

Editorial

The 11th General Conference is approaching fast and we are glad that the call for papers prompted over 200 researchers to submit a contribution to the various working group sessions. In addition, some 25 member institutes and partner networks will be holding parallel sessions. The theme for the General Conference - "Insecurity and Development" - seems to be a well-chosen and timely reflection on the interrelation between security and development or underdevelopment and insecurity: neither security nor development is sustainable without the other. "In an interdependent world, we are only as safe as the weakest state among us, or the most vulnerable group of people. So our collective security can only be achieved if we look at the broadest range of global threats - including poverty, disease and environmental degradation," said Hilary Benn, the UK's State Secretary for International Development in the latest issue of the Journal "Global Future". The EADI General Conference will offer the forum to discuss these issues in depth and will try to suggest policy-oriented strategies to resolve some of the problems our world is facing. Hilary Benn, Louka Katseli from the OECD Development Centre, the German Development Minister Heidemarie Wiczorek-Zeul and Louis Michel, European Commissioner for Development and Humanitarian Issues, will be among the keynote speakers. For details on the programme please go to the conference website at: www.eadi.org/gc2005.

This EADI General Conference will not only be unique in size but also unique in EADI's history as EADI will be celebrating its 30th birthday. We hope to welcome as many founding members and former Board Members and working group conveners as possible and to revive a bit of the spirit of EADI's beginnings. EADI was officially founded in 1975 in Linz, Austria; a preparatory conference had been held in Ghent, Belgium in 1974. "We have to rethink our views of the transferability of models in the social sciences," the late Dudley Seers, EADI's first president, said. Recapitulate

EADI's past and you'll see that the association has always been on the cutting edge of thinking on new trends in development research. The integration of Eastern and South-Eastern European institutes in times of the Iron Curtain is one of the most prominent examples in the network's history. Representatives of EADI's southern "sister" organisations ADIPA, CODESRIA and CLACSO were present at EADI's foundation and addressed the Ghent conference. "Any European association should take to heart the experience of the African, Latin American and Asian associations as regards decentralised working methods," concluded the Ghent participants and this was somehow the leitmotif in the first constitution of EADI: the collaboration not only among European research institutes, but even more so with the regional associations in Africa, Asia and Latin America, and the learning from each other. In this tradition, representatives of regional associations and networks will come together again at the 11th General Conference in order to identify new ways of collaborating in the light of changing intellectual and institutional landscapes.

The focus of this issue of the EADI Newsletter is on development studies. Development studies as a discipline is struggling; a lack of clarity in subject-matter and intellectual standing has been perceived. There is a tendency for development studies centres to be merged and especially area studies centres even closed. Andrew Sumner and Michael Tribe describe the nature of development studies from a UK perspective. Juhani Koponen from Finland in his essay invites us to rethink our notions on development studies and our notions about the ways in which research knowledge can influence development policies and practices. Mieczyslaw Szostak gives us an insight into the current state of development studies in Poland and describes the impact the transition to a market economy has had on development studies. Tereza Nemeckova describes the obstacles for development



studies in the Czech Republic, but sketches an encouraging scenario.

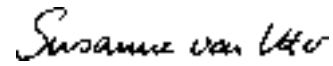
The Bologna Process affects EADI member institutes enormously and Master's courses are being certified by accreditation agencies which give "quality stamps". At EADI's last meeting of heads of member institutes, in Geneva participants confirmed their willingness to support an initiative which aims to develop recommendations, a vision on how best to cope with the present trend in Europe for accreditation and quality management, especially with a view to the need for criteria for evaluating transdisciplinary programmes in development studies. A second initiative is the creation of a European ranking list of journals, taking into account interdisciplinary journals which are not recognised by the Social Science Citation Index. Results of both initiatives will be presented at the General Conference.

There is a great variety of study courses related to development, and they have impressive numbers of students. In order to give all interested students some guidance on where and what to study, EADI launched *devtrain online*, the online database featuring all training and study possibilities in EADI member organisations. We cordially invite our institutional members to make use of the database in order to promote their courses and study programmes; our student and individual members can use it for their career planning. We hope, with your help, to develop the training website as the reference site for development studies in Europe.

We are happy to welcome two new institutional members to our network: The Centre for Development Studies at the University of Bath and the Centre for Sustainable Livelihoods at University College Cork.

We hope to welcome you all at our General Assembly, which is going to be held on 23 September 2005 in Bonn. The Executive Committee worked hard on effective structures for the new decade ahead and results will be presented in Bonn and hopefully supported

by our membership. Come and join us in Bonn!



Susanne von Itter
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Geneva, 11 February 2005

EADI Directors' Meeting

by Louk Box, EADI President

The EADI Directors Meeting in Geneva was a success: some 40 colleagues from all over Europe had taken time off to join in our reflection of where we stand and what we need to do to strengthen our 'industry' as Simon Maxwell (ODI) teasingly calls us. Thanks to all those who came and participated in a frank exchange! Welcome to those who could not be there but who wish to find out more before our meeting next September in Bonn. In this article I would like to reflect on some of the points raised. First, let me mention some of the conclusions, then, some observations.

1. Quality assessment and accreditation: A vision paper is needed for the September EADI General Assembly

In line with the EADI Directors' decisions taken at their last meeting in Pavia, an ad hoc committee was formed what would help us in formulating a vision on where we wish to go in terms of quality management and accreditation guidelines. In 2004 the EADI Executive Committee approved terms of

reference for this activity, which were circulated; a proposal was made for the composition of the Committee and funding sought. The latter proved to be difficult, since no EADI budget was available and donor support was not forthcoming. IUED and ISS were willing to pull the cart and each contribute a first instalment of 10,000 EUROS to a special EADI project for this purpose, which will be enough to have a committee of three, plus a simple secretariat meet at least three times and prepare a report. Although it would be preferable to have a larger committee, this will only be possible if others wish to contribute. I am very happy to announce that three eminent professionals in development studies have accepted the invitation to join the Committee: Prof. Jacques Forster, Sir Richard Jolly, and Prof. Hans Opschoor. Forster is former director and currently part-time professor of development studies at IUED, Geneva. He is also currently Vice President of the International Committee of the Red Cross (ICRC). Jolly is professor at the Institute of Development Studies at the University of Sussex and has a distinguished career in international co-operation. Opschoor is a former rector of ISS The Hague and a professor of Development Studies there. Neither of them has management responsibilities for the mentioned institutions; all have accepted to join the committee on personal title. They have been asked to provide EADI with recommendations on how best to cope with the present trend in Europe for accreditation and quality management, especially with a view to the need for criteria for evaluating transdisciplinary programmes in development studies.





Jacques Forster

The Directors Meeting in Geneva agreed with the need for such recommendations but added the following points:

- * Given present national efforts, and their tendency to have mono-disciplinary criteria, the urgency for transdisciplinary and transnational approaches is evident. EADI has a role to play as the major European professional association in development studies.
- * Recent debates in the UK Development Studies Association indicate that there is no consensus regarding the nature of the field of development studies: different approaches are therefore likely to exist in Europe and a clear vision of the demarcation of the field would be welcome.
- * The Committee is requested to focus on accreditation of masters' programmes; although research programmes are important as well (for M.Phil, M.Res and Doctoral programmes), a vision on accreditation criteria for general masters' programmes is urgently required.
- * Before the EADI General Assembly in September 2005, we cannot expect more than a first vision from the Committee of three: this can be discussed at a Directors Meeting on Friday 23 September 2005, during the EADI General Conference.

Please direct any questions or suggestions to Michel Carton (michel.carton@iued.unige.ch) or Louk Box (president@eadi.org).

2. Publications ranking: A draft list with criteria and publications classification will be discussed at the EADI General Assembly

Filip Reyntjens (IDPM, Belgium) followed up the Pavia recommendations and worked with Ton Dietz (CERES, The Netherlands) and others to convert the so-called Ceres list of the Dutch Research School for Development Studies into a European list. Progress is being made and the same problems are being faced as with accreditation: interdisciplinary publications, especially journals, are not recognised by dominant instruments like the Social Science Citation Index.

A credible alternative is therefore urgently needed; this might pre-empt the need for national decision-makers to follow the easy path and simply depend on mono-disciplinary evaluation criteria. The alternative needs to be more than a simple mathematical instrument, which can be misused by managers to evaluate individual contributions to the field. Therefore, the instrument is more likely to suit comparisons across institutions than among individual researchers. The alternative needs to be based on a broad consensus among professionals, therefore Reyntjens follows a process approach which allows for continuous adaptation and improvement. A first draft will be presented on the EADI website before the General Assembly and a discussion among Directors will be held on Saturday. A special meeting of the Committee could be held on another day during the General Conference, with participants from countries which are not yet represented and from ICCDA colleagues representing sister associations from Africa,

Asia and Latin America.

The Committee urgently requests participation from countries in Southern, Central and Eastern Europe. Please contact Filip Reyntjens (Filip.Reyntjens@ua.ac.be) or Ton Dietz (A.J.Dietz@fss.uu.nl).

3. EDC 2010: Public debate was a success - now more research networking is needed

Simon Maxwell (ODI, United Kingdom) drew our attention to the situation as regards EDC 2010, the EADI programme on European Development Co-operation. The public debates sponsored through many of our members have been quite successful: from Finland to Italy and from Ireland to Hungary debates are or have been taking place. They were largely sponsored by national agencies. The European Commission unfortunately has not seen its way to co-sponsor the programme, even though a proposal was presented three times in different formats. This is regrettable, but apparently we need to count on national agencies to continue the successful formula.

A first round of public debates has now taken place - it is high time for the second round dealing with research. The Commission will be even less likely to fund this, given the low



Jean Ziegler

priority given to research in the Development Directorate. So we will have to submit proposals to national agencies or foundations.

Simon Maxwell encouraged us to form research alliances to tackle specific themes. Such alliances or networks could be small (like the co-operation between IUED and ISS on quality criteria) or quite large (like the co-operation between five institutes in preparing a European Master's in Development Studies), or much larger (as in the EDC 2010 public debates).

We agreed that before the September meeting interested institutes would develop General Conference themes. One example is the suggestion put forward by Gianni Vaggi (Italy) that we take a critical look at the phenomenon of Millennium Development Goals, their history, methodology and impact.

Please inform Thomas Lawo (lawo@eadi.org) of any research theme you would wish to propose and what type of collaboration you are looking for.

And what else did those of you who could not join us in Geneva miss?

Jacques Forster's lessons learned from many years of work in both humanitarian aid (ICRC) and development co-operation (luéd). The first lesson was (in my words): Forget about the OECD-DAC distinction between emergency relief, rehabilitation support and development aid - we have moved beyond the simple classifications because they don't work.

Jean Ziegler's conclusions about applying the human right to food. Never heard of it? Then please note that a South African court recently upheld this human right and forced the government to respect it. A Brazilian court did the same when faced with support for export commodities in a country with rampant undernourishment. Ziegler is Special Rapporteur on the Right to Food to the UN Commission on Human Rights.

Charles Kleiber, Swiss minister for education and research, who argued that new forms of academic organisation are needed, involving new forms of quality management. The warning to the assembled Swiss researchers was clear: things are about to change, if it were

down to him. The profession needs to be prepared for quality management, resulting in accreditation and output funding. Peer review systems are needed, if possible at transnational level. Personnel selection is getting ever more difficult and an exchange of good practices in Europe is needed.

Thanks to Michel Carton and his colleagues and to the EADI Secretariat for organising a good meeting.

I do hope to see you at our September General Conference, especially on the Friday morning - please note this in your diary now.

Best regards,



Louk Box

All reports on the meeting can be found on the EADI website at <http://www.eadi.org> Programme General Conference: www.eadi.org/gc2005



Focus Development Studies

Rethinking Development Studies

Juhani Koponen

Development studies was originally conceived in a world very different from ours. It was a world less complicated than ours. Our ideas concerning what development is and what is the proper role of research were different: they were simpler or more confident than they are now. With the development scene fragmenting our ideas about development have also been fragmenting and development studies has lost its fixed co-ordinates. Not only are the results of our development efforts much more mixed than one would have wished, also development thinking has likewise become rather confused. Development is becoming an increasingly contested notion. Simple models having been dissolved, we do not have any widely shared better models of development in sight and we have landed in a somewhat schizophrenic situation.

This is confounded by the fact that the way

we regard social research and social knowledge, and the relationship between knowledge and reality has undergone a sea change. In the social sciences, positivism is out while constructivism is in. Nowadays, the constructed nature of social knowledge is increasingly emphasised; that is, it is maintained that social knowledge is not immediately given as a reflection of the world out there, but it is actively constructed in our thinking and our discourse through processes such as conceptualisation and interpretation.

Yet, all these changes notwithstanding, developmentalism - the basic discourse underlying our development efforts - is well and alive and development interventions go on. International institutions are active as ever and the bilateral donors are slowly increasing their appropriations of official development assistance. Their goals may now be fashioned

in terms of increase of human capabilities or reduction of poverty rather than modernisation, but the belief in the desirability of the goals and the need for intervention to start a process to achieve them is still there, although this intervention and its mechanisms may now be perceived rather differently.

In this situation, I think we need to rethink our approaches in development studies. So far, development studies has been ideologically committed to what I call the developmentalist complex: the rhizome of ideas, discourses, ways of action, institutions and other structures that has grown around the notion of development during the last 50 years or so. But it has not questioned the underlying premise of developmentalism, the basic idea that a well-meaning and rational planned intervention will lead to a process which will create a desirable state of development in less developed parts of the world.

Such a vague ideological commitment is plainly inadequate now. If we do not quite know what the problem is, or if we do not agree on what development is, the task cannot simply be to produce and disseminate knowledge that is good for 'development'. Substituting 'poverty reduction' for economic development and modernisation without probing its true meaning only makes it worse. Rather the focus should be on methodological examination of how the developmentalist complex is actually working and what it is producing.

There are many practical tasks ahead. To start with, if I am right that defining development is increasingly becoming a bone of contention and a source of conflict, development studies cannot and should not wash its hands of it. To retain and to regain some of its relevance, development studies must make a much more forceful and nuanced contribution to the discussion of desirable development models. But development studies can hardly afford to



Photo: F. Scheidauer

embark on endless normative discussions about the 'right' content of development. Rather it needs to establish the actual meanings in which the term development is used and to chart shifts in its use. Only after that can it start to put forward questions about the desirability of this or that kind of development.

In other words: if development can no longer be seen as an uncomplicated and intrinsically positive goal, if it ever could. Rather we have to reflect upon different notions of development and their multiple meanings, and to do so not only in our explicitly theoretical discourses but also in our everyday empirical and practice-oriented work. We should not be afraid of the conclusion that sometimes development may be part of the problem rather than of its solution.

But we need to go further into an examination of how development works in practice. We have to acknowledge the continued existence of development intervention, to recognise that development does consist of interventions for processes towards desired goals, and to account for what I call the dual nature of such interventions. That is, development intervention is by its very nature both planned and unplanned, and it commonly has both intended and unintended effects. In our research we should take both

these aspects seriously if we wish to understand what happens on the ground. If we neglect either one of them our picture remains lopsided, and we will not be able to realise what must remain the ultimate promise of development studies: to produce knowledge that contributes towards understanding, explaining and somehow, if not directly perhaps indirectly, towards solving development problems

What I would call 'methodological developmentalism' will be as interested in intervention as its 'ideological' predecessor, but its commitment will be to critical reflection of the whole developmentalist complex. It will retain its multidisciplinary ambition, which in fact provides the best case for the continued existence of development studies as an independent body of knowledge. Yet multidisciplinary also needs to be seriously rethought and transformed more towards what could be called multiperspectivity. By this, I mean an approach which looks at a set of commonly perceived problems from a number of perspectives, be they temporal or spatial or others, and brings these together, fusing and transcending them. Problem-orientation requires such an integrated approach.

On top of all that, we also need to rethink our notions about the ways in which research

knowledge can influence development policies and practices. Also in development studies we have to acknowledge the value of some of the major insights concerning the constructed nature of the social reality, and the constitutive role of discourses and interpretations and other cultural artefacts in bringing that reality about. Yet we do not have to buy the idea that there is no social reality beyond the never-ending circles of interpretation and discourses or that there is no way to gain some knowledge of such an ultimate reality. Rather we need to uphold the belief in the possibility of knowledge and continue to develop our multiple methods of achieving it.

In addition, we also have to acknowledge that there is a close nexus between factual and normative statements and we must not be content with solutions which postulate a sharp and unbridgeable break between these two types of statement. Research knowledge should not only affect our cognition but also our values. Development is also a value.

This is an edited extract from a longer article, published in Tiina Kontinen, ed. Development Intervention. University of Helsinki, 2004.



Photo: F. Scheidauer

Focus Development Studies

The Nature of Development Studies - A United Kingdom Perspective

Michael Tribe and Andrew Sumner

This brief contribution aims to summarise some of the issues raised in Tribe and Sumner (2004) and Tribe and Sumner (2005). The first was prepared for the Development Studies Association's (DSA's) 2004 Annual Conference and the second is a revised and shortened version. Development Studies (DS) is in a period of positive change in the United Kingdom (UK). A stand-alone DS sub-panel for the 2008 UK Higher Education Research Assessment Exercise (RAE) (see DSA, 2004) has been established. It is hoped that over the next year the first 'Benchmark Statement' for DS degrees will be prepared by the DSA in collaboration with the UK higher education Quality Assurance Agency (QAA) (DSA, 2005).

The main objective of Tribe and Sumner (2004) was to open up discussion of the Nature of DS due to perceived lack of clarity in subject matter and intellectual standing. Basically DS is the study of 'development' - but then 'what is development?' Is development confined to 'developing countries', or should transition countries and developed market economies be included? Even the contemporary category of 'developing countries' can be questioned because it is too broad - including least developed countries, newly industrialising countries, and low income transition economies.

There are several different conceptualisations of 'development', some of which include subjective value judgements. There will be general agreement that 'development' encompasses various aspects of human society. The dimensions of development are diverse, including Economic, Social, Political, and Institutional (including Law) Structures, Technology in various forms (including the Natural Sciences and Engineering), the Environment, Religion, and the Arts and Culture.

One of the basic conceptual issues relating

to 'development' is whether it involves 'progress' and 'improvement', or whether more 'detached' study includes deterioration, crisis and decline. Surely these 'negative' features are as important as more palatable 'positive' features. Natural disasters and conflict (both national and international) also contribute to the evolution of the human condition. It is also significant that most academics who work in DS have a commitment to 'social justice'.

DS includes several different and sometimes conflicting schools of thought. Is 'development' unidirectional, and linear? Are there discrete stages through which societies progress in the context of 'modernisation' theory? Are these stages reversible? Is 'modernisation' theory an ethnocentric and ideologically charged approach to the evolution of societies? Is 'development' something which occurs through focussed and targeted interventions, or does it 'happen' through complex inter-relationships and inter-actions? Is there really 'development theory'?

Is 'development' a government responsibility, or does the government play a role as one of many institutions within a pluralist society? What is the State, and what role does it play in 'development'? What is the role of 'post-development', and 'end of development' approaches? Can there be 'development failure'? Some of these schools of thought have time-bound and institutional views of 'development' which differ from others with a more detached, analytical, view. Surely it is conceptually impossible to have a 'post-development' situation, or an end to 'development', if 'development' is a continuous process which occurs through interactions between diverse technical, social and economic factors? It is, equally, impossible to have 'development failure' unless 'development' has a clear set of 'objectives' - but if 'development' is not defined by subjective judgements, and

is a subject of disinterested study, then 'development failure' cannot occur at all.

Since the 'post-development' school of thought clearly has a very formalistic and institutionalised conception of development, and other schools of thought do not, there must be diametrically different paradigms operating within DS and our conceptualisation of DS has to allow for this intellectual diversity.

DS includes teaching and research activities. While DS is unambiguously a 'subject', it is much less clear whether it is a 'discipline'. Economics and Sociology, within the Social Sciences, are clearly disciplines in that they comprise bodies of theory, and focus on the study of specific phenomena. Mathematics, Chemistry and Physics similarly focus on specific subject-matters and have an identifiable bodies of theory and 'laws'. By comparison Engineering takes theory, laws and methods developed within the 'pure' sciences and applies them to empirical questions. If DS is the study of 'development', and if 'development' has a range of dimensions, then DS must reflect these diverse dimensions.

DS is considered by many to have a 'body of theory'. Books which are explicitly on DS relate to theoretical concerns, but in which discipline? Several disciplines are well-represented in the DS community having distinct sub-areas relating to 'development'. A good example of this is Development Economics: and Political Science and Sociology also have approaches specific to 'development'. The absence of theory, often associated with lengthy description, is a characteristic of elements of DS which are heavily criticised. A distinction can be drawn between 'interdisciplinarity', 'multidisciplinarity', and 'transdisciplinarity' (Tribe and Sumner, 2004: Figure 2). Transdisciplinarity "denotes integration" (Bergström and Molteberg, 2000a: 12) of disciplines within DS, so that the totality

of the transdisciplinary study is then greater than the sum of the parts.

Two particular categories can be distinguished within DS literature: one 'discourse-related', and another 'empirically- or practically-oriented'. Major contributions have come from intellectual concerns of the 'empirically- or practically-oriented'. The 'stakeholder' and 'participatory' approaches to policy analysis responded to the perceived prescription of policy in abstraction from the interest groups most closely affected. The 'sustainable livelihoods' framework focuses on complex development situations rather than on narrow discipline-related compartmentalised approaches. Earlier, the 'Basic Needs' approach attempted to break out of the mould of international rather than local concerns, and the evolution of 'Levels of Living' analysis into the HDI and HPI has been a welcome achievement. Specific areas can be identified where DS has made an intellectual contribution to the analysis of 'development' on a global scale.

DS is concerned with the process of change. However, insights from study of 'developing countries' may inform analysis of development in advanced industrial countries and 'transition economies'. The socio-economic impact of technology change, the process of social change, the analysis of changing employment structures, the evolution of 'democratic' governance structures, development of fiscal systems, the process of economic change and the impact of globalisation are areas where DS can 'inform' analysis of 'advanced' economies and societies.

Our discussion includes consideration of the relationship between DS, Area Studies and International Studies which is relevant to the wide range of structures and titles found in DS courses in universities and colleges. Some evidence of this is provided in an annex to the DSA's submission to the QAA on benchmarking for DS, and in the DSA's web-based Course Guide (DSA, 2005; DSA, Course Guide). Although for research the DSA has been successful in securing the addition of DS as a 'sub-panel' within the RAE for 2008 (DSA, 2004), RAE preoccupations are not of direct concern to DS researchers in the NGO sector, in DFID (and other public bodies), in independent research institutions and other bodies.

There is also 'practical' work and consultancy

activities relating to international development, interfacing consultancy and academic/commissioned research. The preparation of training materials can also be a useful means of achieving interaction between 'practitioners' and 'academics', providing fresh insights into complex situations.

For just over a quarter of a century the DSA has provided a forum for the DS community. Research findings and themes are discussed at an annual conference and in Study Group meetings. Sister organisations - such as BOND (British Overseas NGOs for Development), the DEA (Development Education Association), the DFID (Department for International Development - the relevant government department) and the British Council, have been regularly involved in DSA activities. There are also campaigning organisations such as War on Want and the World Development Movement, in contrast to the 'research' and 'analysis' concerns of the DSA. Several 'development' NGOs perform substantial charitable fund-raising functions and also undertake research and campaigning. 'Faith' groups are very significant in the NGO arena.

The two papers which we have produced have inevitably omitted significant areas, or have discussed important questions very briefly, and they have been written in the hope of stimulating discussion.

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Photo: F. Scheidauer

Accessing Training Opportunities Online

devtrain online

<http://www.eadi.org/devtrain>



EADI has launched a new online service, the EADI Development Training Database *devtrain online*.

devtrain online: A new tool for career planning

The online development studies database links students with institutes offering all kinds of studies and courses related to development research. Details are provided on the respective programme's objectives and themes, its location and costs, plus full contact details and links to the associated organisation.

devtrain online: A new tool to promote training activities

devtrain online offers EADI members the possibility to promote their training courses to an international audience. Because of its multilingual features, courses can be searched in English and French.

devtrain online: Quality assured

devtrain online is a database system which offers a great deal of independence. EADI members can add and update a training opportunity and update their institutional profile. The entries are monitored together with the EADI Secretariat to check that they are accurate and up to date.

devtrain online: Highlighting in EADI publications

News from EADI members is featured regularly in the EADI e-newsletter. New entries in *devtrain online* will be announced regularly in the training section of the EADI e-newsletter and on the EADI homepage.

devtrain online: Invitation to submit contributions

The database contains the institutional addresses and most of the courses EADI members are currently offering. We cordially invite you to continually check and update your training courses in the database.

Focus Development Studies

Impact of the Transition to Market Economy on Development Studies in Poland

Mieczysław Szostak

The interest of Polish economists in crucial internal and external aspects of underdevelopment, poverty and development in the Third World began as late as the mid-1950s. The initial phase of development studies in our country covered the years 1955-1961. O. Lange, who was at that time an economist well known in international circles for his scientific reputation, played the leading role among the pioneers of these studies. Another eminent Polish economist, M. Kalecki, was also broadly interested in economic and financial problems of developing countries (DCs).

From boom to decline of the "Polish Development School"

The second phase of economic research into problems of DCs covered the period 1962-1968. That was a stage of extremely dynamic growth and strengthening of the international renown of Polish development thinking. It seems that - with no risk of being accused of national self-exaltation - one can stress that the original "Polish Development School" was born during that period.

The most important event was the creation (in 1962) of the Centre of Research on Underdeveloped Economies (CRUE). The works of M. Kalecki inspired its scientific activities. Although his research focused on the advanced capitalist economies and the theory of growth under the socialist system, he also contributed considerably to global development thinking. In the opinion of J. Robinson: "One of the most original and striking of Kalecki's conceptions is the notion of "intermediate regimes" ("Introduction" to M. Kalecki "Essays on Developing Economies", Hassocks 1976). Kalecki's considerations on financing economic growth, the role of foreign assistance to DCs, the importance of state-

owned enterprises and development planning, the possibilities of eliminating unemployment in the Third World were also widely discussed by the representatives of different economic research institutes.

In the 1960s the majority of Polish economists specialised in the development studies co-operation with the United Nations and other international organisations as well as with many foreign research institutes. This large international co-operation eased a prompt popularisation of achievements of the "Polish Development School" at global level.

The third phase of development studies in Poland covered the years 1968-1975. Following the so-called "March events" in 1968, for purely political reasons the Communist authorities decided to dissolve the CRUE. Several months later, M. Kalecki resigned his professorship and retired. Many researchers from the Centre moved to other Polish institutes and universities. Thus, the scientific potential gathered around M. Kalecki was reduced and dispersed, causing a considerable weakening of the international position of the Polish Development School. However, the development studies have been continuing by the Research Institute for Developing Countries (RIDC) which was founded in April 1968 at the WSE as a part of the reorganisation.

Weakening of Polish development studies during the transition to a market economy

During the fourth stage of development research in Poland, i.e. in the years 1976-1990, three succeeding national five-year research projects, sponsored and financed by the Polish government and co-ordinated by the RIDC, contributed considerably to the intensification

of studies on the Third World in our country. At that time, the research concentrated on the five following topics: 1) theoretical dimensions and practical aspects of different concepts and strategies of the Third World development; 2) global and external conditions of DCs' development; 3) social, cultural, environmental and spatial issues and policies; 4) internal political conditions, ideologies and foreign policies of DCs; 5) economic, political and cultural relations between Poland and the Third World.

The radical systemic transition from centrally planned to free market economy initiated in our country in June 1989, caused a temporary weakening of Polish development studies and training, including the activities of RIDC at the Warsaw School of Economics.

Firstly, due to the suppression of the central planning and the reform of the national system of financing of basic scientific research in Poland, since 1991 the five-year government research programmes in the field of development economics ceased. This fact had very negative effects on the financial resources destined for Polish research into economic and social problems of less advanced countries.

Secondly, for financial and political reasons the new Polish authorities decided to drastically decrease the number of government scholarships offered to foreign students from Third World countries. As a consequence of this decision, the Advanced Course in National Economic Planning at the Warsaw School of Economics in particular ceased operations in 1992 (after 30 years of successful activities).

Thirdly, following the declining interest in development research and training in the country, in the 1990s many Polish economists who in the past specialised in development studies were obliged to change their research profiles, becoming specialists in transformation, liberalisation, globalisation, European

economic integration, privatisation, banking and capital markets etc.

Fourthly, during the same period, a great number of lecturers and researchers left the economic universities (especially the Warsaw School of Economics), preferring to work for private enterprises (in particular, for consulting companies and transnational corporations acting in Poland), for new public administration and Polish diplomacy, as well as for international organisations.

Fifthly, many Polish economists who continued their development studies gave priority in their research to the comparative analysis of the experience of new industrialising countries in the context of the transition process in the Eastern Europe economies.

As far as the Research Institute for Developing Countries is concerned, in the first half of the 1990s it continued its activities on the following topics: the theoretical aspects of development economics, the comparative analysis of the role of state in developing, developed and post-socialist countries in the context of globalisation, development dilemmas and challenges in the less advanced and transition economies, the consequences of industrial redeployment and technological revolution for a changing position of developing and post-socialist countries in the world economy.

However, following the radically changing priorities in the research and trading activities during the transformation process in Poland, in July 1996 the RIDC changed its name into the Institute for International Studies (IIS). This change fully reflected the transition of its research works from the development studies to the analysis of systemic transformation in former centrally planned Central European economies and their integration with the European Union.

In the second half of 1990s and at the beginning of the present decade only some researchers from the IIS have been working on the DCs' problems. At the same time, one can observe the growing role of the Institute of International Economic Relations (acting as the part of the WSE) in the recent development research in Poland. In autumn 2003 it organised a national conference on the crucial aspects of the North-South relations. The Institute's staff focused its development studies on the impact of globalisation on DCs, the role of foreign direct investment and transnational corporations in the Southern countries, methods and prospects for overcoming poverty, external indebtedness and financial crises, the importance of European development co-operation and economic partnership, as well as possibilities of regional South-South economic integration.

What about the future?

In the coming years, as it seems to me, the interest of development studies and trading in Poland - and in other Central European countries which became full members of the European Union - will increase for two reasons (at least). Firstly, all these countries are interested extending their commercial, financial, technological and scientific relations with developing countries. Secondly, as new members of the EU, Poland and seven other post-socialist European countries should immediately increase their official development assistance (ODA) and co-operation with the ACP countries, which will have positive impact on the perspectives of our development research and training.

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Photo: F. Scheidauer

Focus Development Studies

Development Studies in the Czech Republic

Tereza Nemeckova

Changes which occurred late in the 80s and have had a bold impact on the socio-economic development in the Central European region have also influenced research on development and developing countries. During this period, development studies lost importance in the Czech Republic. In the mid-90s the importance of this research was revealed again, when the Czech Republic joined the OECD and was put under pressure to step out of the position of aid recipient and become an active aid donor. New attempts to re-enter the former vivid economic and cultural relations with developing countries have appeared, but so far with little success. In the late 90s, or rather at the beginning of the new millennium, we can talk about increased interest in development issues among students, which is reflected in new study programmes introduced at several Czech universities. This article aims to summarise these still rather rare efforts and point out at some of the issues which seem to be obstacles to further development of this important study field in the Czech Republic.

The first university to be introduced in this article is the University of Economics in Prague (a collective EADI member). The Department of the World Economy at the Faculty of International Relations two years ago launched a minor study programme for MA students called Development Studies. This is the first attempt of its kind in the Czech Republic, because the study programme presents a multidisciplinary approach to development issues. Before that, until the beginning of the 90s, development economics was taught as part of International Business Studies, later as part of Comparative Economics within the World Economy Department. The new and complex study programme not only covers the problems of development economics, but also regional and gender studies, political problems of developing countries and the issue of international development assistance. More departments at

the University of Economics co-operate on this programme. For BA students the Department of the World Economy prepares selected courses covering the economic regional analysis of the developing world and a course on Asian countries in transition, for MA students a course on Development Economics (a comprehensive course for International Affairs students). For PhD students no study programme has been introduced so far, only selected courses on political, economic, cultural or regional issues.

Another university dealing with development issues is the Palacky University in Olomouc. The Faculty of Sciences three years ago prepared a study programme for BA students called International Development Studies. This programme focuses mainly on geographical issues, including the ecological and environmental aspects of development. Besides that, students acquire basic knowledge of development economics, sociology, international relations and the issue of international development assistance with emphasis on the position of the Czech Republic in this field. The Czech University of Agriculture in Prague, or rather the Institute of Tropics and Subtropics, prepares study programmes for BA, MA and PhD students focusing on issues of tropical and subtropical agriculture, sustainable rural development in the tropics and subtropics, and management of wild animals and their breeding in the tropics and subtropics. Alongside the theoretical knowledge the students get a variety of opportunities to participate in development projects in tropical and subtropical countries of Latin America, Africa and Asia. These are all the study programmes in the Czech Republic tackling development issues.

As mentioned in the above, research on developing countries was substantially reduced in the late 80s and as the situation remained

unchanged in 90s the biggest obstacle for further development studies enhancement in the Czech Republic seems to be the lack of experts in this field. Lack of interest from the governmental side only supports the current situation. The only research institutions which have been active are the Institute of the Integration of the Czech Republic into the European and World Economy at the Faculty of International Relations at the University of Economics in Prague and the Development Centre at the Institute of International Relations in Prague. Both institutes have joined their efforts and co-operate on projects aimed at the needs of universities, the government and the public sector. Unfortunately, the former of the two institutes was closed down at the beginning of this year. The burden has been taken over by the Department of the World Economy and the Department of Public Administration and Regional Development, both part of the University of Economics in Prague and both participating on the Development Studies programme. Isolated research projects is also being carried out at above-mentioned universities or at the Czech Academy of Sciences. The aim today is to create a Centre for Development Studies based at the University of Economics which would bring all the multidisciplinary scientists on development issues together. Hopefully the students' rising interest in development studies will help us to make this dream come true.

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EADI Seminar, Antwerp, 21 - 22 April 2005

Second Conference on New Research in the Great Lakes Region

Report by An Ansoms

The Institute of Development Policy and Management at the University of Antwerp, in cooperation with the European Association of Development Research and Training Institutes (EADI), and the Flemish Interuniversity Council (VLIR) organised the Second Workshop for New Research on the Great Lakes Region on 21 and 22 April 2005. The workshop was followed by a half-day seminar "Conflict and Regional Development in the Great Lakes Region" on 22 April 2005.

Second Workshop for New Research on the Great Lakes Region

The workshop brought together some 30 doctoral researchers from all across Europe working on the Great Lakes Region of Africa. The main goal was to exchange experience, ideas and future directions, focusing on both the theoretical framework and practical field experiences of their research. Further, this workshop aimed to reinforce the central body of knowledge about new research in the Great Lakes Region by stimulating interaction between starting, intermediate and finishing PhD students. The occasion provided an informal but extremely vivid environment for students to ask for advice/suggestions, to solve problems they are experiencing with their PhD research (mix of first- to final-year students) and to gain from the other students' theoretical and field experience.

The workshop itself was organised in three main sessions lasting half a day each. In the first session, all the participants had the opportunity to give a brief outline of their research project at a round table. During the second session, five researchers at an advanced stage of their research project presented their

work in greater detail. They focused on how they had translated theoretical constructs into practice and explained how they undertook actual field research in the region. The other participants had the opportunity to link these experiences to their own research. During a final, longer session, the participants were divided into four groups according to the main research themes of 'economics and development', 'intervention, peacekeeping and justice', 'civil society and reconstruction', 'politics, networks and conflict'. Within these smaller groups, students had the opportunity to present their research proposals or projects in a more detailed fashion, focusing on methodological issues, field experience and research dilemmas. A fundamental principle of the workshop was to combine semi-formal presentations of students' own work with a maximum of discussion.

Both the more experienced researchers as well as those in the initial stages of their PhD expressed their satisfaction with the format of the workshop. The strongest point of this event

is its informal character. Within a group of 'equals', participants felt free to express their doubts, their research dilemmas and their frustrations. The multidisciplinary nature of the workshop is a second major plus point. Doctoral students focusing on a specific geographical area of Africa are often the only students working in that area in a given department and they greatly appreciate the opportunity to get together in an informal setting to thrash out their ideas with others who know the context. Also, it is surprising how fertile the exchange can be between various disciplines focusing on the same context, certainly in terms of field experience. Thirdly, this workshop brought together a good mix of students at different stages of their research. The workshop provided senior students with an occasion to get feedback on their findings; for those just starting out there was the opportunity to reflect on research questions and glean useful tips for fieldwork.

In 2003, a similar workshop was organised by the Centre of African Studies at the University



Filip Reyntjens, Isa Baud, Henning Melber



Isabelle Milbert

of Edinburgh. On that occasion, a yahoo group was created for students conducting research on the history, politics, society and economics of the countries of the Great Lakes Region of Africa (<http://groups.yahoo.com/group/greatlakesresearch>). In the meantime, this discussion forum has become an important tool for exchange and has over 50 members. The current workshop was the next crucial step in the establishment of a broader network of Great Lakes researchers. From this point, the initiative will be taken forward in several ways. Firstly, a website is under construction which will include a database of young researchers working on the Great Lakes Region, their area of specialisation, contact details and a thesis abstract. As there is an increasing interest on the Great Lakes Region, not only within academic research but also within government and non-governmental organisations (NGOs), this website would be a useful gathering point of current expertise on the Great Lakes. The website is in a draft form at the moment. It

needs some more work before it can go on-line. Secondly, the workshop participants discussed the idea of gathering articles for a book on fieldwork experience (nightmares and joys) from young researchers who have done intensive field research in the Great Lakes Region. It could include topics such as how to build trust in local settings, how to manage a team as a young researcher in a foreign environment, how to get permission to undertake research and other real-life stories. Finally, for the continuation and enlargement of this network of researchers, the most crucial challenge is to follow-up the current workshop by transforming this type of event into a regularly organised series of meetings.

Seminar "Conflict and Regional Development in the Great Lakes Region"

The workshop was followed by the seminar titled "Conflict and Regional Development in the Great Lakes Region". This seminar had a much more formal character and was open to the wider public, including EADI members. The contributions in this seminar ranged from a macro-level focus on the role of the state, to a meso-level picture of the interface between state and society during the process of preparing elections, to the presentation of a development project to change living conditions at the very micro-level. During the first session, Prof. Filip Reyntjens from the Institute of Development Policy and Management, University of Antwerp, Belgium presented his paper "Rwanda, Ten Years On: From Genocide to Dictatorship", published



Henning Melber

in African Affairs (2004). As the discussant of this session, Prof. Henning Melber from the Nordiska Afrikainstitutet, Uppsala, Sweden placed this topic into a broader context of a world in which genocide continues to occur. A second session focused on the topic of "Conflict, Reconciliation and Elections in the Democratic Republic of Congo", presented by Mr Eric Kennes from the Royal Museum for Central Africa, Tervuren, Belgium and commented by discussant Prof. Isabelle Milbert from the Graduate Institute of Development Studies, Geneva, Switzerland. In a final session, Prof. Lelo Nzuzi from the University of Kinshasa, RDC presented a field project demonstrating the role of social funds in the alleviation of poverty in Kinshasa. Prof. Stefaan Marysse from the Institute of Development Policy and Management, University of Antwerp, Belgium gave his reflection on the opportunities shaped by this project, but also of the challenges it faces.



Eric Kennes, Isa Baud, Isabelle Milbert

Call for papers:

European Journal of Development Research (EJDR)

As part of a programme to strengthen further the presence of the journal in the highly-competitive field of inter-disciplinary development research, the European Journal of Development Research (EJDR), the journal of the European Association of Development Research and Training Institutes (EADI - www.eadi.org), would like to make this call for papers for up-coming issues to be published in 2006. In particular, we would like to invite papers in any of the following areas:

1. Governance Issues
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3. International trade
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5. International financial architecture
6. Participatory approaches to development
7. Development Aid
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9. Conflict research
10. Regional issues related to African, Asian or Latin American development

These areas are not exclusive, however, and we would welcome papers in any other relevant area of development research. Original empirical-based work will be especially welcome.

Papers should be sent, in electronic format, to:

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Submission guidelines can be obtained on the web-page of the journal: <http://www.tandf.co.uk/journals/titles/09578811.asp>.

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EJDR Special Issue: Chronic Poverty and Social Protection

EJDR Volume 17 Number 1/March 2005

Editors: Armando Barrientos, David Hulme

This issue, available on the Taylor & Francis web site at <http://journalsonline.tandf.co.uk> contains:

Chronic Poverty and Social Protection: Introduction
Armando Barrientos, David Hulme

Can Social Protection Tackle Chronic Poverty?
Armando Barrientos, David Hulme, Andrew Shepherd

Consumption Insurance and Vulnerability to Poverty: A Synthesis of the Evidence from Bangladesh, Ethiopia, Mali, Mexico and Russia
Emmanuel Skoufias, Agnes R. Quisumbing

Risk Attitudes and the 'Vicious Circle of Poverty'
Paul Mosley, Arjan Verschoor

The Informational Basis of Poverty Measurement: Using the Capability Approach to Improve the CAS Proxy Tool
Claudio Santibáñez

A Social Safety Net for the Chronically Poor? Zimbabwe's Public Assistance Programme in the 1990s
Lauchlan T. Munro

The Prevention of Debt Bondage with Microfinance-led Services
Patrick Daru, Craig Churchill, Erik Beemsterboer

Assessing the Impact of Indonesian Social Safety Net Programmes on Household Welfare and Poverty Dynamics
Sudarno Sumarto, Asep Suryahadi, Wenefrida Widyanti

EADI Information Services

EADI Website

EADI's website features a wealth of information on issues related to development research and training. A news section and a topical guide help you find the information you need fast and easily. It contains regular updates on news and events from inside and outside the network, its members and partners, and its working groups, including newsfeeds on various topics.

Special features are:

- A section called "EADI by topic" which allows you to go directly to topic-related pages,
- News from our members and partners which is prominently featured on the right-hand navigation bar,
- A smart search engine which allows you to search all members' websites.

EADI Newsletter

The EADI Newsletter is published in English and French. It generally includes a special dossier, news about the organisation itself (business meetings, seminars, working group progress and its close associates in and beyond Europe). It is published twice a year. Contributions are welcome.

Call for New EADI Book Manuscripts

Young Author Manuscripts

The EADI Book Series is now being published by Routledge, a major international publisher with a worldwide network. This call is to ask all EADI members to submit manuscripts of your recent research, particularly by young PhD researchers, for publication through Routledge.

The following criteria apply to all manuscripts: they should be in English, not longer than 100,000 words and should concern issues in international development studies. For the manuscripts of young PhD researchers, the following additional criteria apply: they should have been successfully defended and evaluated as excellent. When submitted, the

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EL@ND - European Libraries Network for Development

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manuscript will be assessed by the head of the Knowledge Management and Publications Committee and an EADI expert on the specific subject concerned.

Please send your manuscripts to:

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Contacts Database "OneSiteEurope"

One of the most important management tools in today's networked organisations is a system of tracking information about contacts (people and organisations). EADI is a member of OneSiteEurope, a Joint Contacts Database System, which is shared by CIDSE, Brussels, EUFORIC and ECDPM, both Maastricht, IICD, The Hague and INASP, London. Focussing strongly on fields of interest, thematic expertise and other information which is essential for improving networking, the database is an important tool for facilitating contacts. The relevant directories of EADI member institutes are available on the EADI website. Another product of the shared database is the Directory of Organisations Working in Development, also available on the EADI website. An online search facility for organisations is enabled.

EJDR online

The European Journal of Development Research (EJDR) is accessible online at www.ingenta.org.

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