ultimately need a legal opinion. A non lawyer who seeks to be his own lawyer usually has a fool for his client. (I know a good deal about Parliamentary Drafting and International Business Negotiations but primarily the non legal content/legal form and process the overlap. I wouldn't dream of acting in them without a lawyer experienced in them - let alone in some other branch of law. Much less would I opine on UK intellectual property law. Whether Sussex has a law faculty member competent in this specialty I have no idea. Overall it is not a strong law school but there could be strong special area. If so his opinion might be less expensive. Lawyers like 500 guineas a day as a floor to be consultants and many want to float well above the floor!)

ANNEX

Notes From Michigan

- A. The U of Michigan MBA is not identical to what we propose – particularly in that it is one lead institution – but has a number of relevant points
- B. In terms of student number and makeup:
- i. 40-50 students per course
 - ii. one or several clients (companies in their case)
 - iii. combination of
 - at Michigan
 - at country based center
 - videoconferencing
 - iv. total **hours**/coverage same as 'standard' U of M based MBA
- C. **NB** this is expensive – fees (tuition, video etc., room and board at U of M are £34,000. (not the costliest – Duke is over £50,000!)
- D. Assuming a one year MSc is about:
- a. 30 weeks x 15 hours lecture/seminar (450)
 - b. 25 tutorials (50)
 - c. 4 term papers (100)
1 thesis (100)

The total is 700 hours plus reading, other preparation.

E. A possible analogue on contact/distance would be:

a. Contact periods intensive

• 3 weeks x 25 introductory lecture/seminar	(75)
+ 5 tutorials	(10)
• 2 weeks x 25 mid course lecture/seminar	(50)
+ 5 tutorials	(10)
• 3 weeks concluding (same as first)	(75) plus (10 - thesis revision sessions)
Subtotal	(230)

b. Papers/Thesis

• Papers 8 x 25	(200)
• Thesis 1 x 100	(100)
Subtotal	(300)

c. Distance

• videos/'written lectures	(75)
• written tutorials	(75)
• and 'writeback'	(25)
Subtotal	(175)

Total Hours (705)

Assumed Timetable

- Opening 3 weeks

contact

- One year distance
- Middle 2 weeks contact
- One year distance
- Closing 3 weeks contact

Roughly 6 papers during first distance year and 2 plus thesis in second. Final revision thesis might be in last 3 week contact (if submitted **before** so supervisor comments begin on arrival).

- F. Combined with rough annotated topical syllabus this does provide a working discussion model for course to try out on would be clients agencies/cooperating institutions
- G. I cannot guesstimate the costs off top of my head. But I suspect £15000-20,000 a student (excluding room and board but including videos-lectures-materials) may be lowest viable level. Administration and course/materials development have large economies of scale – teaching itself does not because if contact phase 40-50 (and I'd say 40-50) is ceiling for seminar and 4-5 for tutorial while reading quasi tutorials/papers is scale neutral. **Assuming 2 (two year) courses of 40 and roughly ½ fees to IDS then early years could be £300,000 revenue:**

a. administration/liaison	75,000
b. course development/methods*	25,000
c. teaching (including hired in)	125,000
d. travel/subsistence of staff	25,000
Total	250,000
Operating Surplus**	50,000

* After initial investment

** Including 'Depreciation' £300,000 sunk course development

- On **4 courses operating** surplus could be up to **£150,000**.
- While these rates (£15,000 actually used) are very much below Michigan's £34,000 they are (for what is in effect a full one year course spread over two years) high by our standards and – more to the point – probably by those of potential clients.

- H. For the avoidance of doubt I do see substantive/intellectual/influence benefits. The cash calculation is a test of "bottom line" as a necessary, even if not sufficient, condition for new teaching initiative. There is another probable gain - some of £125,000 teaching will be by IDS Fellows/officers and thus diversify their workpoint sources and intellectual activities as well as contribute to general overheads.

Linda Bateman

From: Michael Cockerell
Sent: Wednesday, August 19, 1998 2:31 PM
To: Jeremy Swift; John Humphrey
Cc: Reg Green; Ann Watson
Subject: Foreign-service training programme

At the Retreat, we were charged with looking more closely at the concept of orchestrating a major new programme aimed at providing training, induction, enhancement courses to foreign service professionals working in development. We met briefly over breakfast and I said I would develop an outline proposal with some help from Reg on the sort of syllabus that might be proposed.

I have now done this and am grateful to Reg for his input. There is a problem. This is a field in which I know virtually nothing. I have never been involved in training, as a result of which, the proposal is almost certainly naive, shallow and probably wrong in places. It also lacks much of the detail that potential clients will inevitably need.

You will remember that my reasons for wanting IDS to do this proposal were:

- I feel sure there would be a very significant demand for such a programme, mainly within the development assistance agencies for their staff and consultants;
- A programme of this sort enables us to nurture the rising professionals that will some day soon be directing development co-operation. These are our future clients;
- The programme will more than pay for itself.
- The programme is very much IDS heartland in that it is concerned with building development understanding and competence in a very catalytic way.

I think the key point is that this is not a small short-term programme, it is a major collaborative operation between leading European development institutes and aims to be the best and most comprehensive training facility of its kind that exists.

I need now the benefit of your knowledge and experience in terms of whether this programme is basically doable or is flawed for some reason I have not yet spotted. If you are basically positive, then we will have to think of how we move ahead. I would hope that DFID would support the first phase, which would then mean hiring a professional to do the work.

Grateful for your thoughts as soon as possible.

Mike



FOREIGN SERVICE
TRAINING PROGR...

Training Programme for Foreign-service Personnel working in Development– an IDS Proposal

SUMMARY : *Thinking on economic and social development issues evolves rapidly and it is important that staff and consultants of development agencies and embassies, working on development issues, are able to stay abreast of the latest thinking. To address this challenge, it is proposed that IDS link with other leading European centres of development learning in the design, development and provision of a comprehensive programme of short courses interspersed with distance learning, based largely on electronic communication. The proposed programme is presented in four phases. IDS is seeking support for the first phase which is aimed at securing the participation of European agencies and development institutes, and agreeing the overall design of the new facility. This first phase is budgeted at £40,000 and is scheduled for completion within six months.*

1. INTRODUCTION

Staff and consultants of multilateral and bilateral development assistance agencies play a very important role in the promotion of sustainable forms of development in less developed countries. It is vital therefore that such personnel are provided with appropriate opportunities for enhancing their understanding of different development dimensions that will be important in their work. It is also important that they are exposed in a structured way to new thinking and to lessons learned in other parts of the world within their spheres of interest.

Developed country governments devote considerable resources to the enhancement and training of their personnel working in less developed countries. Short courses are normally preferred, due to the desire for staff to “learn on the job” rather than take extended leave of absence for further training. Agencies endeavour to find appropriate courses provided by training institutes or alternatively design and run the courses internally. In addition to the need for individual refresher or familiarisation short courses, many development professionals would like more comprehensive and longer term training, but are unable to find the time necessary for such training as currently provided.

It is proposed that leading development institutes should provide a much more strategic response to the long term training needs of foreign-service staff and consultants working in development. The overall needs of development assistance agencies and embassies should be assessed and programmes and mechanisms designed and provided in direct response to perceived current and future needs, using a blend of formal short course training interspersed with distance learning mainly through electronic communication. Opportunities should also be explored for bringing together foreign-service staff from different agencies into joint courses in which experiences and perspectives are shared and networks built.

A comprehensive programme of this sort is a major undertaking and will require close collaboration between a number of leading development institutes. It is proposed initially that the programme be developed for the English language only, and that it be offered to European ministries of foreign affairs, to their bilateral development assistance agencies and to multilateral

development assistance agencies. In time, the programme may be extended to other languages and to North America.

This current proposal describes the overall vision and seeks financial support with which to undertake the first phase of work, Programme Design and Agreement.

2. GOAL AND OBJECTIVES

The overall goal of the Programme is the improvement of development co-operation and assistance, through the cost-effective enhancement of the knowledge and skill base of key personnel involved in its delivery.

Under this goal, the objectives of this proposed first phase are:

- *Through consultation, to produce a detailed design of the overall programme for training and enhancement, that meets or appropriately complements the English language training needs of European foreign-service development personnel and development personnel of multilateral development assistance agencies.*
- *To involve a significant number of potential client agencies in the programme;*
- *To form contractual partnerships with other leading European development institutes for the preparation and execution of the programme;*
- *To obtain financial support for the second phase, the production of the training materials.*

The objectives of the main implementation phase are:

- *To provide the best and most appropriate programme of learning and enhancement in economic and social development that meets the English language needs of foreign-service personnel in a cost and time efficient way;*
- *Through the programme of learning, to create and foster networks of development professionals, which will continue to provide enrichment to network participants throughout their careers.*

3. BASIC SHAPE OF THE PROGRAMME

Initial discussions with some of the agencies at whom this proposal is targeted has indicated that that current requirements are not being met in an optimum way. Currently though, IDS has only a partial view of what these agencies consider their training needs to be. The shape of programme suggested in this current proposal is thus tentative and is intended as an illustration of the sort of programme that would be designed on the basis of more thorough consultation.

Discussions to date have shown that there is a considerable demand for:

- Occasional short courses on various critical aspects of development, to provide familiarisation and updating on the latest understandings;
- Professional qualifications on development studies, acquired through a programme of short formal courses interspersed with distance learning through electronic communications;
- Intermediate possibilities between these two extremes.

The four basic variables that must be considered in the design of such a programme include:

- Sectors or disciplines addressed;
- Structure of the courses, in terms of:
 - Academic content of the courses;
 - Ways in which courses are assembled from the individual sectors or disciplines;
 - time inputs required of participants;
 - location(s) of the formal courses;
 - mix of face-to-face courses and distance learning.
- Participating agencies, in terms of whether courses are purpose designed for individual agencies or whether personnel from agencies in different countries are brought together on courses;
- Training institutes working in consortium or under sub-contract to provide individual components of the overall programme.

These are now discussed in more detail.

3.1 Structure of Courses Available

The exact subjects, composition and combination of courses will be detailed in the first phase of this programme, but the following table is intended to provide an idea of the typical range of courses provisionally proposed.

TYPICAL STRUCTURE OF COURSES AVAILABLE

SUBJECT	FORMAL COURSES				DISTANCE LEARNING PROGRAMMES		
	3 WEEK	2 WEEK	1 WEEK	2-3 DAY	6 MONTH	12 MONTH	18 MONTH
Initial Introductory Course							
Intercultural dialogue, respect, understanding			•				
IT, accessing, using and sharing information			•				
Political Economy of Development	•						
Separate courses							
1 Aid and Development	•			•	•	•	•
2 Democracy and Human Rights		•		•	•		•
3 Institution Building		•		•	•		
4 Inter-Cultural Understanding and Dialogue	•	•		•	•		•
5 Macro Economics, Aid and Development	•			•	•		•
6 Private Sector Development		•		•	•	•	
7 Environmental Impact Assessment		•		•	•		
8 Project and Programme Management		•		•	•		
9 Human Resources Development		•		•	•		
10 Participatory Appraisal and Action	•			•		•	
11 Social Implications of Structural Adjustment	•			•		•	
12 Poverty and Governance	•			•		•	
13 Public/Private mix in Health Services	•			•		•	
14 Economics of Education	•			•		•	
15 Designing Development Research Programmes	•			•		•	
16 Gender and Development		•		•		•	
Regional Courses							
Regional Historic/Institutional Background			•				
Regional Economic & Security Co-operation			•				
Political and Economic Dynamics of Development	•						

Note: The planned International Masters course will include certain compulsory and other optional components.
In the Regional Courses, regionally based institution will be centrally involved.

Individual courses will be designed according to requirements. In designing the courses, it will be important to strike the right balance between the academic requirements of courses and the more practical operational requirements of collaborating agencies. Deciding on and reviewing course

content will necessitate the formation of a special committee, comprising representatives of collaborating agencies.

3.2 Qualifications:

The overall programme of courses will be designed with a view to requirements for professional qualifications. IDS currently offers a Masters Degree in development and discussions will be held with a number of development institutes in other European countries with a view to agreeing a new International Masters Degree in Development, that will be recognised at least in the participating countries. There is a clear logic to the establishment of such an international qualification, particularly with the desire for greater European integration and the fact that development is an international issue.

The overall programme will also be designed with the requirements of normal degree courses very much in mind in terms of being able to offer acceptable development "credits" to students completing the individual modules, that will count towards their own degrees. This again will require very careful negotiation with selected universities of participating countries.

3.3 Participating Agencies

The main intention of this programme is to provide a comprehensive set of courses that cover the spectrum of economic and social development in a more comprehensive, convenient and structured way than at present. Individual client organisations will be encouraged to use the facility in ways that best serve their own needs and this may through sending staff to participate in formal courses with staff of other agencies or it may instead be through structuring the courses specifically for the agency itself and holding the training sessions in house. This is simply a question of scheduling and is not critical to the design of the programme. The more important factor is the number of personnel being trained in any year, which of course has a direct bearing on the extent to which the partnership of development institutes can ensure the necessary quality and updating of the information.

3.4 Consortium of Development Institutes

In view of the scale and importance of the proposed programme, it is essential that it be provided by a consortium of training institutes, rather than by IDS alone. Individual institutes should participate in the design and oversight of the overall programme through membership on a Programme Steering Committee. The Committee would also include representatives of participating agencies and IDS would provide secretariat services.

The role of IDS in the overall programme is essentially to see that it happens, and to take a leadership role in the eventual programme design and implementation and to ensure co-ordination and secretariat services to the Steering Committee.

4. WORK PROGRAMME

The programme should be developed in four phases.

Phase I: Design and agreement of the basic programme: Initial discussions with representatives of a limited number of development assistance agencies, has provided the encouragement for the development of this proposal. The proposal must now be used as the basis for more detailed discussions with representatives of development assistance agencies and ministries of foreign affairs, to obtain a more precise picture of their requirements and interest in this new type of facility. Provided the interest is sufficiently high, this proposal will be further developed to respond better to the stated needs and to provide a full description of the proposed

training programme. Discussions will also be held with representatives of other leading European centres of development learning, with a view to ensuring their collaboration in the design and implementation of this programme. A Programme Steering Committee will also be established with representatives of agencies that wish to participate in the programme, together with representatives of other leading development institutes. Its initial task will be to advise on the revised Programme Proposal. This phase will be undertaken by IDS and is scheduled to take no more than six months.

Phase II: Production of the course materials: The design and development of the courses will lean heavily on existing material but new material will also be required. The overall task will be shared between different development institutes, with IDS providing leadership and co-ordination. Considerable input from participating agencies will be requested in this phase to ensure both that their requirements are being met and also that their knowledge is being suitably incorporated. Course materials must be provided in several forms including paper, CD ROM and a carefully designed Web site.

IDS will also work with university authorities to ensure that suitable qualifications can be offered in association with the more comprehensive courses, in particular an International Development Studies MSc, the requirements of which will then be reflected in the basic course design. Multi-country university accreditation of such a degree may prove impossible in the short term and it may ultimately be necessary to compromise and to ensure instead that degree requirements of selected universities in different countries are satisfied by the overall course on an individual university by university basis. It is envisaged that this phase will take 12 months.

Phase III: Promotion and execution of the training programme: As currently scheduled, courses will be run from April 2000. The Programme Steering Committee will be asked to set up a monitoring and evaluation system to ensure that there is adequate feedback to course operators on the quality and usefulness of the courses. Face-to-face courses will be held in a number of locations, principally at IDS, at the offices of participating agencies and other development institutes in the consortium. But they will also be held in selected developing country locations to bring together course participants in particular regions. In such instances, the Consortium will work with selected local training institutions to ensure that opportunities for collaboration are maximised and that possibilities for involving and enhancing the local capacity are exploited to the full. Enhancing and supporting local capacity in development training and research is a major priority for IDS and whilst it is not the goal of this proposed programme, every opportunity will be taken to build further collaborative projects and programmes with developing country training institutions.

Phase IV: Extension of the Programme: Once the course operators have sufficient positive feedback on the Programme, discussions will be initiated with development agencies and institutes in the francophone and hispanophone worlds, with a view to extending the Programme into these two languages. In fact, discussions have already been held with key development institutes and the reaction has been so positive that it is felt likely that this phase might be started earlier, even during phase III, the Design and Development of the Courses. It is anticipated that responsibility for the obtaining the financing of this work and liaising with the development assistance agencies will rest with the respective foreign language development institutes.

5. SCHEDULE AND BUDGET

The first three phases must be financed through a programme grant from a development assistance agency or preferably through several contracts with several agencies. Phases IV and V should be financed through agencies paying for their personnel to participate in the training based on a fee structure yet to be developed and approved by the Programme Steering Committee. The following overall schedule and budget is envisaged:

PHASE	BUDGET £*1000	SCHEDULE		
		1998	1999	2000
I Design and agreement of the basic Programme	50			
II Production of the course materials	220			
III Promotion & execution of the training programme	XX			
IV Extension of the Programme	XX			
Total	270			

ANNEX

The subjects in the table in section of this proposal are presented according to the requirements of one particular body concerned with foreign-service training. A more convenient arrangement as far as a teaching syllabus is concerned, is provided below. Each main topic could be taught as a module with 1 - 3 week opening and closing face-to face contact with distance learning in between. Alternatively modules could be taught by selecting 2 - 4 sub-topics for greater concentration. Finally, the whole package could be covered (in less depth) as a 3 - 6 week mid career face to face course.

1. Culture

- Cultural Convergence and Divergence
- Civility and Transparency
- Contextual Knowledge Before Prescription
- Respect for Age, Position, Experience
- Stating Areas of Divergence Clearly from the Start

2. Information Technology

- Basics of essential hardware and software;
- Basics of MS Office and Windows applications
- E-mail
- Internet and the World Wide Web
- Information systems on the Web and how to access them

3. Poor Economies/Fragile States

- Global Economic Indicators and Realities
- Global Social Indicators and Realities
- State Limitations and Requirements
- External Trade, Finance and Vulnerability
- Social Patterns and Transformations
- Shocks: Economic, Natural Disaster and Violence

4 Macro

- Good Housekeeping: Imbalance Containment and Growth Promotion
- The Heritage of Structural Adjustment
- Public Finance: Getting and Spending
- Monetary Policy for Stability – Domestic
- Monetary Policy for Stability – External
- Financial Institutions: Sectoral and Macro Concerns

5 Governance

- The Enabling State: Capacity and Delivery
- Legitimacy: Accountability, Transparency, Capacity and Participation
- Delegation and Decentralisation
- Civil Society – State – External Agency (including) NGO Interaction
- Human Rights, Probity, Accountability and Aid.

6 Equity and Sustainability

- Equity, Access and Distribution

- Gender and Development
- Ecological and Environmental sustainability
- Sustainability: Issues of Cost/Gain Distribution
- Toward Poverty Reduction: The Enabling State
- Toward Poverty Reduction: Production by Poor People
- Safety Nets and Vulnerability Reduction

7 Micro and Sectoral

- External Trade and Domestic Development
- Aid and External Finance: Complementing and Sustaining
- Aid and External Finance (including Fragmenting and Decapacitating)
- Elements of Project Analysis
- Elements of Budget Analysis

8 Calamities and Catastrophes

- The Inter-Relationship Between Emergency Disaster Relief and Longer Term Preventative Aid,
- Natural Disasters: Damage Limitation
- Natural Disasters: Vulnerability Reduction
- Catastrophes: Comprehension and Mastery
- Catastrophes: Reconstruction, Reconciliation and Rehabilitation