Master 2 DEIPM

Development Economics and International Project Management
WELCOME TO THE EAST OF PARIS!

The Master DEIPM is the joint program of two universities, Université Paris Est Créteil (UPEC) and Université Gustave Eiffel (UGE).

- **UPEC and UGE are located in the east of Paris**
  The two universities are about 20 minutes away from the vibrant city center. These universities are the largest multidisciplinary and professional universities in the Paris region.

- **Multicultural**
  Our universities encourage both incoming and outgoing mobility. Every year they welcome several hundred students, people enrolled on doctoral programs, teachers and researchers from all over the world.

- **International**
  UPEC and UGE are continually entering into new partnerships with higher education institutions in France and throughout the rest of the world, helping its programs and research to take on a more international angle.

- **Dynamic**
  UPEC and UGE have been successful in a number of different areas this year, with the creation of new partnerships, programs, and innovations in terms of its pedagogical approach, research and practical applications. All this is the result of the strategic choices we have made, together with the outstanding work put in by the University community as a whole.

- **Interconnected**
  DEIPM has an agreement with a similar program in Germany (University of Freiberg) and in Poland (University of Poznan). Students of these programs may study in both universities and get a «double degree». 
Master

Development Economics & International Project Management

DEIPM

Objectives

Master aims at honing students’ skills in project management and economic expertise. The master provides a core training in quantitative analysis, survey implementation and project management and two specializations, one in impact evaluation at UGE, the other in sustainable development at UPEC.

The teaching staff comprises both high level academics and professionals of the consulting business, as well as experts from international organizations and/or with extensive experience in the field of development.

Upon graduation, students have the skills required for conducting a full project cycle at various scales: from ODA programs to local initiatives. This includes the mechanism for tenders and the bidding of consulting companies; it also includes the skills for managing and assessing the impact of a project in a developing country or in the context of sustainable development as well as the economic expertise needed to implement a program of technical assistance.

Graduated students join international organizations (OECD, World Bank, etc), NGOs, international or consulting firms as economic experts, consultants or project managers. A limited number of students may pursue a PhD.
**Requirements for entry and prerequisite**

Students should be highly motivated by economic and sustainable development and globalization issues. A very good command of English is required. An oral test before the teaching staff will assess the applicant’s capacities.

Master 1 diploma or equivalent is required. In principle, a first year of Master degree in economics is recommended. However, M1 degrees in management studies, in political science, in business administration or in engineering are also welcome. Depending on the level in economics, students are oriented either to DEIPM, or to the M1 International Economic Studies (IES), which is a one-year program offered by UPEC entirely in English; this program opens the doors of DEIPM on the following year.

**Admission (40 students)**

Fill in the application form on-line (available from mid-March).

First selection on the basis of the application (results posted at the beginning of June). Second selection on the basis of an interview with the teaching team (mid-June).

A second session of selection takes place in July.

Opening of the courses: the 6th and 7th of September, with compulsory attendance to the presentation meetings at UPEC and UGE.
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- Course 7: Preparation to the field mission
- Course 8A: Preparation to French certificates
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#### Module 4 Impact evaluation

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<td>Survey design</td>
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#### Module 5 Sectoral analysis

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<tr>
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<td>Urban planning</td>
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<td>Agricultural policies</td>
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<td>15</td>
<td>Gender and development</td>
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<td>Informal sector</td>
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<td>16</td>
<td>Social entrepreneurship and microcredit</td>
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#### Evaluation and Compensation scheme

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<tr>
<td>Evaluation and Compensation scheme</td>
<td>51</td>
</tr>
</tbody>
</table>
Academic staff

Diane AUBERT, Associate Professor of Economics at UPEC
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(Professionals teaching in the Master)

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Information

Application and Student Affairs

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STUDY PROGRAM

CORE TRAINING
For all DEIPM Master Students. These courses deal with fundamentals in development economics and international management. Students are asked to choose one specialized track and may not follow courses from different tracks in the same year.

SPECIALIZED TRACK
- **Sustainable development** at UPEC - these courses provide students with strategic and managerial skills specific to the expertise and management of development and environmental projects.
- **Impact Evaluation** at Université Gustave Eiffel - these courses aim at cultivating students’ ability to develop and assess development policies in various settings.

CORE COURSES

**Module 1 Expertise and project evaluation**

<table>
<thead>
<tr>
<th>ECTS</th>
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<th>Nb. hours</th>
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<tr>
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<td>S1</td>
<td>COURSE 1: Applied Econometrics</td>
<td>24+21</td>
<td>C. Bros &amp; N. B. Upadhayay</td>
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<td>COURSE 2: Aid effectiveness</td>
<td>18</td>
<td>P. Lenain</td>
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<td>COURSE 3: Intercultural management</td>
<td>18</td>
<td>S. Chevrier</td>
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<td>COURSE 4: Methods for applied research</td>
<td>18</td>
<td>E. Bouladi</td>
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<td>COURSE 5: Conference cycle</td>
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<td>B. Najman</td>
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## Module 2 Field Mission

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<tr>
<td>2</td>
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<td>COURSE 6: MS project &amp; Project Monitoring</td>
<td>24</td>
<td>C. Edey &amp; F. Combe</td>
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<td>6</td>
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<td>COURSE 7: Preparation to the field mission</td>
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<td>COURSE 8A: Preparation to French certificates</td>
<td>18</td>
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<td>2</td>
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<td>COURSE 8B: Méthodologie de la rédaction d'articles</td>
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## Module 3 Internship and Thesis

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<td>20</td>
<td>S2</td>
<td>Internship and master thesis</td>
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# SPECIALIZED TRACK

**PROJECT MANAGEMENT AND SUSTAINABLE DEVELOPMENT**

## Module 4 Project Management and Evaluation - UPEC

<table>
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<td>COURSE 9: Project budgeting</td>
<td>18</td>
<td>L. Beierlein</td>
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<td>2</td>
<td>S1</td>
<td>COURSE 10: Project cycle management and international tenders</td>
<td>18</td>
<td>C. Lawrence &amp; E. Brigot</td>
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<tr>
<td>2</td>
<td>S1</td>
<td>COURSE 11: Country risk analysis</td>
<td>18</td>
<td>S. N’Sonde</td>
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<tr>
<td>2</td>
<td>S1</td>
<td>COURSE 12: Corporate social responsibility</td>
<td>18</td>
<td>P. Lenain</td>
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<td>8</td>
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## Module 5 Sustainable Development - UPEC

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<tr>
<td>2</td>
<td>S1</td>
<td>COURSE 13: Energy, water and infrastructure</td>
<td>18</td>
<td>D. Camos</td>
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<td>COURSE 14: Trade, innovation and the environment</td>
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<td>J. Lochard</td>
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<td>COURSE 15: Health and population</td>
<td>18</td>
<td>D. Aubert &amp; S. Pellet</td>
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<td>COURSE 16: Natural resources</td>
<td>18</td>
<td>P. Delacote</td>
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<td>2</td>
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<td>COURSE 17: Environmental agreements</td>
<td>18</td>
<td>JF. Jacques &amp; B. Bayramoglu</td>
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**TOTAL (Core + Specialization): 327 hours**
## SPECIALIZED TRACK

### PROJECT MANAGEMENT - IMPACT AND POLICY EVALUATION

#### Module 4 Project and Impact Evaluation – Université Gustave Eiffel

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<td>M. De Talancé</td>
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<td>COURSE 10: Project - Survey design</td>
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<td>J. Dmitrijeva</td>
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<td>COURSE 11: Growth diagnostic</td>
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<td>T. Barré</td>
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<td>COURSE 12: Local policies evaluation: case studies</td>
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#### Module 5 Sectoral Analysis - Université Gustave Eiffel

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<tr>
<td>2</td>
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<td>COURSE 13: Urban planning in the developing World</td>
<td>18</td>
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<td>COURSE 14: Agricultural policies</td>
<td>18</td>
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<td>COURSE 17: Social entrepreneurship and microcredit</td>
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TOTAL (Core + Specialization): 327 hours
Course 1: Applied Econometrics

Course objectives

This course is the continuation of the M1 course in econometrics. It requires pre-requisites that are listed below. The outline of the course is as follows:

- Review of OLS estimation
- Endogeneity Bias
- Panel estimation
- Sample Selection

Targeted competences

This course is the third part of a cycle initiated at the M1 level. At the end of these courses, students will be able to handle and apply standard econometric models and to address most frequent issues related to estimation.

References

“Introductory Econometrics: A modern Approach” by Jeffrey Wooldridge (hereafter “Wooldridge”)

“Empirical Development Economics”, by Soderbom and Teal (2014) with a companion website (http://www.empiricalde.com/) on which you can get data and stata training (hereafter EDE)

Course outline

- Data structure
- The simple regression Model
- Multiple Regression analysis: introduction
- Multiple Regression analysis: inference
- Multiple Regression analysis with qualitative information/non-linear relationships
- Endogeneity and instrumental variables

Corresponding Chapters

- Wooldridge: Chapter 1
- EDE: Chapter 1
- Wooldridge: Chapter 2
- EDE Chapter 2
- Wooldridge: Chapter 3
- EDE Chapter 3
- Wooldridge: Chapters 4 and 5
- EDE Chapters 4 and 5
- Wooldridge Chapter 6
- Wooldridge Chapter 7 up to section 7.5
- EDE Chapter 11
- EDE Chapter 15

Pr: C.BROS

Volume: 18h (lectures) + 21h (applied sessions)
Crédit: 4ECTS
Evaluation: 50% Final Exam & 50% Written Report
Course 2: Aid effectiveness

Prerequisites
Development Economics; Economics of Growth; International Finance.
Public Economics.
Poverty Economics; Income distribution.

Course outline
Part 3: Aid impact – measures and examples.
Part 5: Involvement of private sector, philanthropism, foundations and effective altruism.
Part 6: China’s Belt Road Initiative – A new paradigm?

References
Course 3 : Intercultural management

Course objectives

The aim of the course is to understand how cross-cultural issues manifest in the workplace, and particularly in development projects.

Thanks to readings, formal presentations and case studies, students are led to identify the more or less visible, and consequently more or less taken into account, problematic elements of cooperation across cultures: languages, institutional differences, leadership styles, decision-making processes, empowerment, customer-relation management, etc.

Intercultural management is usually associated to values, norms and practices which are specific to each national culture. This course urges students to critically assess this widespread representation of culture, which is at the same useful and misleading. It introduces students to theories which enable to better understand the cultural roots of management practices and to develop practices which fit their cultural work environment.

Targeted competences

By the end of the course, students will be able:
✓ to use theoretical approaches to culture to make sense of the cultural environments in which they are immersed
✓ to reflect about and implement appropriate ways to deal with cultural diversity in work settings

Course outline

The first part aims at defining culture. It provides the students with conceptual and methodological tools to understand how it affects the social world and management practices in particular. The second part focuses on management practices and demonstrates that they are embedded in cultural views of social relations. The course focuses on case studies in developing countries.

Introduction: Why does culture matter in economic development?

Part 1. Recent approaches to cultures and management
✓ Culture as usual behaviors (stereotypes)
✓ Culture as a communication code (E. Hall)
✓ Culture as a set of values (G. Hofstede)
✓ Culture as frames of meaning (Ph. d'Iribarne)

Part 2. Adjusting management to local contexts
General principles of management are to be implemented in specific ways in different contexts. This section details the basic dimensions of management and illustrates how the cultural contexts impact their implementation.
✓ Leadership and authority
✓ Decision making and negotiation
✓ Empowerment and control
✓ Ethics

Conclusion
References


Hofstede, G. Culture’s consequences, Sage, 2002.

Course 4: Methods for applied research

Course objectives

The course aims at providing students a comprehension of the methods of applied research. The different lectures will familiarize the students with the research process and the commonly used tools especially in the qualitative research, as an alternative/complement to the quantitative studies. As a practical exercise, students will prepare and present projects.

Targeted competences

At the end of this course, we primarily aim at enhancing the students’ capacity to:

- Acquire the methodological bases concerning the qualitative research tools.
- Critically evaluate the overall methodology of a study or a simple qualitative research in marketing.

Acquire notions concerning the use of visual tools in construction of a study and/or research project.

Prerequisites

Basic knowledge on qualitative and quantitative research.

Course outline

1. Introduction to qualitative and quantitative studies
2. A model of qualitative research design
3. An interview guide workshop
4. The use of visual tools (photos and videos) in the qualitative research
5. Approaches to ethnographic research
6. Analyzing and interpretation of qualitative data workshop
7. Presentation of projects

References

Flick, U. (2018). An Introduction to Qualitative Research. SAGE.
Myers, M. D. (2013). Qualitative research in business & management (2nd ed). SAGE.

Pr: E. BOULADI
Volume: 18 hours
Credits: 2 ECTS
Evaluation: Home Assignment
Course 5 : Conference cycle

☐ Prerequisites

Good practice of policy discussions and debates in English
An analysis of the World Bank, IMF, OECD, AFD, UNDP and European Commission websites
A fair knowledge of the main development reports, for example the “world development report”

☐ Course outline  (list of conferences to prepare)

EU commission visit (usually in October/November)
“World Development Report” World Bank/AFD
OECD conference Africa Development Forum

☐ References


Use websites of World Bank, EU commission and Parliament, IMF, OECD, AFD, UNDP
www.afd.fr

In order to prepare the European Commission whole day visit
DG Trade : http://ec.europa.eu/trade/
http://www.doingbusiness.org/

Pr: B. NAJMAN
Volume: 18 hours
Credits: 2 ECTS
Evaluation: Home Assignment & Final Exam
Course 6: Project Monitoring (first part)

Course objectives

This course has two main objectives. These are to:

- Practice a network scheduling technique (MPM) and more generally build a foundation of knowledge on management and project monitoring to be able to apply them while using MS Project
- Learn and practice main managerial and project monitoring concepts

Targeted competences

At the end of this course, students should be able to:
- monitor project life cycle as well as planning and controlling a project
- advise corrective actions during a project cycle, if necessary
- gain an overview on MS Project tools available to efficiently monitor a project

Course outline

1. Network Scheduling Technique (MPM)
2. Fundamentals Review: Key Projects Management Concepts
3. Basic Tools for Project Management

The course will be balanced between theory sessions through conferences and exercises.

References

Course 6 : Practice of MS Project (second part)

□ Course objectives
Exploring project management with a dedicated software: MS Project 2013

□ Course outline
The teacher provides students with concepts and methods that students apply immediately on a computer.
1. GETTING YOUR PROJECT GOING
Exploring the Microsoft Project Environment
Creating a new project
Definition of the calendars
2. PLANIFY
Planify by duration
Planify by resources
3. UPDATING THE PROJECT

□ References
Microsoft Project 2007 Bible by Elaine Marmel (Wiley Edition)
Course 7 : Preparation to the field mission

Course objectives

✓ Be able to organize and manage a field mission in a foreign country by using the skills of the project cycle and of a team (field mission 3 to 5 person groups) or be able to conduct a relevant research work dealing with some topical issue (individual case study).
✓ Be able to choose and implement a rigorous and relevant methodology adapted to the specific constraints of the work (context, team, timelines…).
✓ Be able to formalize and synthesize the methodology you used and the result of your analysis, through highlighting the value-added of your work.
✓ Develop critical thinking about information you can get and about your own work, to be able during your professional life to use your experiences to improve the quality of your analysis.

Course outline

This course revolved around groups projects which topics will be chosen by the students regarding their own interests and opportunities. The only constraint in this choice is :

✓ To choose a field abroad in a developing or emerging country,
✓ At least a part of the work should be on the field (and not just bibliography),
✓ Each team should conduct an analysis (and not just a presentation of the current situation),
✓ The practical applicability of the work in a professional context (producing a concrete and useful value added),
✓ A link between the subject you chose and the topics covered during the master (transverse or sectorial issues)
✓ In some specific cases (discussed on a case-by-case basis, in regards of administrative or healthy constraints, or linked to a professional project), some students can conduct some individual research on a specific topic, through a case study. In this case, the same constraints apply in the choice of the subject (except the “field” part).

This course contains two kinds of sessions:

✓ Methodological and transverse inputs, to complete students skills, and help them in their project’s implementation: impact assessment, organizational diagnosis, capacity building tools…
✓ A follow up of the work of each group preparing the field mission: support for defining the subject, choosing the methodology, finding funds and developing partnerships, synthesizing the work…

The field mission will be implemented in the beginning of March (10 days), after final exams and before internship.
Course 8A: Preparation to French certificates

Prerequisites

In September DELCIFE intensive catch up lecture for beginners

Course outline

Fall semester (1st semester): 12 weeks, 10 lectures (2 hrs) and two visits (4 hrs)
- Growth and Financial Crisis in France and Europe
- Unemployment, underemployment and employment trends
- French Education system compared to OECD countries (Education at a Glance)
- Understanding French history: Visiting Paris
- French Revolution, from the Tuileries Palace to the statue of Danton through the Conciergerie (dinner at the Procope - optional)
- First industrial revolution, visiting the Museum of Arts et Métiers (dinner at Brasserie Jenner optional)

Spring semester (second semester): 12 weeks, 10 lectures (2 hrs) and three visits (6 hrs) France and the world «la Corrèze ou le Zambèze», from the Empire to globalization.
- Labour mobility and migrations.
- Economic Policies (through political parties programs) in the context of French Presidential elections
- Understanding French history: Visiting Paris
- Second industrial revolution, visiting the Orsay museum (dinner at Chartier - optional)
- The Paris Commune (1871) : From Barbès, Montmartre to the Père Lachaise
- Thirty Glorious years, visiting Beaubourg and Les Halles (dinner at «Le Pied de Cochon» - optional)

References

Alternatives économiques : www.alternatives-economiques.fr
RFI en Français facile
Le Monde de l’économie : http://www.lemonde.fr/economie/
Sciences Humaines : www.scienceshumaines.com
La Tribune : www.latribune.fr
Education at a Glance (OECD)
Course 8B : Méthodologie de la rédaction d’articles (en français)

☐ Course objectives
Ce cours a pour objectif de présenter les étapes de la rédaction d’un article de recherche.

☐ Prerequisites
✓ Applied Econometrics
✓ Methods for applied research

☐ Course outline
1. Rappels épistémologiques
2. Présentation de la structure générale d’un article de recherche
3. La revue de la littérature
4. La présentation des résultats
SPECIALIZED TRACK

PROJECT MANAGEMENT AND SUSTAINABLE DEVELOPMENT
Course 9: Project budgeting

Course objectives

This course focuses on the budgeting process relevant for filing funding applications of technical assistance projects.

Course outline

1. Project budgeting
   a. What is a budget? Why is it important? For whom?
   b. The budgeting process
   c. The budgeting methods
   d. Accrual vs cash-budget

2. Cash-flow forecasting
   a. The importance of relevant timing
   b. Managing cash
   c. The cash-flow statement

3. Funding applications
   a. Funding bodies’ guidelines
   b. Eligible costs
   c. Estimating expenses
   d. Estimating income
   e. Evaluating the outcome
   f. The budget narrative

4. Cost terminology
   a. Cash and non-cash costs
   b. Direct and indirect costs
   c. Fixed and variable costs
   d. Step costs and mixed costs

5. Financial analysis methods
   a. Break-even analysis
   b. Cost-effectiveness analysis
   c. Efficiency analysis
   d. Cost-benefit analysis

References

Cammack J. (1999), Financial Management for Development: Accounting and Finance for the Non-specialist in Development Organisations, INTRAC
European Commission (2004), Aid Delivery Methods, Volume 1 Project Cycle Management Guidelines
EU funding guidelines: https://ec.europa.eu/europeaid/about-funding_en
Course 10: Project cycle management and international tenders

Course objectives

The objective is to give an overview on how development cooperation projects are designed, financed, implemented and evaluated by international organisations. The course includes a specific focus on procurement and management procedures and systems.

Targeted competences

At the end of the course, students will be familiar with the project cycle management principles, tender preparation (technical and financial proposals) and key public procurement concept. In addition, students will have acquired some project management skills (team management, financial management, activity planning).

Prerequisites

Basic knowledge of development cooperation organisations and instruments, project monitoring (including tools such as MS Project software), project budgeting and financial planning.

Course outline

1. Context: key facts and figures on EU-funded development cooperation projects
2. Project Cycle Management, Logical framework approach
3. Funding institutions, partner countries and service providers/contractors
4. Procurement systems and procedures
5. Preparation of an Expression of Interest (including identification of partners)
6. Preparation of a technical proposal (identifying experts, methodological approach and work plan for implementation of the project)
7. Preparation of a financial proposal
8. Implementation of the project by the contractor: management (incl. team and financial management), monitoring, evaluation

Throughout the course students will work in groups on real-life case studies and prepare a tender. Throughout the course students will work on case studies.

References


Websites: [https://ec.europa.eu/international-partnerships/](https://ec.europa.eu/international-partnerships/)
[https://europa.eu/capacity4dev/](https://europa.eu/capacity4dev/)
[http://www.adb.org/projects](http://www.adb.org/projects)
Course 11: Country risk analysis

- **Course objectives**
  - Provide an understanding of country risk analysis methodology, including qualitative and quantitative approaches
  - Provide understanding on sovereign ratings methodologies in details, and what is at stake on current debates on ratings agencies
  - Permit to students to be able to use concepts learnt in course to build themselves country risk analyses and risk profiles on sovereigns

- **Targeted competences**
  At the end of this course, students should be able to advise on risks to investors in a selected country, understand the stakes of a sovereign ratings decision/action by ratings agencies, build a country risk analysis, have a minimum analytical background to join a country risk analysis department in an investment bank, a multinational risk management team or a ratings agency sovereign risk department as a junior analyst.

- **Prerequisites**
  Macroeconomics, International Economics

- **Course outline**
  **PART 1**
  A. Country Risk Analysis Fundamentals: Definition, Origin & Founding Concepts, Use of
  B. Country Risk Analysis Tools
  C. Country Risk Analysis Methodology: Risks Typology, Brief History of emerging markets crisis since the 80’s, Country Risk Analysis qualitative & quantitative approaches
  **PART 2**
  A. Sovereigns Ratings Fundamentals: Overview on Sovereign Ratings, Decoding Sovereigns
  B. Ratings, Ratings Genesis Process, Focus on Sovereigns Ratings Methodology, Recovery Ratings
  C. Debate on Credit Ratings Agency Insights: Main Criticisms towards Credit Ratings Agencies, New Regulations on Credit Ratings Agencies

- **References**
  - Carmen M. Reinhart & Kenneth S. Rogoff, This Time is Different: Eight Centuries of Financial Folly, Princeton University Press, 2009
Nicolas Meunier & Tania Sollogoub, Economie du risque pays, Edition La Découverte, Collection Repères, 2005

Jérome Sgard, L’Economie de la Panique, Editions La Découverte, Collection Repères, 2005
Course 12 : Corporate Social Responsibility

☐ Prerequisites

Public economics; environmental economics; income distribution.
Business strategy; corporate finance.
Portfolio investment.

☐ Course outline

Part 2: Self-regulation, ethics, philanthropic billionaires, foundations.
Part 4: Business environmental footprint and zero-carbon targets.
Part 5: Responsible finance: ESG, green bonds, responsible investment, employee ownership.

☐ References

Course 13 : Energy, water and infrastructure

☐ Course objectives
The main objectives are to better understand issues related to infrastructure investment management and efficiency.

☐ Targeted competences
At the end of the course, the students should be able to better understand issues related to infrastructure investment management and efficiency.

☐ Course outline
- ✔ Rationale for infrastructure investment
- ✔ Infrastructure financing
- ✔ Public Investment Management – definition and issues
- ✔ Cost-benefit analysis (with some examples),
- ✔ Public procurement problems and efficiency for infrastructure,
- ✔ The importance of services and SOEs reforms for infrastructure efficiency
- ✔ Main issues related to development impact of infrastructure in roads/water/energy/housing.
Course 14 : International trade, innovation and the environment

Course objectives
The objective of this course is to provide an overview of the interaction between international trade (and more generally globalisation) and environmental outcomes, with case studies based on developing countries. This course is organized in six sessions reflecting ongoing research and debate in the academic and policy circles.

Targeted competences
At the end of the course, students should be able to understand and analyse the debate on the relationship between international trade and the environment.

Prerequisites
A course in basic international economics

Course outline
1. Stylized facts about trade and the environment
2. How does globalisation affect global and local pollution?
3. What is the impact of globalisation on natural resources and biodiversity?
4. What role for policy (trade & environmental policy)?
5. Could we redirect technological change toward green innovations?
6. Can Regional Trade Agreements (RTA) improve environmental quality?

References
A list of references will also be provided through the platform EPREL.
Course 15 : Health and population

Course objectives

This course (18h, 6 sessions) aims to provide a global vision of the main issues addressed by population economics.

✓ how demographic variables such as fertility and mortality respond to economic incentives and affect the economic development of societies?
✓ what role can health and education policies play in the demographic transition?
✓ what are the new challenges of demographic transition in the face of environmental issues?

It will introduce students to the theoretical background in population economics in relation to empirical evidence. Sessions will include formal lectures, as well as interactive sessions during which students will present academic articles related to the course content.

Targeted competences

✓ Understand the economic causes and consequences of the demographic transition.
✓ Be able to expand economic reasoning to demographic phenomena.
✓ Be able to measure and understand main indicators and their empirical implication.

Course outline

1. Population and development: historical background and stylized facts
2. Fertility facts, Fertility choices (measures, role in growth, economic incentive)
3. Mortality, morbidity, health and development
4. Labour market and migrations
5. Understanding and evaluating public policies: (ex of Health and Education policies)
6. Environment and Population
   a. Pollution and Health
   b. Population and sustainability

References

Challier, M.C., Michel, Ph. Analyse dynamique des populations, Economica, 1996
De la Croix, D., Fertility, Education, Growth and Sustainability, Cambridge University Press, 2014
Rosenzweig, M., Stark, O., Handbook of Population and Family Economics, Elsevier,
Course 16: Natural resources

Course objectives

The objective of this course is to give an overview of the main research issues in environmental and resource economics. The course is organized through reading of some research papers. Every week, some students will present some papers in course, which will open the floor for discussion. Each student is then supposed to have read the relevant papers before each session, in order to be able to participate, ask questions, make comments.

Targeted competences

Students are expected to have a broad knowledge on the way by which economists analyze environmental issues (such as pollution, climate change, deforestation, etc...), and how economic instruments can be used to overcome those issues.

Course outline

1. Market failure:
   Public bads and externalities + course presentation

2. Taxing pollution or let the market do?

3. International climate negotiations
   Setting the Paris agreement in motion: key requirements for the implementing guidelines, Dagnet Y. et al. PACT, Working Paper, 2018
   The Paris Agreement and the new logic of international climate politics, Faulkner, International Affairs, 2016

4. Environmental policy and inequalities
   Inequality, growth, and environmental quality trade-offs in a model with human capital accumulation, Marta Aloi, Frederic Tournémaire, Canadian Journal of Economics, 2013
   La fiscalité carbone au risque des enjeux d’équité, Emmanuel Combet, Frédéric Gershi, Jean-Charles Hourcade, Camille Thubin, Revue Française d'Economie, 2010

5. Trade and the environment
   Why is Pollution from U.S. Manufacturing Declining? The Roles of Environmental Regulation, Productivity, and Trade, Shapiro and Walker, Working Paper, 2018

6. Impact of climate change on agriculture in developing countries
The impact of future climate change on West African crop yields: What does the recent literature say? Philippe Roudier, Benjamin Sultan, Philippe Quirion, Alexis Berg, Global Climate Change, 2011

7. The economics of deforestation

8. Payment for environmental services
   Asymmetric information and contract design for payments for environmental services, Ferraro, P., Ecological Economics, 2008.

9. Impact evaluation of environmental policies
   A randomized trial of payments for ecosystem services to reduce deforestation Jayachandran, S. et al., Science, 2017
Course 17: Evaluation of International Environmental Agreements (IEAs)

Course objectives

This course focuses on the assessment of international negotiations on the environment. In particular, two important environmental problems will be considered: climate agreements and agreements on natural resources. The objective is twofold: to understand the theoretical basis of negotiations, and to assess their impacts.

Targeted competences

To know how to convince that a successful negotiation improves the situation of all the participants provided that there is no incentive to deviate from the agreement.
To know how to identify potential flaws in an agreement and to notice if these flaws exist in reality.

Prerequisites

Having understood economic reasoning in terms of “marginal” gains and “marginal” costs and knowing how to use basic mathematical and econometric tools.

Course outline

The course is divided into 6 time-slots of 3 hours. The first three slots will be provided by Jean-François JACQUES, and the three remaining ones by Basak BAYRAMOGLU.
1. Introduction, game theory and negotiation theory concepts (prisoners’ dilemma, Nash equilibrium, repeated games)
2. Canonical model of membership to an international environmental agreement (IEA), theory of climate coalitions
3. Evaluation of IEAs: Montreal Protocol, Kyoto Protocol and other IEAs
4. Environmental cooperation in international seas: Black sea and Baltic sea
5. WTO trade negotiations on fish subsidies
6. Sustainability impact assessments of (EU) free trade agreements

References

References for J.F. Jacques


References for B. Bayramoglu


SPECIALIZED TRACK

PROJECT MANAGEMENT - IMPACT AND POLICY EVALUATION
Course 9 : Impact Evaluation Methodology

□ Course objectives

This course will present the main methods to estimate the impact of public policies aimed at reducing poverty and increasing well-being. It will provide a deep and detailed understanding of each technique with step-by-step training for conducting one’s own evaluation. For each method, we will discuss practical issues and potential validity threats. Students will be provided with tools to determine the strengths and limits of current evaluations.

□ Targeted competences

At the end of this course, students will master the methods for impact evaluation:
✓ They will know which methods to use, how to implement them and under which assumptions they are valid.
✓ They will be provided with concrete examples of evaluations from the literature in development economics.
✓ They will know how to conduct their own evaluation using the Stata software.

□ Prerequisites

This course requires a basic knowledge of econometrics and statistics. Students who want to refresh their knowledge can consult *Econometric Analysis* by William Greene or *Introductory Econometrics: A Modern Approach* by Jeffrey M. Wooldridge.

□ Course outline

Lecture 1: Introduction - Potential outcome framework, counterfactuals and selection bias
Lecture 2: Experimental design and randomized experiments
Lecture 3: Differences in difference
Lecture 4: Regression discontinuity
Lecture 5: Matching
Lecture 6: Instrumental variables
The course will use several material including interactive lectures and case studies using examples from completed or ongoing field experiments. Students will also perform their own policy evaluation using real data.

□ References

✓ Selected papers
Course 10: Project – Survey Design

Course objectives
The aim of this course is to provide students with skills necessary to design, field and analyse surveys. We will cover essential aspects of survey methodology from survey instrument design, to sample design, to modes of data collection, to the analysis of results thereof.

Targeted competences
By the end of the course, students should be able to design and conduct a survey, as well as critically assess the quality of survey data.

Prerequisites
Students should have a knowledge of introductory statistics and econometrics (statistical inference, hypothesis testing, interpreting the results of linear regression). We will briefly review the basic statistical concepts that are used.

Course outline
1. Introduction to survey methods
2. Inference and error in surveys
3. Sampling and populations
4. Data collection
5. Questions & Answers
6. Nonresponse
7. Estimation

References
Course 11 : Growth Diagnostic

Course objectives
This course presents the foundations and methodology of growth diagnostics as well as the debates surrounding this approach.

Targeted competences
At the end of the course, student should be able to conduct and discuss a growth diagnostic in order to identify what keeps economic growth low.

Prerequisites
Students are supposed to have followed basic economic courses including microeconomics, macroeconomics and growth economics.

Course outline
1. Theories of economic growth
2. A conceptual framework for growth diagnostics
3. Walking down the growth diagnostic decision tree

References
A list of references will also be provided during the class.
Course 12: Local Policies – Case Studies

Course objectives

The objective of the course is to have students reflect on participatory and/or local development that have taken the form of either Community Driven Development Initiatives or of decentralization to the grass-root level. We will first review the arguments in which participatory development is grounded and then try to disentangle the pros and cons of these local development initiatives.

Targeted competences

At the end of this course, students should be in a position to critically assess local initiatives and to design programs that avoid or take into accounts the main pitfalls of Community Driven Development (“CDD”) Initiatives.

Course outline

1. An overview of local development policies: from decentralization to Community Driven Development
2. A conceptual framework for local development
3. The virtues of local development
4. Challenges faced in the implementation of local development

References


Course 13 : Urban Planning in the Developing World

Course objectives

Urban growth is known to create both economic, social and cultural opportunities; cities currently generate 80% of the global GDP while representing only 3% of the world surface area. However, unplanned development, deficient infrastructure and/or inadequate spatial planning also bring serious issues such as overcrowding, economic bottlenecks, environmental degradation, social segregation and poverty, reducing in turn local opportunities and contributing to entrench inequalities and tensions. Urban and territorial planning is therefore a highly necessary requirement to help shaping resilient, sustainable and socially integrated cities.

This course aims to give students the keys to understand how urban planning policies affect the livability and the resilience of cities worldwide. We will define the main challenges ahead for cities and review (more or less successful) experiences of urban planning in Asia, Africa and Latin America. Debates, methods and lessons from many years of urban planning will be explored and illustrated by concrete case studies and comparisons.

Targeted competences

Students will develop their knowledge and their understanding of the concepts, approaches and issues of urban planning in a historical perspective. By the end of the course, they will be able to define and build strategies towards more inclusive, people-oriented and resilient cities in developing countries, fitted to the local context, accounting for southern urban complexities, and preserving both cultural heritage, values and identity of places.

Course outline

✓ Cities, urban growth and planning : history, contemporary trends and future challenges (3h)
✓ The “Brown Agenda” : safe water provision, waste management and air pollution I & II (6h)
✓ Lessons from the experience: three examples of planned city extensions
✓ (Latin america / Africa / Asia) (3h)
✓ Urban planning, patterns and social development : a global comparative analysis (3h)
✓ Tackling climate and environmental challenges : towards sustainable and circular cities (3h)

References

BOOKS
Murray, M.J. (2017) "The Urbanism of Exception: The Dynamics of Global City Building in the Twenty-First Century"

ARTICLES
(made available on Moodle)


Horn, A. (2020) "Reviewing Implications of Urban Growth Management and Spatial Governance in the Global South", Planning Practice & Research,


Course 14: Agricultural Policies

Course objectives
This course will review the most recent evidence regarding agricultural development and common problems faced by poor farmers in developing countries. The topics covered will include property rights, crop choices, technology adoption, access to markets, access to credit, etc.

Targeted competences
Students will be more familiar with the challenges faced by farmers in developing countries.

Prerequisites
Basic microeconomics and macroeconomics courses.

Course outline
The topic covered each week will be decided based on the most recent publications in this field and will include property rights issues, crop choices, technology adoption, access to markets, access to credit, etc.

References
A list of references will also be provided during the class.
Course 15: Gender and development

Course objectives

This course aims at providing students with fundamental knowledge on gender and development and capacity for gendered analysis of development issues. This notably includes information on gendered policy and programming, and measurement issues.

Course outline

1. Gender and development: principles and concepts
2. Gender studies: theory and empirical evidence
3. Gender in development agenda and cooperation
4. Gender data and statistics

References


Pr: G. FERRANT
Volume: 18h
Crédit: 2ECTS
Course 16: Informal Sector

Course objectives
The aim of the course is to understand the size and the main drivers of the informal sector, which are not necessarily well known, whereas it provides the livelihood and jobs for an increasing majority of the worldwide population. Countries are keenly interested in this topic as the size of the informal sector raises many questions like job creation, productivity increase, growth and fiscal revenue promotion.

Targeted competences
By the end of the course, students will be able:
- to tackle with statistical definitions about the informal sector across countries, and its main features
- to reflect about ways to deal with informality and the opportunity to reduce its size in favour of economic development.

Prerequisites
Students are expected to be familiar with basic econometrics and statistics, and the reading of academic papers in development economics.

Course outline
The first part provides definitions, and especially the different criteria to identify informality. The second part presents the different approaches to measure informality.

References
Course 17: Social Entrepreneurship and Microcredit

☐ Course objectives

- To provide an overview of some of the most important topics on social entrepreneurship and microfinance, both from an academic and a professional perspective
- To allow the students to get acquainted with the different types of financial products and lending methodologies adapted by different types of microfinance institutions
- To critically analyze the recent empirical evidence on the impact of microcredit on socio-economic development
- To underline the role of technology in promoting social entrepreneurship and microfinance in low-income countries

☐ Targeted competences

At the end of the course, students should be able to have a better understanding of the key issues related to social entrepreneurship, microfinance and financial inclusion in developing economies.

☐ Prerequisites

Students are supposed to have followed a course on Development Economics.

☐ Course outline

- Overview of Microfinance & Social Entrepreneurship: The Good, the Bad, and the Ugly
- Economics of Microcredit
- Overview of Impact Studies on Microfinance and Social Entrepreneurship
- Financial Inclusion and Socioeconomic Development
- Strategic Issues in Microfinance
- Rethinking Microfinance and Social Entrepreneurship

☐ References

Evaluation and Compensation scheme

Evaluation and compensation scheme
Students must attend all lectures. More than two absences in one lecture (even justified) results in a mark of 0/20 to the corresponding mid-term and/or final exam.

Not attending a final exam invalidates the corresponding course block and semester.

Students must have an average mark of at least 10/20 to complete each year of the Master. All lectures in a given course block (U.E.) compensate each other, and all course blocks also compensate during a semester.

The two semesters compensate before the retake session (October).

A specific rule applies to the U.E. 3 (Internship or Thesis): students must have more than 8/20 to validate the master.

Finally, the internship must last 4 to 6 months and must consist in a single contract.