



## STUDY PROGRAMME(S)

(1) EU International Relations and Diplomacy Studies

(2) Transatlantic Affairs

## ACADEMIC YEAR

2023-2024

## SEMESTER

2

## COURSE TITLE

The EU and International Development

## COURSE PROFESSOR(S)

James MACKIE

## COURSE ASSISTANT(S)

NN

## NATURE OF COURSE (COMPULSORY, OPTIONAL, ELECTIVE)

(1) Optional course

(2) Elective course

## ECTS CREDITS

4.5

## LANGUAGE OF INSTRUCTION

English

## 1. COURSE OBJECTIVES

The European Union is a major player in international development cooperation that, as a bloc of countries, mobilises around 50% of global ODA (official development assistance). From small beginnings as a side programme to 'associate' a group of overseas states and territories to the new Community of the six signatories of the Treaty of Rome, European development cooperation has evolved into an increasingly integrated assembly of bilateral and EU partnership programmes covering all regions of the developing world and with a particular focus on cooperation with Africa. With the growing scale and widening scope of this common effort has also come increased influence in the OECD DAC, the UN and other international development fora where the EU is now a major driver of policy debate and reform. Going forward, the new EU budget cycle starting in 2021 introduced a number of institutional changes that are likely to have a major impact on the way EU international cooperation is implemented.

First, the new post-Cotonou agreement to be signed in late 2023 by the EU and its partners in ACP (African, Caribbean and Pacific) countries is substantially different from its predecessors. The expectation of a new departure that it creates is also reinforced by a second key change: the European Development Fund (EDF) which has provided the bulk of EU aid funds for over 60 years has ceased to exist and henceforth EU-ACP development cooperation will be funded from the EU budget from a single instrument: the Neighbourhood, Development and International Cooperation Instrument (NDICI or NDICI-Global Europe). A third change is the refocussing of the mandate of the Commission service responsible for aid policy and management, DG DEVCO, on 'international partnerships' as reflected in its new name: DG INTPA.



Another major reason why this period is likely to be remembered in EU international development cooperation are the series of global systemic shocks it has to contend with: the COVID-19 pandemic, the war in Ukraine and the growing impact of climate change. On top of the health crisis that the pandemic created, it also engendered a major global recession that increased poverty levels and set back the cause of international development by many years. The highly unequal global distribution of COVID vaccines was also a major new source of imbalance between the EU and its partners that was never fully resolved. In a post-COVID world, it will be essential to re-think radically the way international development cooperation operates. The war in Ukraine is more recent, but it precipitated a rising food and fertiliser crises for the EU's development partners, a wider financial crisis and a significant drain on EU external budget resources. The impact of climate change is also becoming more immediate and dramatic with increasingly frequent extreme weather events such as drought, intense heat and severe flooding that destroy livelihoods and displace millions of people. Over and above these external challenges, the growing international debate on decolonising development is increasing pressure on the EU to rethink its approach and give its partners a greater say in the management of development cooperation.

The EU's record on international cooperation is however solid and going forward it has a lot to build on, so as to adapt effectively to these major changes. The sector is an important element of EU external relations and a core component of what is often referred to as the EU's 'soft power'. Yet the full realisation of this potential power has often been elusive as Member States have traditionally been reluctant to give up sovereignty in this sector and the integration process has been slow, though the pandemic did encourage some progress on this with the new Team Europe approach.

Inside the EU, development cooperation as a sector has also had to find its place in the increasingly complex world of EU external action, working hand in hand not just with the common commercial policy, but, also with other areas of concern such as humanitarian assistance, foreign and security policy or migration policy. The Lisbon Treaty opened up a new chapter with the European Commission having to share its responsibility for development cooperation with the European External Action Service. With the agreement in 2015 of the UN's Sustainable Development Goals another important threshold moment in the debate on international development cooperation occurred which prompted policy changes in the EU. Most recently, the new NDICI single instrument gives the Commission an unprecedented ability to deploy development cooperation funds flexibly as the need arises and the European Parliament full oversight that it never had over the EDF. However, it remains to be seen how this will affect the nature of the partnership with the ACP after decades of co-management. The course will therefore explore the main emerging strands of thinking in these wider global and European debates and the impact these are likely to have on European international cooperation.

This optional course thus seeks to introduce students to the role of the European Union in international development cooperation, give them an appreciation of the contribution that the EU makes to this important area of global affairs and help them develop an understanding of how the internal organisation and dynamics of the sector have evolved to give European development cooperation its current status as an area of shared competence between the EU institutions and Member States. A central thread running through the course will be to explore whether or not further integration in this field of Union external action would improve performance and serve the best interests of developing countries.

## 2. LEARNING OUTCOMES

The course objectives tie in with the following learning outcomes of the programme **EU International Relations and Diplomacy Studies**:

1.1 The graduate masters the most important theoretical approaches and concepts of International



Relations, EU Studies and Diplomacy Studies relevant for the analysis of the role of the European Union in international affairs.

1.2 The graduate can describe, explain and illustrate the current state of scientific research in the field of EU external relations in a broad sense and is able to critically assess the results of this research.

1.3 The graduate has good knowledge of the institutional architecture and the decision-making processes in the European Union and in particular in EU external relations.

1.4 The graduate has acquired insights into the political, legal and economic aspects of EU external action and can use these insights to contextualise and interpret new developments.

1.5 The graduate is able to incorporate knowledge and understanding of various fields of EU external action and of different related disciplines (such as Political Science, International Relations, Law, Economics) at the interface between EU affairs and world politics.

2.2 The graduate has the ability to critically reflect upon problems in international and European affairs, to adopt well-informed points of view and to communicate them effectively orally and in writing, whether working independently or in a team.

2.3 The graduate can independently formulate a research question within the field of European affairs, find, select and critically assess relevant sources, answer the question using typical concepts and methods and present the research results in line with the ethical rules of the discipline.

2.4 The graduate is capable of processing a large amount of information within a short period of time and to work efficiently and effectively through planning, organising, setting priorities and meeting deadlines.

2.5 The graduate has the intellectual maturity and skills to function responsibly and autonomously in a professional context at national, European or international level and the capacity of suggesting possible action that contributes to problem-solving in a creative way.

3.2 The graduate has acquired profound insights into specific fields of EU foreign economic policies and related challenges of sustainable development.

The course objectives tie in with the following learning outcomes of the programme **Transatlantic Affairs**:

1.1 The graduate masters the most important theoretical approaches and concepts of, depending on his or her disciplinary focus, Economics, International Relations and Diplomacy Studies, Legal Studies and/or Political Science relevant for the analysis of transatlantic affairs.

1.2 The graduate can describe, explain and illustrate the current state of scientific research in the field of transatlantic affairs in a broad sense and, in line with his or her disciplinary focus, is able to critically assess the results of this research.

1.3 The graduate has good knowledge of, depending on his or her disciplinary focus, the political and/or legal systems, the decision-making processes, the economic structures and the main internal and external policies of the European Union and the United States.

1.4 The graduate has insights into historical, political, legal and economic aspects of transatlantic affairs as well as into those policy areas that are of essential importance to transatlantic affairs. He or she can use these insights to contextualize and interpret new developments.

1.5 The graduate is able to incorporate knowledge and understanding of various fields of transatlantic affairs and of different related disciplines (such as Economics, International Relations, Legal Studies, Political Science) as well as to adopt both a European and a US perspective on transatlantic affairs.

2.2 The graduate has the ability to critically reflect upon problems regarding an extensive range of transatlantic affairs, to adopt well-informed points of view and to communicate them effectively orally and in writing, whether working independently or in a team.

2.3 The graduate can independently transform complex transatlantic issues into a research question within the broader field of transatlantic affairs and, depending on his or her disciplinary focus, find, select and



critically assess relevant sources, answer the question using appropriate concepts and methods and present the research results in line with the ethical rules of the chosen discipline.

2.4 The graduate is capable of processing a large amount of information and appropriately analyse relevant sources depending on his or her disciplinary focus within a short period of time and of suggesting possible actions that contribute to problem-solving in a creative way.

2.5 The graduate has the intellectual maturity and skills to take responsibilities and function autonomously in a professional environment at national or international level, and especially in a transatlantic context, and to work efficiently and effectively through planning, organizing, setting priorities, meeting deadlines, cooperating across cultural boundaries and networking.

### 3. COURSE CONTENTS

Session 1: International development and the conceptual basis for development cooperation

Session 2: The international aid architecture

Session 3: The European Commission as an actor in international development

Session 4: Financing development and the effectiveness of aid

Session 5: Improving development policy

Session 6: Europe-Africa relations

Session 7: The EU as an actor in international development

Please refer to the intranet course page for access to the full course outline.

### 4. TEACHING METHOD

- Interactive lectures
- Individual paper assignment
- Student seminars based on short presentations prepared by a group of students

### 5. COURSE MATERIAL

Please refer to the intranet course page for access to the detailed reading list (required and supplementary readings) and the slides.

### 6. EVALUATION

- Paper (30%): 2,000-2,500 words
- Group seminar presentation: (20%)
- Open-book written exam (50%): duration 2h

In case of a second-session resit, the open-book written exam (2h) counts for 100% of the mark.

Please refer to the intranet course page for access to further information and instructions.