

Balsillie School of International Affairs
Masters in International Public Policy

IP631- Economic Policy and Human Security
Winter 2020

Instructor:

Dr. Amjad Rabi
Email: arabi@wlu.ca
Office Hours: by Appointment.

Description

The Universal Declaration of Human Rights refers, in Articles 25 and 27, to rights related to an adequate standard of living, adequate medical care, and to education. The 1994 UNDP Human Development Report first introduced the Human Security framework. It listed seven domains of Human Security: economic security, food security, health security, environmental security, personal security, political security and community security. Since then, the concept has evolved significantly, but remained centered within the right-based approach and universality principles and vision. The set of public economic policies enacted to fulfill access to rights related to income security and basic services vary greatly from country to country. Nevertheless, the adoption of the Social Protection Floor initiative (the ILO Recommendation 202) encourages countries to establish nationally defined sets of basic social security guarantees to secure protection aimed at preventing or alleviating poverty, vulnerability and social exclusion.

This course considers domestic and international aspects of selected economic policies in different countries as they relate to issues such as income distribution, health care and education. **Emphasis will be placed on building tools and skills** to design and cost country-specific and data-driven social protection floors to ensure human security and their integration into the countries' fiscal envelope. Costing other rights to achieve human securities such as education and health will be also learnt.

Expectations and Evaluation:

This course is hands-on learning by doing. You need to have your laptop equipped with Excel¹ and you bring it to every class. You need to select, in consultation with me, a country of your choice. **You use the same country for all assignments** in this course.

First: Technical Memorandum (TM) (7 TM, 10 points each, 70 points in total)

¹ With a valid student email, you can have access to Microsoft package including excel for free.

You work as the development technical advisor to the Minister of Human Security in the country you selected. While your 'title' is imaginary, your task is real. The Minister has taken an increasing interest in Economic Policies to achieve Human Security in the country. She asks you in 7 different occasions to write a Technical Memorandum (TM) to inform her about a specific issue she is interested in. Each TM corresponds to one topic. Namely:

- i- Labor market, macroeconomic, poverty profile, inequality, HDI, MDGs (and SDGs, if any) achievements of the country
- ii- Demographic profile
- iii- Universality vs selectivity debate on social protection
- iv- Costing a social protection floor
- v- Fiscal space: how to fund the SPF
- vi- Human capital: health and education
- vii- Costing education investment case to achieve human security

For each case, a **description and scenarios** will be given to you a week before the due date so you can use to write your TM. But here are some general rules that apply to all TM assignments:

- You need to use appropriate graph illustration that you develop yourself and concise writing. The minister does not have time to read more than 5 pages. So, each TM should contain **a maximum of 5 pages inclusive of graphs/tables (but exclusive of citation page, times new roman, font size 11, single space)** of condensed information and reasoning that leads to a better understanding by the minister.
- She is particularly strict on sources of information and she expects you to **cite very carefully** (if you want marks). She values consistency and does not like to see you citing weak sources (not everything you read can be cited, you must use judgement to know what to include).
- She expects you to follow exactly the instruction that is given to you a week prior to the assignment (discussed in class and occasionally written instructions/examples).
- You need to use your newly learned knowledge earned in this class in those TM.
- To prepare these TM, it requires you to do background reading on the country. But **data sets will be given to you** (use them only, **no** other dataset is allowed unless you ask me before).

More details will be discussed in class.

For the costing element, I will create a simplified costing tool and economic model to cost the economic security package and projection. Students will be trained in-class on how to apply the model on the country of their choice. We will do similar work in class, so do not worry if you are not sure about your data skills. We will build them together :).

Advice: when you write think of the minister who sits in the back seat of a car, desperately trying to digest your Memo while time to her next meeting is running out. What she needs is clear arguments and the confidence that you have strong understanding. Writing concise TM is an art, which unfortunately most technical advisors don't master, as they are trained to write theses or papers full of technical intelligence and footnotes.

Only a few of them know how to communicate - in short notes – with people that do not have the time to digest all technical details, but need to know the broad robust lines along which they can develop their policy stances (credit to Michael Cichon for this advice).

Second: Two Presentations (7.5 points each, 15 points in total)

In addition to the written TM, each student will also present two of these TM in class. For each presentation, you will be given 10 minutes. A sign-up sheet with slots for presentation dates will be shared in class.

Third: Active Participation (15 points)

Active participation and discussion are integral part of the learning experience in this course. It is therefore necessary to attend and participate in all classes and group discussions. You are expected to attend class, contribute to the discussions, being respectful to others, respectfully challenge/support arguments and issues discussed (not persons).

Syllabus: Anticipated learning, subject to change, is as follows:

Week	Dates	Topic
1	January 8	Introduction to Human Security, foundations for human security, root causes, operationalizing Human Security, and global governance
2	January 15	Poverty and Inequality Measuring poverty, inequality, HDI, MDGs, SDGs Strategic framework: multidimensionality (what) and vulnerability (who) Earnings and Discrimination, Income distribution
3	January 22	Demographic reality and needs for income security Due date for TM1 Students presentations: TM1
4	January 29	Role of the state: review of schools of thought Evolution of the welfare state in Canada and selected countries
5	February 5	The Social Protection Floor Income security programs Universality Vs. Targeting debate Selected example from Developing country programs Gender dimension to income security Due date for TM2 Students presentations: TM2
6	February 12	Two Country Case Studies:

		<p>1- Nepal's Country Emergencies and role of cash transfers 2- New Malaysia and Reforming Social Protection</p> <p>Due date for TM3</p> <p>Read before class:</p> <ul style="list-style-type: none"> - Rabi et al., The Road to recovery: Cash Transfers as an Emergency Response to Nepal's Earthquake of 2015 and a Catalyst for Consolidating Nepal's Social Protection Floor. Available at: http://www.cashlearning.org/resources/library/706-the-road-to-recovery-cash-transfers-as-an-emergency-response-to-nepals-earthquake-of-2015-and-a-catalyst-for-consolidating-nepals-social-protection-floor-
	February 19	No Class
7	February 26	Practical: Costing workshop
8	March 4	Practical: Costing workshop
9	March 11	Tax policy and fiscal space
		<p>Due date for TM4 Students presentations: TM4</p>
10	March 18	Non-Income Dimensions and Human security <ul style="list-style-type: none"> 1- Health Care 2- Education and Social Mobility
11	March 25	Non-Income Dimensions and Human security <ul style="list-style-type: none"> 3- Child Labor 4- Access to Rights and Gender Discrimination 5- Nutrition <p>Due date for TM5 Students presentations: TM5</p>
12	April 1	Practical: costing workshop: non-income dimensions
		<p>Due date for TM6 Students presentations: TM6</p>
13	April 8	Conclusions
		<p>Due date for TM7 Students presentations: TM7</p>

Selected Resources to help you in your TM

- ILO. 2005. [Economic Security for a Better World](#). Socio-Economic Security Programme, Geneva
- ILO. 2011. [Social Protection Floor for a Fair and Inclusive Globalization](#). Report of the Advisory Group chaired by Michelle Bachelet convened by the ILO with the collaboration of the WHO

- Desai, R. 2017. [Rethinking the Universalism versus Targeting Debate](#), Brookings
- IMF. 2017. *IMF Fiscal Monitor: Tackling Inequality*. See: [Chapter 1: Tackling Inequality](#)
- Marx, I.; Salanauskaitė, L.; Verbist, G. 2013. [The Paradox of Redistribution Revisited: And that it may Rest in Peace?](#) GINI Discussion Paper 82
- Overseas Development Institute. 2009. [Fiscal Space for Strengthened Social Protection – West and Central Africa Regional Thematic Report](#). UNICEF Regional Office for West and Central Africa
 - [Global Coalition for Social Protection Floors](#)
 - [Global Partnership for Universal Social Protection to Achieve the Sustainable Development Goals](#)
- Dutrey, A.P. 2007. [Successful Targeting? Reporting Efficiency and Costs in Targeted Poverty Alleviation Programmes](#), UNRISD
- Freeland, N. 2018. [Poverty-targeting: The Social Protection Flaw?](#), Issue 26, Pathways' Perspectives on Social Policy in International Development, Development Pathways
- ILO. 2017. [World Social Protection Report: Universal Social Protection to Achieve the Sustainable Development Goals](#). Geneva
- Kidd, S. 2014. [Social Exclusion and Access to Social Protection Schemes](#). Australian Government: Department of Foreign affairs and Trade
- Kidd, S. 2015. [The Political Economy of "Targeting" of Social Security Schemes](#), *Development Pathways*.
- Korpi, W.; Palme, J. 1998. '[The Paradox of Redistribution and Strategies of Equality: Welfare State Institutions, Inequality and Poverty in the Western Countries](#)', in *American Sociological Review*, Vol. 63, No. 5, pp. 661–87
- Sen, A. 1995. '[The Political Economy of Targeting](#)', in Van de Walle, D.; Nead, K. eds. *Public Spending and the Poor: Theory and Evidence*. Baltimore: Johns Hopkins. University Press
- Kidd, S.; Wylde, E. 2011. [Targeting the Poorest: An Assessment of the Proxy Means Test Methodology](#). AusAID publication: Canberra, Australia
- Kidd, S. 2013. [Rethinking "Targeting" in International Development](#). Issue 11. London: Development Pathways, 2013
- De Wispelaere, J.; Stirton, L. 2011. '[The Administrative Efficiency of Basic Income](#)', in *Policy & Politics*, Vol 39 no 1 - 115–32
- Sepúlveda, M. 2018. '[Ensuring Inclusion and Combatting Discrimination in Social Protection Programmes: The Role of Human Rights Standards](#)', in the *International Social Security Review*; Vol. 70, Issue 4, October/December 2017
- Biló, C. 2017. [Psycho-socio Consequences of Poverty – Why it's Important to Talk About Shame](#), [socilaproteccion.org](#)
- Chase, E.; Bantebya-Kyomuhendo, G. 2015. *Poverty and Shame: Global Experiences*. Oxford University Press
- Eds. Gubrium, E.; Pellissery, S.; Lødemel, I. 2014. *The Shame of it: Global Perspectives on Anti-Poverty Policies*. Policy Press, University of Bristol.
- Gubrium, E. [Anti-Poverty Policy and Shame in Diverse Societies](#), *Unpublished paper, Oxford University*
- Lemmi, V.; Bantjes, J.; Coast, E.; Channer, K.; Leone, T.; McDaid, D.; Palfreyman, A.; Stephens, B.; Lund, C.
- 2016. '[Suicide and Poverty in Low-income and Middle-income Countries: A Systematic Review](#)', in *The Lancet Psychiatry*, Volume 3, Issue 8, 774 - 783
- Kidd, S. 2014. '[Poor' Practice: The Stigmatisation of Families Living on Low Incomes](#)'. Development Pathways
- Roelen, K. 2017. [Shame, Poverty and Social Protection](#). IDS WORKING PAPER. Volume 2017 No 489 CSP WORKING PAPER Number 015
- Human Security in Theory and Practice. An Overview of the Human Security Concept and the United Nations Trust Fund for Human Security. Human security Unit, the United Nations. Available at

<https://www.unocha.org/sites/dms/HSU/Publications%20and%20Products/Human%20Security%20Tools/Human%20Security%20in%20Theory%20and%20Practice%20English.pdf>

- Alkire, Sabina. 2003. "A Conceptual Framework for Human Security." University of Oxford. Available at <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.580.2805&rep=rep1&type=pdf>
- Multidimensional Poverty at <http://hdr.undp.org/en/content/multidimensional-poverty-index-mpi>
- HDI at <http://www.hdr.undp.org/en/content/measuring-human-progress-21st-century>
- Bristol Approach to measure poverty at https://www.bristol.ac.uk/poverty/pse/conf_pap/mex01_jrb.pdf
- Gender and Human Security: A View from the Baltic Sea Region. Editor Žaneta Ozoliņa, 2015
- WHO (2007) The World Health Report 2007 - A safer future: global public health security in the 21st century. Available at: <http://www.who.int/whr/2007/en/>
- UNICEF, The State of the World's Children 2004: Education and Child labour. Available at https://www.unicef.org/sowc04/sowc04_education_child_labour.html

Notes

- 1- **Assignments are due on the identified dates, at or before the beginning of class.**
Late penalties: Late penalties for written work will be assigned at 3% of the assignment's value per day, including weekends, with a midnight cut-off for each day.
- 2- **Academic Misconduct and Academic Integrity:** Students are required to familiarize themselves with the University policies on Plagiarism and Academic Dishonesty as well as the associated penalties, which can be severe. Further information can be found at: <https://students.wlu.ca/academics/academic-integrity/index.html>.

Wilfrid Laurier University uses software that can check for **plagiarism**. Students may be required to submit their written work in electronic form and have it checked for plagiarism.
- 3- **Collaboration:** Excluding group presentations, all of the work produced by students in this course must be the product of their own individual efforts. Although discussion of topics is to be expected this work needs to reflect original and individual ideas and be written independently.
- 4- **Communication:** An active WLU e-mail account is required as a means of communication. Please ensure that your account is active and check it regularly. I encourage students to come and see me in office hours with specific questions or more general issues. If you require clarification on any aspect of the course please arrange to see me. Please also feel free to set up a meeting outside of regular office hours.

- 5- **Accommodations:** Accommodations for emergencies, serious illness or religious observances will be made for both class attendance and written work. Documentation may be required. Where possible – such as in the case of religious observances – I would appreciate being notified in advance. Should you feel uncomfortable discussing the need for accommodation with me directly please feel free to contact the Accessible Learning Centre (<https://alc.wlu.ca>) to discuss your situation. Students with disabilities or special needs are also advised to contact the Accessible Learning Centre for information regarding its services and resources. Students are encouraged to review the Calendar for information regarding all services available on campus.
- 6- **University Resources:** The University provides a large selection of professional, academic and personal support services to assist students to succeed in their academic careers. Please consult the University website for available resources.
- 7- The educational materials developed for this course, including, but not limited to, lecture notes and slides, handout materials, examinations and assignments, and any materials posted to MyLearningSpace, are the intellectual property of the course instructor. These materials have been developed for student use only and they are not intended for wider dissemination and/or communication outside of a given course. Posting or providing unauthorized audio, video, or textual material of lecture content to third-party websites violates an instructor's intellectual property rights, and the Canadian Copyright Act. Recording lectures in any way is prohibited in this course unless specific permission has been granted by the instructor. Failure to follow these instructions may be in contravention of the university's Code of Student Conduct and/or Code of Academic Conduct, and will result in appropriate penalties. **Participation in this course constitutes an agreement by all parties to abide by the relevant University Policies, and to respect the intellectual property of others during and after their association with Wilfrid Laurier University.**

NOTE: *Students with disabilities or special needs are advised to contact Laurier's Accessible Learning Centre for information regarding its services and resources. Students are encouraged to review the University Undergraduate Calendar for information regarding all services available on campus. If you are unsure what resources are appropriate for you or require any assistance with any type of academic issues, contact the Central Academic Advising Office at <http://www.wlu.ca/academicadvising>.*



Foot Patrol walk home service | 519.886.FOOT (3668)

Foot Patrol is a volunteer operated walk-home service, available daily during evening hours. Male-female, radio-dispatched teams trained in Emergency First Aid are available on request to escort students to and from campus as well as to off-campus destinations, either by foot or by van.



Counselling Services & Peer Help Line | 1-866-281-PEER (7337)

Counselling Services are available to help students deal with emotional, psychological and social challenges of university. Counselling, consultation or referral are available on the 2nd floor of the Student Services Building (across from Health Services), Monday-Thursday 8:30am-8:00pm, Friday 8:30am-4:30pm. Peer Help Line, a confidential listening, referral, information and support line, is available during evening hours to provide support.



Student Food Bank

All Laurier students are eligible to use the Student Food Bank. Anonymous requests can be made online at WLU.COM under the Services tab. All dietary restrictions are accommodated, and food hampers typically last up to a week.

For more information visit WLU.COM