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**DIRE DAWA UNIVERSITY**

**COLLEGE OF BUSINESS AND ECONOMICS**

**DEPARTMENT OF PUBLIC ADMINISTRATION AND DEVELOPMENT MANAGEMENT**

**MASTER OF PUBLIC MANAGEMENT AND POLICY [MPMP] CURRICULUM**

**FEBRUARY, 2017**

**DIRE DAWA, ETHIOPIA**

**List of Courses and Code Assignment**

**Mandatory/Core Courses**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Title** | **Course Code** | | **Credit Hours** | **ECTS** |
| Principles of Public Management | MPMP-502 | | 3 credit hrs | 5 ECTS |
| Program and Project Management in the Public Sector | MPMP-505 | | 3 credit hrs | 5 ECTS |
| Research Methods in Public Management | MPMP-501 | | 3 credit hrs | 5 ECTS |
| Theories of Public Organization | MPMP-503 | | 2 credit hrs | 3 ECTS |
| Finance in Public Management | MPMP-504 | | 3 credit hrs | 5 ECTS |
| **Focus: Development Management** | | | | |
| Development Policy and Management: Focus on Ethiopia | MPMP-509 | | 4 credit hrs | 7 ECTS |
| Sustainable Development Management | MPMP-510 | | 3 credit hrs | 5 ECTS |
| Governance, Politics and Development | MPMP-514 | | 3 credit hrs | 5 ECTS |
| Population, Environment and Development | MPMP-512 | | 3 credit hrs | 5 ECTS |
| Seminar on Emerging issues in Development and Development Cooperation | MPMP - 519 | | 2 credit hr | 3 ECTS |
| Thesis 1 | MPMP-517 | | 2 credit hrs | 3 ECTS |
| Thesis 2 | MPMP-518 | | 4 credit hrs | 7 ECTS |
| **Focus: public Policy** | | | | |
| Public Policy Analysis | MPMP-506 | | 4 Credit hrs | 7 ECTS |
| Policy and Institutional Reforms | MPMP-507 | | 3 credit hrs | 5 ECTS |
| Social Policy Analysis | MPMP-508 | | 3 credit hrs | 5 ECTS |
| Ethics and Public Policy | | MPMP-513 | 3 credit hrs | 5 ECTS |
| Seminar on Emerging Public Policy Issues | | MPMP - 520 | 2 credit hr | 3 ECTS |
| Thesis 1 | | MPMP-517 | 2 credit hrs | 3 ECTS |
| Thesis 2 | | MPMP-518 | 4 credit hrs | 7 ECTS |
| **Focus: Governance** | | | | |
| |  | | --- | | Governance, Politics and Development | | MPMP-514 | | 4 credit hrs | 7 ECTS |
| Public Policy Analysis | MPMP-506 | | 3 credit hrs | 5 ECTS |
| Governance And Institutional Reforms | MPMP-515 | | 3 credit hrs | 5 ECTS |
| Environment and Resource Governance | MPMP-516 | | 3 credit hrs | 5 ECTS |
| Seminar on Comparative governance and political system | MPMP - 521 | | 2 credit hr | 3 ECTS |
| Thesis 1 | | MPMP-517 | 2 credit hrs | 3 ECTS |
| Thesis 2 | | MPMP-518 | 4 credit hrs | 1. ECTS |

1. **Semester Course Breakdown**
   1. **Course Breakdown for Regular Programme**

**Mandatory/Core Courses**

**Year I Semester I**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Title** | **Course Code** | **Credit Hours** | **ECTS** |
| Principles of Public Management | MPMP-502 | 3 credit hrs | 5 ECTS |
| Program and Project Management in the Public Sector | MPMP-505 | 3 credit hrs | 5 ECTS |
| Research Methods in Public Management | MPMP-501 | 3 credit hrs | 5 ECTS |
| Theories of Public Organization | MPMP-503 | 2 credit hrs | 3 ECTS |
| Finance in Public Management | MPMP-504 | 3 credit hrs | 5 ECTS |
| Total | | 14 credit hrs | 23 ECTS |

**Focus: Development Management**

**Year I Semester II**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Title** | **Course Code** | **Credit Hours** | **ECTS** |
| Development Policy and Management: Focus on Ethiopia | MPMP-509 | 4 credit hrs | 7 ECTS |
| Sustainable Development Management | MPMP-510 | 3 credit hrs | 5 ECTS |
| Governance, Politics and Development | MPMP-514 | 3 credit hrs | 5 ECTS |
| Population, Environment and Development | MPMP-512 | 3 credit hrs | 5 ECTS |
| Total | | 13 credit hrs | 22 ECTS |

**Year II Semester I**

|  |  |  |  |
| --- | --- | --- | --- |
| Thesis 1 | MPMP-517 | 2 credit hrs | 3 ECTS |
| Seminar on Emerging issues in Development and Development Cooperation | MPMP - 519 | 2 credit hr | 3 ECTS |
| Total |  | 4 credit hrs | 6 ECTS |

**Year II Semester II**

|  |  |  |  |
| --- | --- | --- | --- |
| Thesis 2 | MPMP-518 | 4 credit hrs | 7 ECTS |

**Focus: Public Policy**

**Year I Semester II**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Title** | **Course Code** | **Credit Hours** | **ECTS** |
| Public Policy Analysis | MPMP-506 | 4 Credit hrs | 7 ECTS |
| Policy and Institutional Reforms | MPMP-507 | 3 credit hrs | 5 ECTS |
| Social Policy Analysis | MPMP-508 | 3 credit hrs | 5 ECTS |
| Ethics and Public Policy | MPMP-513 | 3 credit hrs | 5 ECTS |
| **Total** | | 13 credit hrs | 22 ECTS |

**Year II Semester I**

|  |  |  |  |
| --- | --- | --- | --- |
| Thesis 1 | MPMP-517 | 2 credit hrs | 3 ECTS |
| Seminar on Emerging Public Policy Issues | MPMP - 520 | 2 credit hr | 3 ECTS |
| Total |  | 4 credit hrs | 6 ECTS |

**Year II Semester II**

|  |  |  |  |
| --- | --- | --- | --- |
| Thesis 2 | MPMP-518 | 4 credit hrs | 7 ECTS |

**Focus: Governance**

**Year I Semester II**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Title** | **Course Code** | **Credit Hours** | **ECTS** |
| |  | | --- | | Governance, Politics and Development | | MPMP-514 | 4 credit hrs | 7 ECTS |
| Public Policy Analysis | MPMP-506 | 3 credit hrs | 5 ECTS |
| Governance And Institutional Reforms | MPMP-515 | 3 credit hrs | 5 ECTS |
| Environment and Resource Governance | MPMP-516 | 3 credit hrs | 5 ECTS |
| Total | | 13 credit hrs | 22 ECTS |

**Year II Semester I**

|  |  |  |  |
| --- | --- | --- | --- |
| Thesis 1 | MPMP-517 | 2 credit hrs | 3 ECTS |
| Seminar on Comparative governance and political system | MPMP - 521 | 2 credit hr | 3 ECTS |
| Total |  | 4 credit hrs | 6 ECTS |

**Year II Semester II**

|  |  |  |  |
| --- | --- | --- | --- |
| Thesis 2 | MPMP-518 | 4 credit hrs | 7 ECTS |

* 1. **Course Breakdown for Extension Programme**

1. **Focus: Development Management**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Title** | **Course Code** | **Credit Hours** | **ECTS** |
| **Year I semester I** | | |  |
| Principles of Public Management | MPMP-502 | 3 credit hrs | 5 ECTS |
| Theories of Public Organization | MPMP-503 | 2 credit hrs | 3 ECTS |
| Finance in Public Management | MPMP-504 | 3 credit hrs | 5 ECTS |
| Total | | 8 credit hrs | 13 ECTS |
| **Year I semester II** | | |  |
| Program and Project Management in the Public Sector | MPMP-505 | 3 credit hrs | 5 ECTS |
| Research Methods in Public Management | MPMP-501 | 3 credit hrs | 5 ECTS |
| Total | | 6 credit hrs | 10 ECTS |
| **Year I semester III** | | |  |
| Development Policy and Management: Focus on Ethiopia | MPMP-509 | 4 credit hrs | 7 ECTS |  |
| Sustainable Development Management | MPMP-510 | 3 credit hrs | 5 ECTS |
| Total | | 7 credit hrs | 12 ECTS |
| **Year II semester I** | | | |
| Governance, Politics and Development | MPMP-514 | 3 credit hrs | 5 ECTS |  |
| Population, Environment and Development | MPMP-512 | 3 credit hrs | 5 ECTS |
| Total | | 6 credit hrs | 10 ECTS |
| **Year II Semester II** | | | |
| Seminar on Emerging issues in Development and Development Cooperation | **MPMP - 519** | 2 credit hr | 3 ECTS |  |
| Thesis 1 | MPMP-517 | 2 credit hrs | 3 ECTS |
| Total |  | 4 credit hrs | 6 ECTS |
| **Year II Semester III** | | | |
| Thesis 2 | MPMP-518 | 1. credit hrs | 7 ECTS |  |

1. **Focus: Public Policy**

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| --- | --- | --- | --- | --- |
| **Course Title** | **Course Code** | **Credit Hours** | **ECTS** |  |
| **Year I semester I** | | |  |  |
| Principles of Public Management | MPMP-502 | 3 credit hrs | 5 ECTS |  |
| Finance in Public Management | MPMP-504 | 3 credit hrs | 5 ECTS |
| Theories of Public Organization | MPMP-503 | 2 credit hrs | 3 ECTS |
| Total | | 8 credit hrs | 13 ECTS |
| **Year I semester II** | | | | |
| Program and Project Management in the Public Sector | MPMP-505 | 3 credit hrs | 5 ECTS |  |
| Research Methods in Public Management | MPMP-501 | 3 credit hrs | 5 ECTS |
| Total | | 6 credit hrs | 10 ECTS |
| **Year I semester III** | | | | |
| Public Policy Analysis | MPMP-506 | 4 Credit hrs | 7 ECTS |  |
| Policy and Institutional Reforms | MPMP-507 | 3 credit hrs | 5 ECTS |
| Total | | 7 credit hrs | 12 ECTS |
| **Year II semester I** | | | | |
| Social Policy Analysis | MPMP-508 | 3 credit hrs | 5 ECTS |  |
| Ethics and Public Policy | MPMP-513 | 3 credit hrs | 5 ECTS |
| Total | | 6 credit hrs | 10 ECTS |
| **Year II semester II** | | | | |
| Seminar on Emerging Public Policy Issues | MPMP - 520 | 2 credit hrs | 3 ECTS |  |
| Thesis 1 | MPMP-517 | 2 credit hrs | 3 ECTS |
| Total |  | 4 credit hrs | 6 ECTS |
| **Year II semester III** | | | | |
| Thesis 2 | MPMP-518 | 4 credit hrs | 7 ECTS |  |

1. **Focus: Governance**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Title** | **Course Code** | **Credit Hours** | **ECTS** |  |
| **Year I Semester I** | | |  |  |
| Principles of Public Management | MPMP-502 | 3 credit hrs | 5 ECTS |  |
| Finance in Public Management | MPMP-504 | 3 credit hrs | 5 ECTS |
| Theories of Public Organization | MPMP-503 | 2 credit hrs | 3 ECTS |
| Total | | 8 credit hrs | 13 ECTS |
| **Year I Semester II** | | | | |
| Program and Project Management in the Public Sector | MPMP-505 | 3 credit hrs | 5 ECTS |  |
| Research Methods in Public Management | MPMP-501 | 3 credit hrs | 5 ECTS |
| Total | | 6 credit hrs | 10 ECTS |
| **Year I Semester III** | | | | |
| Governance, Politics and Development | MPMP-514 | 4 credit hrs | 7 ECTS |  |
| Public Policy Analysis | MPMP-506 | 3 credit hrs | 5 ECTS |
| Total | | 7 credit hrs | 12 ECTS |
| **Year II Semester I** | | | | |
| Governance And Institutional Reforms | MPMP-515 | 3 credit hrs | 5 ECTS |  |
| Environment and Resource Governance | MPMP-516 | 3 credit hrs | 5 ECTS |
| Total | | 6 credit hrs | 10 ECTS |
| **Year II Semester II** | | | | |
| Seminar on Comparative governance and political system | MPMP - 521 | 2 credit hrs | 3 ECTS |  |
| Thesis 1 | MPMP-517 | 2 credit hrs | 3 ECTS |
| Total |  | 4 credit hrs | 7 ECTS |
| **Year II Semester III** | | |  | |
| Thesis 2 | MPMP-518 | 4 credit hrs | 1. ECTS |  |

1. **Guide Book of courses / Course Description**

**Course Title: Principles of Public Management**

**Course code: MPMP-502**

**Credit hours: 3**

**ECTS: 5**

**Course Description**:

This course shall cover a comprehensive study of public administration involving an in-depth analysis of government administration, its organization, structure, process and behavior. It will also examine the constitutional, legal, socio-cultural and economic context under which public managers/administrators operate. Further, it reviews the complex challenges that public management/administration has faced in the present era of globalization and the ascendance of neo-liberalism. It shall also explore the stature as well as the scope of Ethiopian Public Administration vis-à-vis the changing role of the state. In addition to this, the course shall discuss issues such as contemporary leadership theories, change management, the emerging trends in public management and the clamor for a network of collaborative relations between the three sectors and how these enhance public management processes.

**Learning outcomes:**

After learning this course, students should be able to:

* Understand the language and basic concepts of public administration and its development as a professional field of study
* Appreciate the trajectories of the developments in the field over the past few decades.
* Grasp the relationship between state, society and public administration
* Understand the constitutional, legal, skocio-cultural and economic context under which public managers operate
* Evaluate the different perspectives/approaches of the state and the influence that these have on public management
* Identify the changing role of the sate and the impact this has on public management
* Assess the various impacts of globalization on public management
* be acquainted with the national and local administrative system and process in the Ethiopia
* Understand emerging views in public management and how these views influence Ethiopian public administration
* Understand the contexts under which public managers in Ethiopia operate

**Content:**

The course shall cover the following subjects:

1. The meaning, nature and scope of public management/administration
2. Weberian bureaucracy and critique of bureaucracy
3. The liberal, Marxist and neo-liberal perspective of state and administration
4. Fred Rig’s contribution to society-public administration relationship
5. The recent developments in the field (from New Public Administration to New Public Management)
6. Traditional public administration versus New Public Management
7. Issues on public choice theory
8. Globalization, liberalization and public management
9. The contemporary role of Ethiopian public administration

**Teaching methods:**

Students should be encouraged to learn the evolution and development of the national bureaucracy and administration system in Ethiopia. Cases are thus essential instruments of doing it.

The following tools/methods will be used:

* Class lectures
* Case studies and discussions with special emphasis on Ethiopian realities

**Assessment Criteria/Strategy**:

The module requires students to come to class prepared for in-class discussion, and thus class participation is highly valued.

1. Participation in class lectures and presentations 10 %
2. Case discussion and presentations 40 %
3. Examination 50 %

**Total 100**

**Teaching Support:**

* Course materials, namely, books, chapters from books, journal articles, policy documents and internet sources
* Cases
* Power point lectures
* Use of white boards
* Visits to public and non-government organizations

**Course requirements**:

Students are expected to:

* Attend classes regularly
* Come to classes prepared and/or come to classes reading course materials thoroughly
* Participate actively in-class discussions and case presentations
* Submit assignments on or before due dates.

**Reading materials:**

***Required reading materials:***

Nigro, A. Felix and Nigro G. Lloyd. *Modern Public Administration*. Philadelphia: Harper & Row Publishers.

Lynn, E. Laurence. 2006. *Public Management: Old and New*. London: Rutledge

Hughes. E, Owen. (2003). *Public management & administration: An introduction* (3rd Ed.). Palgrave Macmillan

***Recommended reading materials***

Simon, H. 1947. *Administrative Behavior: A Study of Decision-Making Processes in Administrative Organizations*, 4th ed. in 1997. New York: The Free Press

Mouzelis, P. Nicos. 1967. *Organization and Bureaucracy: an analysis of modern theories*. Chicago: Aldeine Publishing Company

**Course title: Program and Project Management in the Public Sector**

**Course code: MPMP 505**

**Credit hours: 3**

**ECTS: 5**

**Course description:**

Program management is the process of managing several ongoing projects, which might require hundreds of separate activities, with the intention of improving an organization’s efficiency. Program management in public sector aims at increasing efficiency and reliability in the delivery of public service and goods. Programs consist of projects of different objectives and scopes. The role of the program manager is to coordinate those projects to get best out of them. The relationship between program and project management can be thought of in terms of climbing a ladder. Program management is the subsequent rung after project management.

This course provides an introduction to program/project management and the roles and responsibilities required of the program manager. Specifically, learners will be introduced to the importance of program management and program manager to the success of an organization.

Hence, the course is designed to enlighten students with various aspects, from theory to practice, of program and project management such as characteristics, principles, cycles and evaluation of programs/projects in general and public programs/projects in particular.

**Learning outcomes:**

After learning this course, students should be able to:

* define a program and project
* recognize the importance of program and project management
* distinguish between programs and projects and how they are designed
* Recognize the nature of public/development programs and projects
* identify the responsibilities of a program manager
* identify the skills required of a program/project manager
* Understand how to evaluate program/project success

**Contents:**

**Chapter One**

1. **Introduction** 
   1. Policy, Strategy, Programs and projects
   2. The nature of programs in comparison with projects
   3. The importance of programs
   4. When to initiate programs

**Chapter Two**

1. **Program management**
   1. Objectives of program management
   2. Program management
   3. Steps in program management
      1. program identification
      2. program planning
      3. program delivery
      4. program closure

**Chapter Three**

1. **Projects**

3.1 What are projects?

3.2 Benefits of projects

3.3 Types of projects

3.4 Project management

3.5 Project life cycle

3.4.1 Initialing a project

3.4.2 Appraising a project

3.4.3 Planning project

3.4.4 Implementing a project

3.4.5 Closing a project

**Chapter Four**

1. **Public programs and projects**
   1. Understanding Program Management in the context of public sector and private sector and local, national, international/ global program activities;
   2. public sector development programs
   3. public projects
   4. Objectives of Public Projects
   5. Characteristics of Public Projects
   6. Risks associated to public projects

**Chapter Five**

**5. Public Program /project Evaluation**

5.1 The meaning of evaluation

5.2 Types of evaluation

5.3 Process/ steps in evaluation

**Teaching Methods:**

Lectures

Class discussions

Case studies

Reading assignments and exercises

Paper writing

Presentations

**Assessment Criteria/Strategy**

Class Participation 10%

Reading assignments and exercises 10%

Surprise tests 10%

Term Paper and Presentation 35%

Examination 40%

**Total 100**

**Course requirements**:

Students are expected to

* Attend classes regularly
* Come to classes prepared and/or come to classes reading course materials thoroughly
* Participate actively in-class discussions and case presentations
* Submit assignments on or before due dates.

**Reading materials:**

APM Introduction to Program Management, ISBN: 978-1-903494-63-9

The Definitive Guide to Project Management. Nokes, Sebastian 2nd Ed., London.

The Standard of Program Management, 2nd Ed. Project Management Institute, ISBN: 978 1 933 890524[2]

Reiss, Geoff etal. Gower Hand Book of Program Management. ISBN: 978-0-566-08603-8

Managing Successful Programs, The Stationery Office. ISBN: 978-0-11331040-1

Gray, R. J. (1997) Alternative approaches to programme management. International Journal of Project Management, 15, 5-9.

Lycett, M., Rassau, A. & Danson, J. (2004) Programme Management: A Critical Review. International Journal of Project Management, 22, 289-299.

Milosevic, D. Z., Martinelli, R. & Waddell, J. M. (2007) Program Management for Improved Business Results, John Wiley & Sons.

OGC (2011) Managing Successful Programmes, Norwich, United Kingdom, The Stationary Office, Office of Government Commerce

Pellegrinelli, S. (1997) Programme Management: Organizing Project-based Change. International Journal of Project Management, 15, 141-149.

Vereecke, A., Pandalaere, E., Deschoolmeesterl, D. & Stevens, M. (2003) A Classification of Development Programmes and its Consequences for Programme Management. International Journal of Operations & Production Management, 23, 1279.

**Course Title: Research Methods in Public Management**

**Course Code: MPMP-501**

**Credit hours: 3**

**ECTS: 5**

**Course Description:**

Research methods is one of the basic skills that professionals in public management need to have since they need to generate new knowledge through research to guide theory development, influence the practices and even the decisions of public managers and policy makers based on empirical evidence. Moreover, public administration professionals need to raise how, why and what questions to find answers to practical problems.

This course provides students with the principles of research theory, design, data gathering, analysis and interpretation, and writing techniques and skills. The course is designed for students who already have some understanding of social science research. It is divided into six interlinked parts in which discussions in any part serve as building blocks for the next part.

**Learning outcomes**

On successful completion of this course students will be able to:

* Identify the fundamental reasons for undertaking research
* Discuss and reflect on the major issues in the philosophy of social sciences and their implications in the conduct of research
* Describe and exercise the ethical responsibilities of conducting research.
* Describe the various data gathering and analytical techniques and apply them in practical research
* Acquire skills on how to manage and use large size survey data using computer (SPSS)
* Independently design, collect, analyze and write analytically sound and practical research projects

**Contents**

The course consists of the following contents:

**Unit 1: Research in Public Management Context**   
▪ Knowledge and research in public management   
▪ Epistemology of research: debate on quantitative/positivistic versus qualitative/hermeneutic research.   
▪ Validity in qualitative, quantitative and mixed methods research.  
▪ Qualitative versus quantitative research approach: synthesis, mixed methods.

***Unit 2: Introduction to Quantitative Data Analysis***  
▪ Sampling techniques: objectives and limits of probability sampling, sampling methods, and different sources of errors.  
▪ Concepts of Probability theory: probability and probability distributions, discrete and continuous random variables, the (standard) normal distribution, the central limit theorem and the sampling distribution of sample statistics.  
▪ Introduction to statistical inference: hypothesis testing and confidence intervals.

**Unit 3: Regression Analysis and Inference**

The unit examines the concept of simple linear regression and correlation. It explains the concepts of inference, the normal distribution and other continuous and discrete distributions. Aspects of statistical inference for properly estimating parameters, predicting outcomes and testing hypothesis, given the characteristics of the data, are introduced. The unit deals with partial regression, the interpretation of multiple regression coefficients and the detection of model violations through regression diagnostic techniques. It also introduces students to nonlinear relationships and the notion of heteroscedasticity. The unit emphasizes the simultaneous use of regression and graphs to provide compact numerical summaries, to check and enhance results by using visual displays of the data.

**Unit 4: Qualitative field research and data collection**

The objective of this unit is to familiarize students with the nature of qualitative research and its organization through fieldwork. The unit is constructed around the central idea of the qualitative research design and critical questions that need to guide the qualitative research process. Qualitative research is an umbrella term for a wide range of research approaches and research methods.  This unit is practically oriented and provides insight into the organization of qualitative research processes and into methods for collecting qualitative data.  The focus is on qualitative fieldwork, research design and interviewing.

**Unit 5: Analyzing Text and Discourse in Public and Development Management**

The Unit offers a theoretical and policy-oriented introduction to text and discourse analysis. Students are familiarized with the power of words through practical examples. They understand the importance of framing in a development context. They apply discourse analysis techniques to real life examples.

**Unit 6: Qualitative data analysis**

In this unit students learn how to organize and analyze qualitative data and develop conceptualization strategies. Students comprehend and are able to evaluate the opportunities and challenges related to the conceptualization of qualitative data.

**Teaching methods:**

* Lectures
* Class discussions
* Reading assignments
* Presentation of reading assignments
* Computer lab exercise
* Paper writing

**Course requirements**:

Students are expected to

* Attend classes regularly
* Come to classes prepared and/or come to classes reading course materials thoroughly
* Participate actively in-class discussions and case presentations
* Submit assignments on or before due dates.

**Assessment Criteria/Strategy**

* Class Participation 10%
* Reading and presentation of reading assignments

(at least one presentation per student) 10%

* Practical exercise (using computer) 10%
* Paper (writing a research proposal) 30%
* Final exam 40%

**Total 100%**

**Reading materials:**

**Required reading materials:**

Booth, W.C. et al. (2003) *the Craft of Research* (2nd Edition). Chicago: The University of Chicago Press.

Bryman, A. (2001) *Social Research Methods*. Oxford: Oxford University.

Chave, F-N and D. Nachmias (997) Research Methods in the Social Sciences. London: Arnold.

Flick, U. et al. (eds.) (2004) *A Companion to Qualitative Research.* London: Sage Publications.

Folz, D. H (1996) *Survey Research for Public Administration***.** Thousand Oaks: Sage Publications.

Mayer, R. R. and E. Greenwood. (1980) the Design of Social Policy Research. New Jersey: Prentice Hall Inc.

McNabb, D.E (2002) *Research Methods in Public Administration and Non Profit Management, Quantitative and Qualitative Approaches*. New York: M E Sharpe, Armonk.

Meier, K. J and J.L Brudney (1987) *Applied Statistics for Public Administration***.**  California: Brooks/Cole Publishing Company.

Taylor, S.J and R. Bogdan (1984) *Introduction to Qualitative Research Methods, The Search for Meanings***.**  New York: John Wiley and Sons.

Verschuren, P. and H. Doorewaard (1999) *Designing a Research Project*. Utrecht: Uitgeverij LEMMA BV.

**Recommended reading materials:**

Introduction to Methods of Social Research, compiled by Yerasework Admassie\*

Keith, H. et al. (2002O) Researching Human Geography. New York: Oxford University Press.

Laws, S. et al. (2003) *Research for Development.* London: Sage Publications

Mikkelsen, B. (1995) *Methods for Development Work and Research: A Guide for Practitioners.* London: SAGE Publications.

Nigel, G. (ed.) (2001) *Researching Social Life, second edition*. London: SAGE Publication.

Seale, C. (ed.) (2004) *Social Research Methods: A Reader.* London: Routledge

Casley, D. J and D. A Lury (1987) *Data Collection in Developing Countries*. Oxford Clarendon Press.

Sir Moser, C. and G. Kalton (1992) *Survey Methods in Social Investigation.* Dartmouth: Aldershot.

**Course Title: Theories of Public Organizations**

**Course Code: MPMP-503**

**Credit Hours: 2**

**ECTS: 3**

**Course descriptions**:

Approaches to public organizations have been transformed in the last 30 years as traditional theories have been challenged by new ideas of public management. The course uses concepts drawn from the literature on public choice, institutional economics and models on new public organizations. It assesses the relevance of private sector management principles to the public sector and examines the evolving relationship between the public and private sectors in public administration.

**Learning outcomes:**

After learning this course, students should be able to:-

* Be familiar with the evolution and growth of organization theories
* Have an understanding of the basic concepts of public organization with a focus on structure, design and effectiveness
* Grasp organizational structures, processes and functions
* Appreciate the concepts of learning organizations and new organization culture
* Have a good understanding of organizational behavior
* Distinguish bureaucratic organizations from post-bureaucratic ones
* Grasp the developments in the theories of public organizations after the 1980s.
* Evaluates Ethiopian public organizations from the vantage point of developments in the field over the past several years

**Content:**

The course shall cover the following subjects:**-**

1. Perspectives on the theories of organization
2. Assessments of the evolution of organization theory
3. Open and cooperative system
4. Concept of learning organization
5. Organization culture
6. Organizational behavior
7. The principal-agent perspective
8. Pertinence of public choice theory to new public organizations
9. Old public and new public organizations and characteristics
10. New Public Management and public organizations
11. Ethiopian public organizations: problems and issues

**Teaching methods:**

The following tools/methods will be used:

* Class lectures
* Case studies and discussions with special emphasis on Ethiopian realities

**Assessment Criteria/Strategy**:

The course requires students to come to class prepared for in-class discussion, and thus class participation is highly valued.

* Participation in class lectures and presentations 10 %
* Case discussion and presentations 40 %
* Examination 50 %

**Total 100%**

**Teaching Support:**

* Course materials, namely, books, chapters from books, journal articles, documents and internet sources
* Cases
* Power point lectures
* Use of white boards
* Visits to public and non-government organizations

**Course requirements**:

Students are expected to

* Attend classes regularly
* Come to classes prepared and/or come to classes reading course materials thoroughly
* Participate actively in-class discussions and case presentations
* Submit assignments on or before due dates.

**Reading materials:**

***Required reading materials:***

Lane, Jan-Eric. 2005. *Public Administration and Public Management*. New York: Routeledge.

Sharif and Ott. 1987. *The classics of Organization Theory*. Chicago: The Dorsey Press.

Hughes. E, Owen. (2003). *Public management & administration: An introduction* (3rd Ed.). Palgrave Macmillan

***Recommended reading materials:***

Simon, H. 1947. *Administrative Behavior: A Study of Decision-Making Processes in Administrative Organizations*, 4th ed. in 1997. New York: The Free Press

Mouzelis, P. Nicos. 1967. *Organization and Bureaucracy: an analysis of modern theories*. Chicago: Aldeine Publishing Company

**Course Title: Finance in Public Management**

**Course Code: MPMP-504**

**Credit hours: 3**

**ECTS: 5**

**Course Description:**

Public finance, budgeting and intergovernmental relations are one of the core subjects that students of public management need to have good understanding, both as researchers and practitioners. The course introduces students to the principles and logic of government fiscal activities, government budgets and intergovernmental relations. This course helps students become familiar with analytical approaches for resource allocation and decision evaluations in the public sector. Students will also be introduced to the principles and operational systems and structures of public finance, budgeting and intergovernmental systems of the Ethiopian Government.

**Part I.** Public Finance - Its main focus is on principles of public finance. The rational and mechanisms of financing the public sector, characteristics and significance of the public sector and the issue of social welfare are the main areas of focus. Major topics include rationale for public sector; options for financing government expenditure; taxation policy; and expenditure policy

**Part II**. Budgeting- this part of the course provides an in-depth analysis of budgeting and finance as applied to government. Gives special concern to the politics, practice, planning, and analysis which surrounds the budgetary decision-making process. Topics introduced in the course include the budget cycle, budget methods, budget reform, taxation and tax structures, intergovernmental fiscal relations, and cost and break-even analyses. The course also involves computer applications of these concepts to problems in government, health care, and nonprofit sector decision-making.

**Part III**. Intergovernmental relations- the block covers the relationships among the several levels and forms of government (federal, state, local, regional, interstate and in­trastate). The course describes the possession or sharing of responsibility for initiation and execution of public policy, fiscal provision, program design and im­plementation in terms of the administrative problems that are seen in a federal structure. It also explores tensions between national goals and state and local priorities, and the implications for sub-national units of shifts in priorities and grant-in-aid instruments at the national level.

**Learning outcomes**

On successful completion of the course students will be able to:

* Understand and justify the bases for government actions in society and as well as mechanisms of financing the public sector.
* Distinguish the difference between the public and private sectors.
* Understand and critically analyze the political processes in government budgeting.
* Understand distinguish the major budgeting approaches.
* Apply each of the major budgeting approaches in their own organizations.
* Understand the bases, processes and challenges of intergovernmental relations at various levels of government

**Contents**

The course has the following broadly defined contents that are contained in three parts

**Part I: Public Finance**

1. The basis of government action and social welfare
2. The character and significance of public finance
3. Financing the Public Sector
4. The Ethiopian Experience

**Part II: Budgeting**

1. Budgeting and the political agendas
2. The budgeting cycle
3. Approaches to budgeting
4. The Ethiopian Experience

**Part III: Intergovernmental Relations**

1. Fiscal Federalism and Fiscal Policy
2. Devolution of functions and revenue sources
3. Vertical and Horizontal Fiscal Imbalance
4. The Ethiopian Experience

**Teaching Methods**

* Lectures
* Class discussions
* Case studies
* Reading assignments and exercises
* Paper writing
* Presentations

**Course requirements**:

Students are expected to

* Attend classes regularly
* Come to classes prepared and/or come to classes reading course materials thoroughly
* Participate actively in-class discussions and case presentations
* Submit assignments on or before due dates.

**Assessment Criteria/Strategy**

* Class Participation 10%
* Reading assignments and exercises 10%
* Surprise tests 10%
* Term Paper and Presentation 35%
* Final Exam 40%

**Total 100**

**Reading materials**

**Required reading materials:**

Mikesell, J (1995) *Fiscal Administration: Analysis and Applications for the Public Sector (4th edition). Belmont*: Wadsworth Publishing Company.

Lutrin, C.E and Allen K.S (1985) *American Public Administration: concepts and cases (3rd edition*). Englewood Cliffs: PRINTICE-HALL.

Rober D.l., Jr. and Rolnald W.J. (1998) *Public Budgeting Systems (6th edition). Gaitherburg*: Aspen Publishers Inc.

**Recommended reading material:**

Handerson, W. (1973) *Financing Modern Government. Boston:* Houghton Mifflin Company.

**Specialization Course: Development Management**

**Course title: Development Policy and Management: Focus on Ethiopia**

**Course code: MPMP 509**

**Credit hours: 3**

**ECTS: 5**

**Course description:**

This course brings to the students the fundamentals of development policy and management. It would enable them to understand the various concepts development policy and management. Further it helps the students to know the strategies of evolving and managing development policies.

Theoretical perspectives on development management, models of development policy and strategies-Agricultural based policies, Industrial oriented policies, Service sector promotional policies; planning and managing of development program and strategies, public policy reform, new public management , public enterprises, privatization, decentralization, development agents, evaluating and monitoring development activities, development administration are covered.

**Contents**

**Introduction**

* **Characteristics of developing countries – a survey of current issues**

Classification of countries

Costs and benefits of development

Current issues in development policy

* **Determining the Development Agenda**
* **Early models of development and economic growth**

The context of “Modernity”

Global Development Institutions

* **Development and Global interdependence**

Major conferences and policy networks

The shift from material to human development

* **The role of institutions in Governance and Development**
* **Improving governance and strengthening institutions**

The shift from “government” to “governance”

The role of constitutions, institutions, and law

* **Policy Cycles and Networks**

Policy cycles and networks in theory and practice

* **Human Development**
* **Education and health policies in developing countries**

The United Nations Development Programme and the concept of “human development”.

The Human Development Report

The Millennium Development Goals (MDGs)

The Sustainable Development Goals (SDGs)

* **Gender and Development**

The particular challenges confronting the development of women and girls

* **The role of government in development**
* **The public sector**

The roles of the public and private sectors

Public sector reform

* **Financing development and managing government debt**

Debt relief

MDG Goal 8:

* **Civil Society, law, and policy**
* **Increasing trust, integrity, transparency and accountability**
* **A rights based approach to development**

The concept of rights, and human rights

The origin of rights claims and their recognition

Delivering on rights

* **The role of Information and Communications Technologies and** ICT Indicators for Development
* **Development KM**

Global and national agencies monitoring development policy and progress

The relationship between theory and practice in development policy?

* **Opening the economy to global influences**
* **Globalization and trade policy: structural Adjustment and Regulatory Policies**
* **Foreign investment and the transfer of technological know-how**
* **Development, Conflict Resolution, & Peace-building**

The challenges of post-conflict peace-building, and state-building

Leadership styles, democracy, and development

* **The current state of the debate on development policy**

Findings of the Fourth High Level Forum on Aid Effectiveness, Busan, Korea, 2011.

**Teaching Methods**

* Lectures
* Class discussions
* Case studies
* Reading assignments and exercises
* Paper writing
* Presentations

**Course requirements**:

Students are expected to

* Attend classes regularly
* Come to classes prepared and/or come to classes reading course materials thoroughly
* Participate actively in-class discussions and case presentations
* Submit assignments on or before due dates.

**Assessment Criteria/Strategy**

* Class Participation 10%
* Reading assignments and exercises 10%
* Surprise tests 10%
* Term Paper and Presentation 30%
* Final Exam 40%

**Total 100**

**Reading materials:**

Cornwall, A. and K. Brock (2005). "What Do Buzzwords Do for Development Policy? A Critical Look at 'Participation‟, „Empowerment' and 'Poverty Reduction'." Third World

Jolly, R., L. Emmerij, et al. (2004). UN Contributions to Development Thinking and Practice. Bloomingdale and Indianapolis, Indiana University Press.

Alacevich, M. (2011). "The World Bank and the politics of productivity: the debate on economic growth, poverty, and living standards in the 1950s." Journal of Global History

Ocampo, J. A. (2003). "Rethinking the development agenda." Cambridge Journal of Economics 26: 393-407.

Bertucci, G. (ed.) (2006). *Innovations in Governance and Public Administration: Replicating what works*, United Nations, Department of Economic and Social Affairs.

Diedhiou, A. (2007). "Governance for Development: Understanding the Concept/Reality Linkages." *Journal of Human Development,* **8**(1): 23 – 38.

Hyden, G. and J. Court (2002). *Governance and Development*. United Nations University.

Stewart, Frances (1996). “Basic Needs, Capabilities, and Human Development.” Ch. 3 in Avner Offer (ed.) *In Pursuit of the Quality of Life*, Oxford University Press, pp. 46 – 65.

Chattier, P. (2012). "Exploring the Capability Approach to Conceptualize Gender Inequality and Poverty in Fiji." Journal of Poverty **16**(1): 72-95.

Fukuda-Parr, S. (2003). "The Human Development Paradigm: Operationalizing Sen's Ideas on Capabilities." Feminist Economics **9**(2-3): 301-317.

Staudt, Kathleen (1991). “The Political Context”, Ch. 4 in *Managing Development: State, Society, and International Contexts*, Sage Publications, pp. 62 – 80.

UNDESA (2005). *Unlocking the Human Potential for Public Sector Performance*. New York, United Nations. Online at http://unpan1.un.org/intradoc/groups/public/documents/UN/UNPAN021616.pdf

**Course Title: Sustainable Development Management**

**Course Code: MPMP-510**

**Credit Hours: 3**

**ECTS: 5**

**Course Description:**

Sustainable development is “development which meets the needs of the present without compromising the ability of future Generation to meet their own needs.” Sustainable development is one of the most used buzz words used in international development conferences and programs. The concept sustainable development is multidimensional and it’s academic universe is multidisciplinary which includes public administrative sciences, economics, sociology, law, policy sciences, environmental sciences, etc The present course course on sustainable development due to the constraint it faces obviously has to be precise and concise in completely imparting information to the learners on its different aspects (as stated below in the course contents) of the subject, viz. understanding sustainable development, environment and development, understanding poverty and inequitable growth and sustainable development strategy.

**Learning Outcomes:**

After studying the course the student will be able to:

* Grasp the details of sustainability of development activities going on all over the world and realize the necessity of leaving behind a “Safe Earth” for future generations,
* Understanding the importance of poverty alleviation through mitigating the inequitable economic growth between countries and continents; and making the “Mother Earth” a comfortable living place for the present generation,
* Understanding the attempts made nationally, internationally and globally to manage ecology and protect environment which are life-sustaining; and
* Learn various strategies that are useful and helpful for sustainable development

**Contents:**

**Part I:** **Understanding sustainable development.** Concepts, parameters, approaches, issues and challenges (natural resource exploitation, industrialization, inequitable growth, etc) and principles.

**Understanding poverty** (in the context of Ethiopia and Africa): concepts and definitions of poverty, trend in poverty, poverty and development, rural livelihoods

**Part II**: **Environment and sustainable development:** conceptual clarification about environment multi-disciplinary understanding of environmental degradation, impact of demographic changes , emissions and global warming and impact of climate change processes on development, environmental laws, policies, auditing and impact assessment and international conferences on environment.

**Part III:** **Sustainable development strategy:** managing indigenous community knowledge and communication for development project management, harnessing technology for development, innovative practices for development, co-operation and partnership in sustainable development.

**Teaching Methods:**

The following learning methods will be followed:

* Lecturers
* Classroom discussions
* Reading assignments
* Field/ on- sight visits

Over all the teacher-student participatory approach of learning will be followed

**Teaching Support:**

* Books and Journals on the subjects/contents
* White Boards
* Projectors with accessories
* Transport facilities and Agency co-operation for field-visits

**Course requirements:**

Students are required to

* Attend classes regularly (75% of attendance is mandatory)
* Do advance reading and come prepared to the class for participatory learning
* Submit assignments on or before the due date

**Assessment Criteria/Strategy**

* Assignment and presentation 30%
* Field visit reports 30%
* Final examination 40 %

**Total 100**

**Reading Materials**

**Required reading material**

Brumdtland Commission Report (1987) World Commission on Environment and Development. *Our common Future*, Oxford University press, Oxford.

Drenser, S. (2002) *The Principles of Sustainability*, Earth Scan, London.

Hirsch, F. (1976) *The Social Limits to grow*, Rout ledge, London.

Reid, David (1995) *Sustainable Development: An Introductory Guide*: Earth Scan, London

Sachs, W(ed) (1993) *Global Ecology: A New Arena of Political Conflict*, Zed Books, London

United Nations Development Programs (1990 & 1994). *Human Development Report*, Oxford University press, Oxford.

Bhagawati, JN. (1977) *The New Economic International order: The North-South Debate*, Cambridge, Mass, MIT press

Banuri, T and Holmberg, J. (1992) *Governance for Sustainable Development: A view from the South*, London: IIED

CIDA, (2003) *Promoting Sustainable Rural Development through Agriculture: Canada Making a Difference in the World*

Constantinos, BT (2000) *Policy Analysis, Formulation and Management in Sustainable Livelihoods: An Issue paper for the BIDP*

Furtado, C(1971-1972**)** Development Under Development, Barkley, University of California Press.

**Course Title: Governance, Politics and Development**

**Course Code: MPMP-514**

**Credit Hours: 3**

**ECTS: 5**

**Course Description**

This course is designed to make the students understand the purposes of governance and its relationship with social change and development. The course is further aimed to prepare students to understand the theoretical underpinnings of social Change, governance and politics relating to development. They should have a firm grip over the linkage between theory and practice. The whole analysis will be against the backdrop of globalization and its implications.

**Learning outcomes:**

On successful completion of this course students will:

* Understand the concepts and characteristics of governance in developed and developing countries
* Understand and be able to accurately describe good governance and its elements, people’s participation in governance
* Be able to define a strong link between governance, politics and development
* Be able to critically analyze changes in paradigm and its implication for development

The course shall contain the following broadly defined contents:

1. Governance – concepts, meaning and definition, Characteristics of governance in Developed and Developing countries.
2. Good Governance – meaning, definition, elements of good governance, implications for the poor and marginalized.
3. People-centric governance – Governance in a changing world, building institutions of the poor – limits of state action – people’s participation in governance.
4. Development – paradigm change – State approaches to development, market approaches to development, right based development.
5. The role of civil societies in governance and development
6. Economic development – Human development, gender and development.
7. Capacity Building for governance and development

**Course requirements**:

Students are expected to

* Attend classes regularly
* Come to classes prepared and/or come to classes reading course materials thoroughly
* Participate actively in-class discussions and case presentations
* Submit assignments on or before due dates.

**Assessment Criteria/Strategy**

* Class participation in class lectures and presentations 10 %
* Case discussion and presentations 20%
* Individual project papers 30 %
* Final Exam 40 %

**Total 100**

**Reading Materials**

O.P.Gauba, An Introduction to Political Theory, New Delhi: Macmillan, 2003

Deborah Eade (ed), Development and Social Action, Jaipur: Rawat Publications, 1999.

Natalia Dinello and Vladimir Popov (eds), **Political Institutions and Development: Failed Expectations and Renewed Hopes,** Glos: Edward Elgar Publishing, 2007.

Alwin Y So**, Social Change and Development,** New Delhi: sage Publications, 2000.

Kate Jetkins and William Plowden (eds), **Governance and Nation Building: The failure of International Intervention**, Glos: Edward Elgar Publishing, 2007.

Andre Gunter Frank et.al, **Transforming the Revolution: Social Movements and the World System**, New York: Monthly Review Press, 1990.

Jan Nederveen Pieterse, **Development Theory: Deconstruction/Reconstruction**, New Delhi: Sage Publications, 2002.

Ghanshyam Shah (ed), **Social Movements and the State**, New Delhi: Sage Publications, 2002.

Laslie Lipson, **The Great Issues of Politics: An Introduction to Political Science**, New Delhi: Prentice-Hall of India, 2002.

Adrain Leftwich, “Governance and the State and the Politics of Development” **Development and Change**, vol.25,(1), 1994.

Tim Jorden and Steve Pile (eds), **Social Change**, London: Blackwell Publishers, 2002. Francis G.Castles (ed), **The Disappearing State? Retrenchment Realities in an age of Globalization**, Glos: Edward Elgar Publishing, 2008.

Leo W J C Huberts, Jeroen Maesschalck and Carole L Jurkiewicz (eds), **Ethics and Integrity of Governance**, Glos: Edward Elgar Publishing, 2008

Stephan Liebfried and Steffen Mau (eds), **Welfare States: Construction, Deconstruction, Reconstruction**, Glos: Edward Elgar Publishing, 2008.

**Course title: Population, Environment and Development**

**Course code: MPMP 512**

**Credit hours: 3**

**ECTS: 5**

**Course Description:**

This course is designed with an objective of providing awareness to the students about the dynamics of population and the causes and consequences of the environmental problems. Further it enables the students to become more sensitive about the environmental problems.

**Contents:**

1. Conceptual development of population, environment and development interactions
2. Development, poverty, and resource inequalities
3. Population-environment patterns in the developing world
4. Theoretical frameworks of population-environment interactions
5. Importance of land tenure systems
6. Cultural and Political Ecology, indigenous groups, and the environment
7. Agriculture, deforestation and land use/cover change
8. Planning for urbanization: the environment and urbanization
9. Rural-rural, rural-urban, and international migration and links between these flows and development and the environment
10. Population, health and the environment
11. Quantitative and qualitative measurement of population, environment and development interactions

**Teaching methods:**

The following tools/methods will be used:

* Class lectures/ reading materials shall be supplied in advance
* Case studies and discussions
* Students present development and environment policy issue papers, cases and projects

**Assessment Criteria/Strategy**: This course requires students to come to class prepared for in-class discussion, and thus class participation is highly valued. The assessment will therefore depend much on students’ performance in producing several written assignments and oral presentations.

* Class participation in class lectures and

Presentations 10 %

* Case discussion and presentations 20%
* Individual project papers 30 %
* Final examination 40 %

**Total 100**

**Teaching Support:**

* Course materials, namely, books, chapters from books, journal articles, policy documents and internet sources
* Development policy cases
* Power point lectures
* Use of white boards

**Course requirements**:

Students are expected to

* Attend classes regularly
* Come to classes prepared and/or come to classes reading course materials thoroughly
* Participate actively in-class discussions and case presentations
* Submit assignments on or before due dates.

**Reading Materials:**

* Dedina, S. *Saving the Gray Whale – People, Politics and Conservation in Baja, California*, Tucson: University of Arizona Press, 2000.
* Roy, A. *The Cost of Living*, Vintage Canada, 1999.
* Escobar, A., "Whose knowledge, whose nature? Biodiversity, conservation, and the Political ecology of social movements", *Journal of Political Ecology* 5: 55-82, 1998.
* Martinez-Alier, J., “Political ecology: the study of ecological distribution conflicts”, in *The Environmentalism of the Poor: A Study of Ecological Conflicts and* *Valuation*, Edward Elgar: Northampton, 2002.
* Ellis, F.,“ The risk-averse peasant”. *Peasant Economics*, Cambridge University Press: Cambridge, 1993.
* Conway, G.R., “Sustainable agriculture: the tradeoffs with productivity, stability and equitability”, *Economics and Ecology – New Frontiers and Sustainable* *Development*, E.B. Barbier (ed.), Chapman & Hall: London, 1993
* Dixon, J.A., Fallon Scura, L., Carpenter, R.A. and Sherman, P.B., *Economic Analysis of Environmental Impacts*, Earthscan: London, 1994
* Barbier, E.B. and Thompson, J.R., The value of water: floodplain versus large-scale irrigation benefits in Northern Nigeria”, *Ambio* 27(6): 434-443, 1998.
* Gutman, G., “Agriculture and the environment in developing countries: the challenge of trade liberalization”, *The Environment and International Trade Negotiations –* *Developing Country Stakes*, D. Tussie (ed.), IDRC: Ottawa, 2000.
* Deacon, R.T. and Murphy, P., "The structure of an environmental transaction: the dept-for-nature swap", *Land Economics* 73(1): 1-24, 1997.

**Specialization courses: Public Policy Studies**

**Course Title: Public Policy Analysis**

**Course Code: MPMP-506**

**Credit Hours: 4**

**ECTS: 7**

**Course Description**:

Policy analysis is a systematic inquiry into the nature of public policy problems and their solutions. Policy analysis refers to both the process of assessing policies or programs, and the product of that analysis. This course is therefore intended to help students develop the skills required to define and critically analyze policy problems, articulate relevant decision making criteria for policy analysis, develop alternative policy options, and evaluate alternative policy options. Students are also expected to learn analytical and methodological skills to be able to analyze public policies or programs.

**Learning outcomes:**

After learning this course, students should be able to:-

* Understand the theoretical and conceptual tools relating to policy formulation, implementation and analysis
* Define, assess and describe public problems
* Identify policy goals
* Craft appropriate/relevant policy options
* Analyze and predict the consequences or effects of alternative policy options
* Communicate policy advice in written and oral presentations

**Contents:**

The course shall cover the following broadly defined subjects:**-**

1. Public Policy formulation and Implementation: An Overview
2. Policy analysis: concepts and tools
3. Structuring policy problems
4. Forecasting policy outcomes and distributional analysis
5. Recommending preferred policies
6. Monitoring preferred policy outcomes
7. Evaluating policy performance
8. Developing policy arguments
9. Communicating policy analysis

**Teaching methods:**

In this course, cases and projects will be used to practice policy analysis skills. The course is also designed as a seminar and thus class participation is crucial.

The following tools/methods will be used:

* Class lectures/ reading materials shall be supplied in advance
* Case studies and discussions
* Students present policy issue papers, cases and projects

**Assessment Criteria/Strategy**:-

This course requires students to come to class prepared for in-class discussion, and thus class participation is highly valued. The assessment will therefore depend much on students’ performance in producing several written assignments and oral presentations.

* Class participation in class lectures and presentations

Conducted by colleagues 25 %

* Case discussion and presentations 25 %
* Individual project papers relating to analytical assignments 50 %

Total **100**

**Teaching Support:**

* Course materials, namely, books, journal articles, policy documents and internet sources
* Public policy cases
* Power point lectures
* white boards
* Visits to appropriate public institutions

**Course requirements**

Students are expected to:

* Attend classes regularly
* Come to classes prepared and/or come to classes reading course materials thoroughly
* Participate actively in-class discussions and case presentations
* Submit assignments on or before due dates.

**Reading materials:**

***Required reading materials***

Dunn, W. N. (2008). *Public policy analysis: An introduction* (4th Ed.). Upper Saddle

River, NJ: Pearson/Prentice Hall. Bardach, E. (2005). *A practical guide for policy analysis: The eightfold path to more effective problem solving* (2nd Ed.). Washington, DC: CQ Press.

***Recommended reading materials:***

Guess, G. M, & Farnham, P. G. (2000). *Cases in public policy analysis* (2nd Ed.). Washington, DC: Georgetown University Press.

Gupta, D. (2001). A*nalyzing public policy: concepts, tools, and techniques*. Washington, DC: CQ Press.

**Course Title: Policy and Institutional Reforms**

**Course Code: MPMP-507**

**Credit Hours: 3**

**ECTS: 5**

**Course Description**:

Over the past several decades, public management/administration has undergone significant transformation. To cope up with the changes, governments around the world respond by designing new programs/policies and institutions. Hence, this course aquatints students with reform programs as well as the principles and strategies of reforms in the public sector. It also addresses reform in the public sector, namely, reforms conducted in the public sector ranging from civil service reform to financial and fiscal reform, from public management decentralization to legal and judicial reform as well as measures to enhance public sector management responsiveness and accountability. It will also shade light on the different mechanisms of public service delivery. More particularly, this course will essentially use implementation analysis to draw lessons of policy and institutional reform experiences from developed and developing countries.

**Learning outcomes:**

After learning this course, students should be able to:-

1. Grasp the theoretical and conceptual underpinnings of contemporary policy and institutional reforms
2. Understand the contexts in which policy and institutional reforms are carried out
3. Evaluate reform successes or failures using policy/program implementation analysis
4. Identify the type of reforms and programs taking place in different countries
5. Draw lessons of policy and institutional experiences from developed and developing countries.
6. Identify the various ways of public service delivery and their contributions to service delivery performance.

**Contents:**

The course shall cover the following broadly defined subjects:

1. Public management and the imperatives of change: the background
2. New Public Management and Traditional Public Administration
3. Policy and Institutional Reform Experiences in the OECD countries
4. Policy and Institutional Reform Experiences in Africa and the rest of developing countries
5. Policy issues concerning alternative ways of service delivery in the public sector
6. Reform Program Implementation analysis
7. Policy and institutional reforms in Ethiopia

**Teaching methods:**

In this course, cases of policy and institutional reform experiences of developing and developed countries will be deliberated. The course thus requires students to adequately consult essential reading materials before coming to each class.

The following tools/methods will be used:

* Class lectures
* Case studies and discussions
* Students present cases

**Assessment Criteria/Strategy**:

This course requires students to come to class prepared for in-class discussion, and thus class participation is highly valued.

* Participation in class lectures and presentations 10 %
* Case discussion and presentations 40 %
* Individual project papers 50 %

**Total 100**

**Teaching Support:**

* Course materials, namely, books, journal articles, policy documents and internet sources
* Cases
* Power point lectures
* white boards
* Visits to public and non-government organizations

**Course requirements**:

Students are expected to

* Attend classes regularly
* Come to classes prepared and/or come to classes reading course materials thoroughly
* Participate actively in-class discussions and case presentations
* Submit assignments on or before due dates.

**Reading materials:**

***Required reading materials***

Hughes. E, Owen. (2003). *Public management & administration: An introduction* (3rd Ed.). Palgrave Macmillan

Osborne, D & Gaebler, T. (1993). *Reinventing Government: How the Entrepreneurial Spirit is Transforming the Public Sector* (1st d Ed.). Washington, DC: Plume Book.

***Recommended reading materials***

Minogue, M, Polidano, C, Hulme, D. (1998). *Beyond the New Public Management: Changing Ideas and Practices in Governance (*1st Ed.). Cheltenham, UK: Edward Elgar.

Brinkerhoff, W, Crosby, B. (2002). *Managing Policy Reform: concepts and tools for decision-makers in developing and transitioning countries* (1st ED).

Grindle, M & Thomas J. (1991). *Public Choices and Policy Change: the Political Economy of Reform in Developing Countries* (1st Ed.) Baltimore: The Johns Hopkins University Press.

**Course Title: Social Policy Analysis**

**Module Code: MPMP -508**

**Credit Hours: 3**

**ECTS: 5**

**Course Description**:

This course emphasizes on social policy spaces (health, education, welfare, housing, etc) as they relate to Ethiopia. The course discusses how social policies/programs (in education, health, housing, youth… etc) in Ethiopia are formulated and implemented. The course focuses on key policy areas/programs, drawn from education, health, housing, and urban policies/programs. It is also a comparative study under which social policies in other countries are checked against the Ethiopian ones.

**Learning outcomes:**

After learning this course, students should be able to:

* Identify the various types of social policies/programs currently enforced
* Know which institutions and how they formulate and implement social policies/programs in Ethiopia
* Analyze the social, political and economic context within which social services operate

**Contents:**

The course shall cover the following broadly defined subjects:

1. Social policies and services: theoretical and conceptual issues
2. Health policies/programs in Ethiopia
3. Education policies/programs in Ethiopia
4. Housing program in Ethiopia
5. Social services and complexities underpinning the provision of services
6. Comparative social policy analysis

**Teaching methods:**

In this course, cases of social policy experiences of developing and developed countries will be reckoned with.

The following tools/methods will be used:

* Class lectures
* Case studies and discussions
* Students present cases

**Assessment Criteria/Strategy**:

This course requires students to come to class prepared for in-class discussion, and thus class participation is highly valued.

* Participation in class lectures and presentations 25 %
* Case discussion and presentations 25 %
* Individual project papers 50 %

**Total 100**

**Teaching Support:**

* Course materials, namely, books, journal articles, policy documents and internet sources
* Cases
* Power point lectures
* white boards
* Visits to relevant public and non-government organizations

**Course requirements**:

Students are expected to

* Attend classes regularly
* Come to classes prepared and/or come to classes reading course materials thoroughly
* Participate actively in-class discussions and case presentations
* Submit assignments on or before due dates.

**Reading materials:**

Bonastia, Christopher. 2006. Knocking on the Door: The Federal Government’s Attempt to Desegregate the Suburbs. Princeton University Press.

Dean, Hartley. 2006. Social Policy: Short Introductions. Cambridge, UK and Malden, MA: Polity Press.

Johnson, Michael P. 2008. A Typology of Domestic Violence: intimate Terrorism, Violent Resistance, and Situation Couple Violence. Northeastern University Press.

Winter, Nicholas J. G. 2008. Dangerous Frames: How Ideas About Race & Gender Shape Public Opinion. University of Chicago Press.

**Course Title: Ethics and Public Policy**

**Course Code: MPMP -513**

**Credit Hours: 3**

**ECTS: 5**

**Course Description**

This course is designed to provoke critical thinking on value judgments underlying decision making and public policy practices. It introduces the fundamentals of ‘ethics management’, and of analytic moral reasoning for politics and policy contexts. The course takes an interdisciplinary approach, drawing on applied ethics, politics and public management for examining contemporary problems in public affairs. In addition to moral philosophy per se/in itself, its focus is on the responsibilities of policy makers and public officials in the context of competing obligations that guide their actions. Ethical problems may arise from conflicts between professional duty and individual morality, private and public interest, and contradictory pressures and interpretations of individual, organizational and democratic norms and values.

The course will help students identify and analyze ethical aspects in policy making through moral reasoning, and familiarize them with some of the practical measures available for promoting integrity in public institutions.

Specifically, students will have the opportunity to:

* examine the ethical assumptions underlying the responsibilities of public officials and political leaders;
* Distinguish between consequentialist and non-consequentialist ethical approaches to public policy.
* Use skills of analytic moral reasoning to construct and evaluate ethical arguments for public policy positions.
* analyze the way in which institutional arrangements and reforms promote or inhibit moral choices, in particular some of the practical measures employed in public institutions for managing organizational integrity;
* Develop their analytical and written and oral argumentation skills.

**Learning Outcomes**

Students who successfully complete this course will be able to:

* Identify ethical issues in public policy, analyze them through established theoretical frameworks, and relate them to specific cases in public policy.
* Evaluate moral issues regarding the means used to implement public policy and justice issues regarding the ends served by public policies
* Present—orally and in writing—a strong case for an ethical position that is publicly justifiable.

**Contents**

The course covers the following subjects:

1. Introduction
2. Promoting integrity in public service
3. Approaches to ‘ethics management’
4. Diagnostic tools and empirical research into ethical issues
5. Identifying and managing conflicts of interest
6. Whistleblowers and whistleblower protection
7. Codes of ethics and codes of conduct
8. Moral truth and relativism
9. Normative disagreement and political liberalism
10. Consequentialism and cost-benefit analysis
11. Liberty: Paternalism and moralism
12. Multicultural conflict, group rights and gender equality

**Assessment Criteria/Strategy:**

Class Participation 10%

Reading assignments and exercises 15%

Term Paper and Presentation 35%

Examination 40%

**Total 100**

**Reading materials:**

Dean Geuras and Charles Garofalo, ***Practical ethics in public administration***(Vienna/Virginia: Management Concepts, 2005)

Dennis Thompson, ***Political ethics and public office***(Cambridge, MA: Harvard University Press, 1987)

Jeroen Maesschalck, ‘**Approaches to ethics management in the public sector’, *Public Integrity*** 7 (2004-05): 1, pp. 21-41.

H George Frederickson, ‘***Research and knowledge in administrative ethics’,*** in Terry L Cooper (ed) *Handbook of administrative ethics* (New York: Marcel Dekker, 1994).

Carl Klockars et al, ‘***The measurement of police integrity’***, *Research in Brief,* US National Institute of Justice, May 2000.

New South Wales (Australia) Independent Commission against Corruption, ***Managing conflicts of interest in the public sector: Guidelines & Toolkit***(Sydney, 2004); pp 1-23 and 31-53.

Sisela Bok, ‘Blowing the whistle’, in Joel Fleishman, Lance Liebman and Mark Moore (eds), ***Public duties: The moral obligations of government officials***(Harvard University Press, 1981), pp. 204-20.

David Lewis, ‘***whistle blowing at work: On what principles should legislation be based?’*** *Industrial Law Journal*, Vol 30, No 2 (2001)

**Specialization Courses: Governance**

**Course Title: Governance, Politics and Development**

**Course Code: MPMP-514**

**Credit Hours: 4**

**ECTS: 5**

**Course Description**:

This course is designed to make the students understand the purposes of governance and its relationship with social change and development. The course is further aimed to prepare students to understand the theoretical underpinnings of social Change, governance and politics relating to development. They should have a firm grip over the linkage between theory and practice. The whole analysis will be against the backdrop of globalization and its implications.

**Learning outcomes:**

On successful completion of this course students will:

* Understand the concepts and characteristics of governance in developed and developing countries
* Understand and be able to accurately describe good governance and its elements, people’s participation in governance
* Be able to define a strong link between governance, politics and development
* Be able to critically analyze changes in paradigm and its implication for development

The course shall contain the following broadly defined contents:

1. Governance – concepts, meaning and definition, Characteristics of governance in Developed and Developing countries.
2. Good Governance – meaning, definition, elements of good governance, implications for the poor and marginalized.
3. People-centric governance – Governance in a changing world, building institutions of the poor – limits of state action – people’s participation in governance.
4. Conflict management and governance
5. Development – paradigm change – State approaches to development, market approaches to development, right based development.
6. The role of civil societies in governance and development
7. Economic development – Human development, gender and development.
8. Capacity Building for governance and development
9. Governance in comparison

**Course requirements**:-

Students are expected to

* Attend classes regularly
* Come to classes prepared and/or come to classes reading course materials thoroughly
* Participate actively in-class discussions and case presentations
* Submit assignments on or before due dates.

**Assessment Criteria/Strategy**

* Class participation in class lectures and presentations 10 %
* Case discussion and presentations 20%
* Individual project papers 30 %
* Final Exam 40 %

**Total 100**

**Reading Materials:**

O.P.Gauba, An Introduction to Political Theory, New Delhi: Macmillan, 2003

Deborah Eade (ed), Development and Social Action, Jaipur: Rawat Publications, 1999.

Natalia Dinello and Vladimir Popov (eds), **Political Institutions and Development: Failed Expectations and Renewed Hopes,** Glos: Edward Elgar Publishing, 2007.

Alwin Y So**, Social Change and Development,** New Delhi: sage Publications, 2000.

Kate Jetkins and William Plowden (eds), **Governance and Nation Building: The failure of International Intervention**, Glos: Edward Elgar Publishing, 2007.

Andre Gunter Frank et.al, **Transforming the Revolution: Social Movements and the World System**, New York: Monthly Review Press, 1990.

Jan Nederveen Pieterse, **Development Theory: Deconstruction/Reconstruction**, New Delhi: Sage Publications, 2002.

Ghanshyam Shah (ed), **Social Movements and the State**, New Delhi: Sage Publications, 2002.

Laslie Lipson, **The Great Issues of Politics: An Introduction to Political Science**, New Delhi: Prentice-Hall of India, 2002.

Adrain Leftwich, “Governance and the State and the Politics of Development” **Development and Change**, vol.25,(1), 1994.

Tim Jorden and Steve Pile (eds), **Social Change**, London: Blackwell Publishers, 2002. Francis G.Castles (ed), **The Disappearing State? Retrenchment Realities in an age of Globalization**, Glos: Edward Elgar Publishing, 2008.

Leo W J C Huberts, Jeroen Maesschalck and Carole L Jurkiewicz (eds), **Ethics and Integrity of Governance**, Glos: Edward Elgar Publishing, 2008

Stephan Liebfried and Steffen Mau (eds), **Welfare States: Construction, Deconstruction, Reconstruction**, Glos: Edward Elgar Publishing, 2008.

**Course Title: Governance and Institutional Reforms**

**Course code: MPMP 515**

**Credit hours: 3**

**ECTS: 5**

**Course description**

Globalization is emerging as an economic and market movement in the world. It shakes and shapes the foundations of many institutions of governance, management and administration. It brings opportunities and threats. Hence societies are in struggle to make use of opportunities and avoid threats. To do so, practices of governance, administration and development have to be reshaped and changed. Reform initiatives are on throughout the world on different aspects according to their own needs. In this context reform emerges as a factor and a phenomenon but it is an imperative. Students of this programme should have familiarity on the above areas and in this context the module is designed in such a way.

This course is designed to enable the students to understand the dimensions of governance and its relationship with institutional reforms. Further it enables the students to know the reform initiatives and reforms taken place in Ethiopia.

**Learning Outcomes**

On successful completion of this course students will:

* Demonstrate a critical understanding of the leading analytical frameworks in the study of governance and institutional reforms;
* Develop the aptitude to make convincing recommendations of the most appropriate democratic institutions and governance structures for the achievement of policy goals;
* Demonstrate the ability to think independently, and persuasively communicate ideas in governance, institutions and their reforms;
* practice professional skills to i) work effectively in a group; ii) present clearly and concisely; and iii) facilitate the learning of others.

**Contents**

The course contains the following broadly defined subjects:

1. Development versus new programs of governance
2. state building and reform
3. Market reform
4. Governance, institutions, democracy, capacity, corruption and state failure.
5. Institutional reengineering, effective service delivery and customer care in public institutions.
6. Civil service reform system

**Teaching Methods**

* Lectures
* Class discussions
* Case studies
* Reading assignments and exercises
* Paper writing
* Presentations

**Course requirements**:

Students are expected to

* Attend classes regularly
* Come to classes prepared and/or come to classes reading course materials thoroughly
* Participate actively in-class discussions and case presentations
* Submit assignments on or before due dates.

**Assessment Criteria/Strategy:**

* Class Participation 5 %
* Reading assignments and exercises 10%
* Test 10%
* Term Paper and Presentation 35%
* Final Exam 40%

**Total 100**

**Reading Materials:**

World Bank (1992), ***Governance and Development***, Washington, DC: A World Bank Publication; Oxford University Press

Beck, T., Clarke, G., Groff, A., Keefer, P. and Walsh. P. (2001), ***New Tools in Comparative Political Economy: The Database of Political Institutions***, *World* *Bank Economic Review*, Vol. 15(1): 165-176.

Clague, C. (Ed.) (1997), ***Institutions and Economic Development: Growth and Governance in Less-Developed and Post-Socialist Countries***, Baltimore andLondon: The John Hopkins University Press

Eggertsson, T. (2005), ***Imperfect Institutions: Possibilities and limits of reform***, Ann Arbor: University of Michigan Press.

Feng, Y. (2003), ***Democracy, Governance and Economic Performance: Theory and Evidence,*** Cambridge: MA, MIT Press.

Hall, P. (1997), ***The Role of Interests, Institutions, and Ideas in the Comparative Political Economy of Industrialized Nations***, in Lichbach, M., Zuckerman, A. (Eds.), *Comparative Politics: Rationality, Culture and Structure*, Cambridge, Cambridge University Press.

Knack, S. (Ed.) (2003), ***Democracy, Governance and Growth***, Ann Arbor: The University of Michigan Press.

North, D. (1990), ***Institutions, Institutional Change and Economic Performance***, Cambridge University Press.

**Course title: Environment and Resource Governance**

**Course code: MPMP 516**

**Credit hours: 3**

**ECTS: 5**

**Course description:**

This course is about how societies govern and manage key environmental resources and resource intensive sectors in a global context. The course analyses how socio-economic processes and interactions between knowledge, politics and technologies influence how we frame environmental issues and begin to address them in different ways. It helps the students to familiarize with the theoretical underpinnings of natural resource management and environment. Further it provides opportunity to learn much about environmental policies.

**Learning outcomes:**

After successful completion of the course students will be able to:

* Develop their understanding of environmental change as a challenge for environmental governance
* Learn how to describe and diagnose instances of resource depletion or environmental change as problems of environmental governance
* Enhance their skills in detecting or designing solutions that – in addition to being environmentally sustainable – meet, to the extent possible, basic standards of economic efficiency and political feasibility

**Contents**:

The course contains the following broadly defined subjects:

1. conceptual clarification about environment and its components
2. Understanding environmental governance
3. International environmental agreements
4. Governing the commons
5. The politics of scale- regional environmental governance
6. Community based natural resource governance
7. Neoliberal governance of resources and environments
8. Population, consumption and environment
9. Political ecology and environmental governance

**Teaching Methods:**

* Lectures
* Class discussions
* Case studies
* Reading assignments and exercises
* Paper writing
* Presentations

**Course requirements**:

Students are expected to

* Attend classes regularly
* Come to classes prepared and/or come to classes reading course materials thoroughly
* Participate actively in-class discussions and case presentations
* Submit assignments on or before due dates.

**Assessment Criteria/Strategy:**

* Reflective paper 10%
* Major essay 40%
* Oral presentation and seminar paper 25%
* Final Exam 25%

**Total 100**

**Reading Materials:**

DeSombre, E.R., 2007, ***The Global Environment and World Politics***, Continuum Int. Pub. Group, London, pp. 80-90.

Hironaka, A. (2000). “***The Globalization of Environmental Protection***: The Case of

Environmental Impact Assessment,” *International Journal of Comparative Sociology*, 43:65–78.

Speth, J.G. and P. Haas, 2006, ***Global Environmental Governance: Foundations of***

***Contemporary Environmental Studies,***Island Press, pp. 52-124.

Fiorino, D.J., 1995, ***Making Environmental Policy***, Univ. of California Press, Berkeley,

pp. 167 -196.

WRI, 2002, “***Environmental Governance. Whose voice? Whose choice?***” *World Resources 2002-2004:*

**14. Resources**

* 1. **Human Resource**

The department will share academic staffs of other colleges and departments depending up on the nature of the course of the program. At the moment, the department has 10 staff members (2 PhD Candidate, 7 M.A holders, and 1 BA degree holder). The service of currently available staff (PhD holders) of Economics and Management can be utilized. In addition to upgrading the educational level of the existing human resource, the department urges the University to aggressively recruit qualified academic staff as soon as possible.

* 1. **Existing Physical Resources and Infrastructure**

The program needs its own library for graduate students with necessary materials:

* enough books,
* Computers and computer laboratories
* Classrooms with necessary infrastructures
* Internet facilities and so on.