



**IDEC  
PBL**

# Guidebook

to the IDEC PBL serious game



## Table of contents

<a href="#"><u>Introduction</u></a>	2
<a href="#"><u>General description of the game</u></a>	3
<a href="#"><u>Technical tips</u></a>	4
<a href="#"><u>Who can benefit from the game?</u></a>	5
<a href="#"><u>Which university courses can you integrate the serious game into?</u></a>	5
<a href="#"><u>How to integrate the game into the classes?</u></a>	6
<a href="#"><u>Lessons learned from the pilots</u></a>	7
<a href="#"><u>Guiding Questions and Topics</u></a>	8
<a href="#"><u>General questions, topics related to the game</u></a>	10
<a href="#"><u>Recommended readings by roles</u></a>	11
<a href="#"><u>Useful links and readings</u></a>	16
<a href="#"><u>Useful links to statistical databases</u></a>	16
<a href="#"><u>Links to relevant organisations</u></a>	17
<a href="#"><u>Links to other related projects</u></a>	18



# Introduction



As a result of a cooperation between four institutions, namely, the University of Szeged (HUN), Foundation for Africa (HUN), STUCOM (ESP) and iaelyon (FRA), a new serious game on international development cooperation has been developed. The name of the game is IDEC PBL.



In the framework of the Erasmus+-funded IDEC PBL project, the four institutions aimed to improve the quality of education by integrating project-based learning as an active learning element in the field of international development cooperation. Even though there are several serious games available and prepared in previous Erasmus+ projects, they concentrate on entrepreneurial skills and less attention is paid to international development cooperation (aid activity). The IDEC PBL serious game concentrates on different aspects of international development cooperation with reflecting the diversity of the partner institutions and showing the complexity of the phenomenon.

As the game is complex, *this guidebook aims to provide hints and guidance to the lecturers and instructors when they use the IDEC PBL game during their courses, classes, or in any workshop.*

The game cannot substitute a whole course but it can be integrated in the course in several ways. The game aims to simulate real trends and it does not provide background information on the roles and topics the game touches. These should be discussed in the classes.

**The game is free of charge.**

Further information on the project: <https://idec-pbl.eu/>





## General description of the game

### Aim

The aim of the serious game is to simulate decision-making points in international development cooperation from different perspectives.

### Roles

There are five roles that a player can choose when playing the game. The different types of donors and actors aim to reflect the different angles of international development cooperation. The selected roles are:

- a **non-governmental organization from a Central European country** representing the perspective of a civil society and somehow reflecting the Central European aims
- a **Central European official donor agency** represents a donor country that has been providing aid not for a long time. They are often called as a new donor.
- a **Chinese donor** represents the emerging donors and their perspectives in international development cooperation.
- a **Spanish migration office** shows what impacts of poverty may have in a traditional donor country.
- **TechBizz in Africa** describes an international business point of view and sustainable business expansion in Africa.



### Decision making

The game is based on decision-making points. Regardless of the roles a player chooses, they are in different situations, and they need to decide what they would do in that situation. They meet several options and have to consider which best fits their own logic. There are no good or bad answers but - as in real life - their consequences are different.

### Scores

Each decision has consequences, and the game quantifies them. Each decision has economic, social and environmental consequences - they are indicated on a 0-100 scale. A player starts at the level 50 as it represents the balanced situation. With a positive decision, a player can increase the points, but a decision that affects positively on the economy may have negative environmental impacts. If a decision has immediate or considerable impact, the scores change by +/- 20. If a decision has long-term impacts, the scores change by +/- 10 points. The consequences and impacts are considered from the point of view of the host country (the role itself).





### Game over

Through the course of the game, choosing certain options will end in a game over for the player, but it does not mean they have to start from the beginning. The player will be automatically redirected to the last question, so that they can reconsider another option. The player will however lose points during a game over.

### Ending the game

As this game serves educational purposes, there are no traditional winners or losers, once the player goes through all the questions and levels. They will finish with a total score for all three dimensions (economic, environmental, social), which can be different based on their choices during the game. From here, it is up to the instructor to decide how to use the scores, and we encourage to start a live discussion about the players' experience, for which you can use the tips provided in this Guidebook in a later chapter.

## Technical tips

### Recommended browsers, technical information

The serious game is available online, so a stable internet connection and an internet browser is needed. The preferred internet browsers are Chrome and Mozilla.

The game is adjusted to smartphone too.

The game plays music that can be turned off in any part of the game, clicking the speaker icon.

The game is played without login, and the game does not enable saving: a player cannot save the results or the level they reached; once re-opened, they have to start the game from question 1.

### Data privacy

The game does not collect and store any personal data.

### Access to the game

**Direct link to the game:** <https://idec-pbl.eu/idecpblgame/game/>

**QR code** (it can be copied into a presentation if needed)



The game is free to access.



## Who can benefit from the game?

The serious game is developed for higher education usage, but several other stakeholders can benefit from it as it is good for improving sensitivity and for reflecting on the complexity of international development cooperation. Thus, the serious game can be a useful tool in the following areas:

- **Educational institutions**
  - Tertiary education including universities and colleges
  - Secondary schools - tutorship, as a part of global education or volunteer work
- **Outside of schools**
  - International development coordinators at ministries
  - In NGOs to train the trainees
  - In ministries as part of module training
  - In multi-sector cooperation and negotiations
  - Partners who work with Africa
  - Company trainings connected to sustainability
  - Company experts working on CSR (corporate social responsibility)
  - Any individual interested in learning more about international cooperation



## Which university courses can you integrate the serious game into?

As the serious game raises several topics in connection with international development cooperation, it can be used in different subject areas at both BA/BSc or MA/MSc level. The way it is integrated into the course depends on the learning outcomes. Generally, any economic, social or environmental-related course can benefit from the game and the related discussions.

The game can be integrated in any course if it deals with any of the following topics (the list is not exclusive):

- |  |   |
|--|---|
| • global education   | • sustainability-related courses  |
| • international development cooperation  | • theology  |
| • international development studies  | • English-language course   |
| • civil society organizations  | • pedagogy, teaching methodology  |
| • global trends  | • sociology   |
| • country groups in the world  | • humanitarian-related course   |
| • global inequality  | • human rights  |
| • global powers  | • international relations   |
| • sustainable development goals  | • social worker course (e.g. service learning in Hungary)   |
| • macroeconomics   | • tutorship (in Spain)  |
| • international economics, international management, modern marketing and management | • IT developer - the game can be used in IT courses as an example of how to do (or not to do) games, animations |
| • ethics, philosophy, business ethics  |   |
| • critical thinking  |   |
| • case studies are used  |   |



## How to integrate the game into the classes?

Although the serious game cannot substitute a whole course as it does not provide background information, theories and theoretical knowledge (and these are not its aim), there are several methods (active learning techniques) of how it can be integrated in the classes and courses. On the project website (Knowledge base menu) you can find some course descriptions of how the IDEC PBL serious game was integrated into courses at the partner institutions.

Here are some tips of how to benefit from the game in a course:

- **discussion-focused class:** a certain topic related to the game (e.g. emerging donors, poverty, donors' motivations, inequality) can be discussed before students start playing the game. Then after they finish the given role, there can be a discussion about their experience and what they think about the topic that is in the focus.
- **homework:** the game can be homework and (self-)reflections can be discussed in the next class.
- **one role-focused:** a certain role is chosen as a topic of the class. Students play this role, and after all students finish their game, a joint discussion supports them to take the conclusions and share their experiences. The questions below can be used as a guide.
- **case study:** the game can be used as a case study, and students can debate about it.
- **debate about the scores of the winner:** the game raises several ethical dilemmas (e.g. how to handle if economic advantages negatively impact the environment), thus the final scores of the players can be a subject of a debate (which score is better: higher scores in general, or higher social scores?).
- **roles representing different aims/attitudes:** we offer this solution for at MA/MSc level students. In this case students take a different attitude when they play the game. They represent economic-, social- or environment-oriented actors, and they have to make their decisions accordingly. At the end of the game, the class can discuss their experiences.
- **distance (online) education:** the serious game can be a learning material, and a self-reflection can be asked from a student.
- **a full lecture about the game:** the lecturer can decide to use the game as a synthesis of a course.
- **competition between students:** students choose which role they take; or all students take the same role, and they can compete to see who reaches more scores. This can be ended with a discussion: how can the winner be selected: the player with the highest economic score or social score?

All above options enable **group work** (play the game in small groups), play the game individually and **discuss the questions in smaller groups**, or **completely independent work**. This depends on the instructor, lecturer and the aim of the class.



## Lessons learned from the pilots

The project partners integrated the IDEC serious game into some of their courses, and five pilots were implemented in a university environment and one pilot in an NGO context. Students reacted positively to the game, and colleagues reported that it was easier for them to keep their students' attention during the classes. The pilot results are detailed in a final report that can be downloaded from the Knowledge Base menu of the [IDEC PBL website](#). In the followings the key lessons that would influence the integration of the game into a class are detailed.

### Lessons learned:

- It is a **dilemma** if the game should be a **task, a material in a class** or should cover a **whole semester**. So that you can solve this dilemma, you need to consider what learning outcomes you expect from your students to achieve by the end of the course.
- The game puts more emphasis on the **relative scores** of the three fields (economy, society, environment), and there is no desired score by the end. Each decision journey has its own consequences to which the game raises the attention. **Comparing the value of the final scores would be misleading** but defining which field is stronger than the others would be more beneficial. Thus, it is not worth comparing the scores of students playing either the same role or different roles.
- In the game you can play with five roles. The **scores are determined differently in these roles and are adjusted to the role**. Thus, comparing the value of the final scores achieved in different roles would be misleading. The analysis of the relative results would be more beneficial (i.e. which field is more stronger).
- The method with which you would integrate the serious game into the class or course depends on the learning outcome you would like your students to achieve by the end of the course or class. Thus, before defining the method, it is necessary to **carefully consider the desired learning outcome**.
- How to integrate a serious game in the evaluation of the course, i.e. in the assessment of students? The **assessment method** and what weight you would give to the game in the final assessment of a student depends on the desired learning outcome. Playing with the game can provide additional scores in the final evaluation, but it can also be used as a learning material without providing additional points.
- In the group works, **bachelor and master students may behave and react differently** - be prepared for this.
- A lecturer needs to be **well-prepared for the class**, and the class where the game is used must be clearly planned (including playing the game before the class). Please note that a lecturer takes the facilitator role that is different from front teaching. Stronger facilitation would be needed in the bachelor classes.
- Although the class is precisely planned, be ready for unexpected happenings and **be flexible in the class**.
- It may happen that students try to **cheat the system of the game**. Be ready for this.



## Guiding Questions and Topics

The game covers lots of topics. Here is a list of questions and topics that can be discussed in the class. The list is divided by the role appearing in the game.

### 1) The role of an NGO

- What do you think NGOs have as an advantage/disadvantage to other actors in international development cooperation?
- What do you think NGOs' motivation is to engage in international development cooperation?
- What do you think is the difference between humanitarian aid and international development cooperation?
- How would you determine where (on which location) to start a project as an NGO?
- What factors do you think are essential to create an enabling environment for an NGO?
- How would you ensure you are working based on local needs?
- How would you secure financing for your ideas? What are the possible financial sources that NGOs can use?



### 2) Central European donor

- Where would you rank Central-European countries in terms of level of development? Why?
- Do you think Central-European countries in general are able to provide support or are in need of that? Why/why not?
- Do you agree with providing financial support to developing countries? Why/why not?
- Do you think it is important to be part of international frameworks and obligations as a country? Why/why not? Which frameworks do you know?
- What do you think Central-European countries have as an advantage/disadvantage compared to other actors in international development cooperation?
- How do you think providing support to a developing country benefits a Central-European country?
- How do you think the EU is affecting Central-European aid activity?
- How could a Central-European donor country be different from the traditionally significant donor country ie. USA?
- Besides altruism, are there any possible benefits that donor countries can take from participating in development and humanitarian projects?



### 3) Chinese donor

- What are the roles of emerging donors in international development cooperation?
- What opportunities and what challenges do emerging donors raise in international development cooperation? What do you think emerging donors have as an advantage/disadvantage to other actors in international development cooperation?
- What can be the (economic, social, environmental) motivation of emerging donors in providing aid to developing countries?
- Which countries belong to emerging donors?
- What economic role do the BRICS+ countries play?
- What role does the ownership of a project and results play in the success of a project?

- How can the Belt and Road Initiative of China shape international development cooperation and global roles?
- Why is it good for a donor country if a recipient country can develop on their own? (I.e. why is it beneficial to provide aid for trade?)
- Indebted alliances - China often gives credit to African countries to deliberately create a financial dependence. What do you think the motivations are on either side of such alliances?
- Partnership role - African countries in general wish for an equal consideration and treatment in partnerships, which classical donors usually do not implement (hierarchy). China is an option - but can these countries truly be trusted with handling funds?
- What do you think motivates China to export and test certain solutions in Africa?
- Can you outline a chain of consequences of an industrial investment in Africa?
- What principles do you think a donor should respect when implementing a project in Africa?



#### 4) Spanish migration office

- Concept of decolonisation
- concept of partnership in international development
- Global Gateway Programme of the EU
- Concept of Corporate Social Responsibility
- What do you think Spanish stakeholders have as an advantage/disadvantage to other actors in international development cooperation?
- What do you think is the focus and motivation of Spanish support in development cooperation? Can you name other regions they might be interested in? Why do you think they are?
- Can you describe the general approach of a traditional donor in international development cooperation? What would you keep and what would you renew of it?
- What do you think are advantages/disadvantages of migration to Europe?
- What do you think people find attractive in Europe? (Why do they want to come here?) Do you agree?



#### 5) French company

- Concept of decolonisation
- concept of partnership in international development
- Global Gateway Programme of the EU
- Concept of Corporate Social Responsibility
- What do you think a French company/companies in general have as an advantage/disadvantage to other actors in international development cooperation?
- Can you describe the general approach of a traditional donor in international development cooperation? What would you keep and what would you renew?
- Do you think economical interests are important to consider in development cooperation? Why yes/no?
- What do you think is an advantage/disadvantage of a triangular cooperation? (According to the UN, triangular cooperation involves Southern-driven partnerships between two or more developing countries supported by a developed country(ies)/or multilateral organization(s) to implement development cooperation programmes and projects.)



## General questions, topics related to the game

- A decision has economic, social and environmental impact. These are the pillars of sustainable development. How would you make a decision in international development cooperation? Which pillar would you take into account?
- “Triple nexus” - the so-called peace-development-humanitarian nexus is the rising approach in handling challenges in the Global South, emphasising cooperation between these three policies in order to secure a sustainable and long-term stability in the affected regions.
- How do you measure the success of a development project? What criteria would you use?
- Coherence index: The Coherence Index (Indico) measures, evaluates, and compares countries' commitment to sustainable, fair and equitable human development.
- Circular economy and its potentials
- Ethics
- Migration
- Global Gateway Programme of the EU
- Sustainable Development Goals, specifically SDG17
- foreign direct investment (FDI)
- inequality in the world
- neo-colonisation, de-colonisation
- aid efficiency
- cultural / natural heritage
- OECD and ODA (official development assistance)
- indigenous rights
- exploitation
- militarisation
- Graphics IT, software development

### Related podcast episodes

(Click to listen to it)



Aid effectiveness



Diversity of Africa



## Recommended readings by roles

### Non-governmental organizations

Recommended reading list if you would like to learn more about the **roles of NGOs** in international development:

- Banks, N. (2021): The role and contributions of Development NGOs to development cooperation: What do we know? In: Chaturvedi, S. - Janus, H. - Klingebiel, S. - Xiaoyun, L - de Mello e Souza, A. - Sidiropoulos, E. - Wehrmann, D. (eds.): The Palgrave Handbook of development cooperation for achieving the 2030 Agenda. Palgrave Macmillan.
- Banks, N. - Hulme, D. (2012): The Role of NGOs and Civil Society in Development and Poverty Reduction. Brooks World Poverty Institute Working Paper No. 171
- Brass, J. N. - Longhofer, W. - Robinson, R. S. - Schnable, A. (2018): NGOs and international development: A review of thirty-five years of scholarship. World Development, 112, December, 136-149.
- Brophy, M. (2020): The Role of NGOs in Supporting Education in Africa. Journal of International and Comparative Education, 9, 1, 45-56.
- Chris, OI - Victor, O. - Onodugo, CF. (2021): Non-governmental organizations (NGOs), conflict and peace building in Africa. International Journal of Multidisciplinary Education and Research, 6, 2, 32-42.
- Geng, O. - Lo, K. (2024): Geopolitical strategies and transnational environmental governance: A comparative study of international NGOs in Cambodia. Geoforum, 154, August, 104063.
- Herzer, D. - Nunnenkamp, P. (2013): Private donations, government grants, commercial activities, and fundraising: Cointegration and causality for NGOs in international development cooperation. World Development, 46, June, 234-254.
- Miković, R. – Petrović, D. - Mihić, M. - Obradović, V. – Todorović, M. (2020): The integration of social capital and knowledge management – The key challenge for international development and cooperation projects of nonprofit organizations. International Journal of Project Management, 38, 8, 515-533.
- Shiva, I. G. (2006): The Silences in the NGO Discourse: The Role and Future of NGOs in Africa. Africa Development, 31, 4, 22–51.

### Related podcast episodes

NGOs and international development cooperation  
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Episode#1



Episode#2



### Central European donors

Recommended reading list if you would like to learn more about **Central European or non-traditional donors** in international development:

- Acheampong, T. Y. – Udvari, B. (2020): The potential role of aid in escaping the middle-income trap. *Society and Economy*, 42(4): 420-441.
- Bracho, G. (2021): Failing to share the burden: Traditional donors, southern providers, and the twilight of the GPEDC and the post-war aid system. In: Chaturvedi, S. - Janus, H. - Klingebiel, S. - Xiaoyun, L - de Mello e Souza, A. - Sidiropoulos, E. - Wehrmann, D. (eds.): The Palgrave Handbook of development cooperation for achieving the 2030 Agenda. Palgrave Macmillan.
- Dreher, A. – Nunnenkamp, P. – Thiele, R. (2011): Are ‘New’ Donors Different? Comparing the Allocation of Bilateral Aid between nonDAC and DAC Donor Countries. *World Development* 39(11): 1950–1968.
- ECOSOC (2008): Trends in South-South and Triangular Development Cooperation. Background study for the Development Cooperation Forum, United Nations Economic and Social Council.
- Lightfoot, S. – Szent-Iványi, B. (2014): Reluctant Donors? The Europeanization of International Development Policies in the New Member States. *Journal of Common Market Studies*, doi: 10.1111/jcms.12141.
- Lightfoot, S. (2008): Enlargement and the Challenge of EU Development Policy. *Perspectives on European Politics and Society* 9(2): 128–142.
- Lightfoot, S. (2010): Europeanisation of International Development Policies: The Case of Central and Eastern European States. *Europe-Asia Studies* 62(2): 329–350.
- Sritharan, N. (2023): A Comparative Study of Traditional Donors and Non-traditional Donors in Sri Lanka. *Orbis*, 67(4): 579-604.
- Szent-Iványi, B. – Tétényi, A. (2013): The East-Central European new Donors: Mapping Capacity Building and Remaining Challenges. *Journal of International Development* 25(6): 819–831.
- Udvari B. (2014): Impacts of Aid for Trade on Trade with the EU The Role of Old and New Member States. *Journal of Global Policy and Governance*, 3(1): 77–93.
- Zoccal, G. (2021): Triangular cooperation: Enabling policy spaces. In: Chaturvedi, S. - Janus, H. - Klingebiel, S. - Xiaoyun, L - de Mello e Souza, A. - Sidiropoulos, E. - Wehrmann, D. (eds.): The Palgrave Handbook of development cooperation for achieving the 2030 Agenda. Palgrave Macmillan.



### Chinese donor:

Recommended reading list if you would like to learn more about **emerging donors** (including China, other emerging countries like Brazil, the Arab countries or Turkey) in international development:

- Cabral, L. – Russo, G. – Weinstock, J. (2014): Brazil and the Shifting Consensus on Development Co-operation: Salutary Diversion from the ‘Aid-effectiveness’ Trail? *Development Policy Review*, 32(2): 179–202.
- Cabral, L. – Weinstock, J. (2010): Brazil: An Emerging Aid Player. Lessons on Emerging Donors, and South-South and Trilateral Cooperation. Overseas Development Institute Briefing Paper, 64.
- Dreher, A. – Fuchs, A. (2011): Rogue Aid? Determinants of China’s Aid Allocation. Courant Research Centre: Poverty, Equity and Growth Discussion Paper, 93.
- Fuchs, A. – Vadlamannati, K. C. (2013): The Needy Donor: An Empirical Analysis of India’s Aid Motives. *World Development* 44(4): 110–128.
- Hausmann, J. (2014): Turkey as a Donor Country and Potential Partner in Triangular Cooperation. German Development Institute Discussion Paper, 14/2014.

- Heiner, J. - Lixia, T. (2021): Conceptualising ideational convergence of China and OECD donors: Coalition magnets in development cooperation. In: Chaturvedi, S. - Janus, H. - Klingebiel, S. - Xiaoyun, L - de Mello e Souza, A. - Sidiropoulos, E. - Wehrmann, D. (eds.): The Palgrave Handbook of development cooperation for achieving the 2030 Agenda. Palgrave Macmillan.
- Jalata, G. G. (2014): Development Assistance from the South: Comparative Analysis of Chinese and Indian to Ethiopia. Chinese Studies 3(1): 24–39.
- Kragelund, P. (2008): The Return of non-DAC Donors to Africa: New Prospects for African Development? Development Policy Review 26(5): 555–584.
- Lemi, A. (2017): Aid for trade and Africa's trade performance: Evidence from bilateral trade flows with China and OECD countries. Journal of African Trade, 4(1-2): 37-60.
- Marson, M. – Savin, I. (2022): Complementary or adverse? Comparing development results of official funding from China and traditional donors in Africa. Structural Change and Economic Dynamics, 62(September): 189-206.
- Nordtveit, B. H. (2011): An Emerging Donor in Education and Development: A Case Study of China in Cameroon. International Journal of Educational Development 31(2): 99–108.
- Paulo, S. (2021): India as a partner in triangular cooperation. In: Chaturvedi, S. - Janus, H. - Klingebiel, S. - Xiaoyun, L - de Mello e Souza, A. - Sidiropoulos, E. - Wehrmann, D. (eds.): The Palgrave Handbook of development cooperation for achieving the 2030 Agenda. Palgrave Macmillan.
- Paulo, S. – Reisen, H. (2010): Eastern Donors and Western Soft Law: Towards a DAC Donor Peer Review of China and India? Development Policy Review 28(5): 535–552.
- Sato, J. – Shiga, H. – Kobayashi, T. (2011): “Emerging Donors” from a Recipient Perspective: An Institutional Analysis of Foreign Aid in Cambodia. World Development 39(12): 2091–2104.
- Smith, K. – Fordelone, T. Y. – Zimmermann, F. (2010): Beyond the DAC. The Welcome Role of Other Providers of Development Co-operation. DCD Issues Brief, OECD Development Cooperation Directorate.
- Udvari B. – Kis K. – Halmosi P. (2018): Generosity or Economic Reasons? – Motivations of Kuwait and the United Arab Emirates for Aid Allocations. International Journal of Diplomacy and Economy, 4(2): 81-106
- Udvari B. (2014): Realignment in international development cooperation: Role of emerging donors. Society and Economy, 3: 407–426
- Woods, N. (2008): Whose Aid? Whose Influence? China, Emerging Donors and the Silent Revolution in Development Assistance. International Affairs 84(6): 1205–1221.
- Xiaoyun, L. - Gubo, Q. (2021): Should China join the GPEDC? Prospects for China and the Global Partnership for Effective Development Cooperation. In: Chaturvedi, S. - Janus, H. - Klingebiel, S. - Xiaoyun, L - de Mello e Souza, A. - Sidiropoulos, E. - Wehrmann, D. (eds.): The Palgrave Handbook of development cooperation for achieving the 2030 Agenda. Palgrave Macmillan.



### Migration office in Spain

Recommended reading list if you would like to learn more about the **impacts of migration or the roles of traditional donors** in international development:

- Berthelemy, J-C. – Beuran, M. – Maurel, M. (2009): Aid and Migration: Substitutes or Complements? World Development 37(10):1589–1599.
- Castellsagué, A. (2024): “Like an invisible hand”: Gender in university cooperation for international development in Spain. International Journal of Educational Development, 111, November, 103165.
- Hermano, V. – Martín-Cruz, N. (2013): How to Deliver Foreign Aid? The Case of Projects Governed by the Spanish International Agency. World Development, 43, March, 298-314.



- Lanati, M. - Sanfilippo, M. - Santi, F. (2023): Aid and internal migration in Malawi. *World Development*, 162, February, 106134.
- Lanati, M. – Thiele, R. (2018): The impact of foreign aid on migration revisited. *World Development*, 111, November, 59-74.
- Marson, M. – Savin, I. (2022): Complementary or adverse? Comparing development results of official funding from China and traditional donors in Africa. *Structural Change and Economic Dynamics*, 62(September): 189-206.
- Mustafa, S. – Newport, D. J. – Rigg, C. – Islam, S.(2022): Does distribution and type of aid affect internal migration following a cyclone? Evidence from Bangladesh. *International Journal of Climate Change Strategies and Management*, 16, 4, 439-468.
- Sritharan, N. (2023): A comparative study of traditional donor and non-traditional donors in Sri Lanka. *Orbis*, 67, 4, 579-604.



### Tech company in Africa

Recommended reading list if you would like to learn more about the **roles of companies, business** in international development:

- Arte, P., Wang, Y., Dowie, C., Elo, M., Laasonen, S. (2023): Sustainability in International Business: An Introduction. In: Arte, P., Wang, Y., Dowie, C., Elo, M., Laasonen, S. (eds) *Sustainable International Business. Contributions to Management Science*. Springer, Cham. [https://doi.org/10.1007/978-3-031-43785-4\\_1](https://doi.org/10.1007/978-3-031-43785-4_1)
- Blankenburg Holm D., Eriksson K., Johanson J. (1996): Business Networks and Cooperation in International Business Relationships, *Journal of International Business Studies*, Vol. 27, No. 5, Global Perspectives on Cooperative Strategies, 1033-1053.
- CTDC. (2023): *International Organization for Migration*. Retrieved 6 8, 2023, from <https://www.ctdatacollaborative.org/>
- Commonwealth Secretariat (2023): Sustainable Production and Trade: Perspectives from the Commonwealth Paperback – May 31, 2023: <https://www.thecommonwealth-ilibrary.org/index.php/comsec/catalog/book/1114>
- Dufková, G. - Szent-Iványi, B. (2024): What do Private Companies Prioritise When Implementing International Development Projects? Evidence from Four Central and Eastern European Donors. *Forum for Development Studies*, 51, 4, 1-24.
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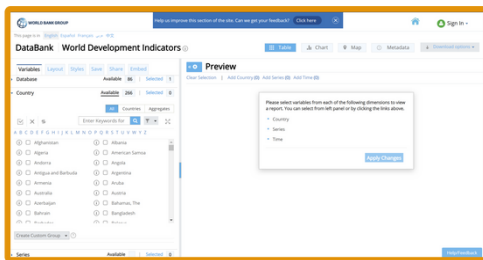




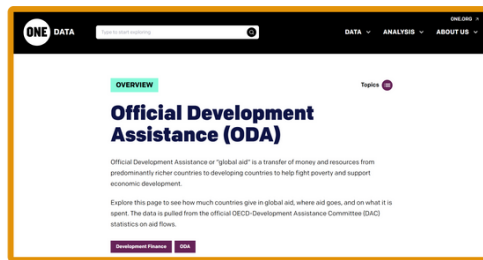
## Useful links and readings

### Useful links to statistical databases

#### World Development Indicators

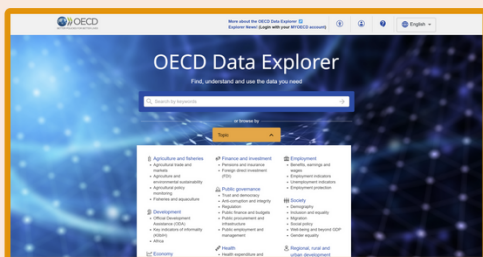


#### Official Development Assistance Statistics

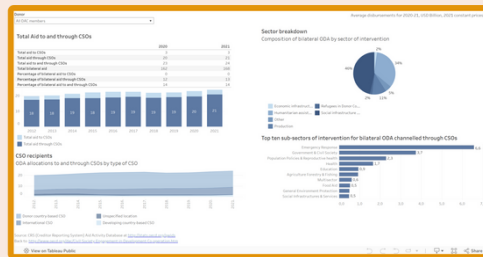


### OECD aid statistics

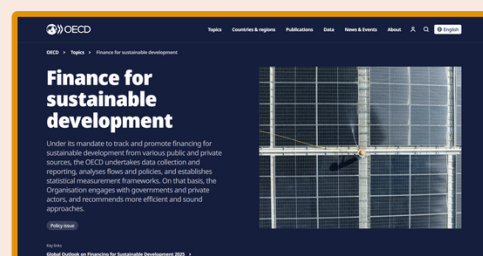
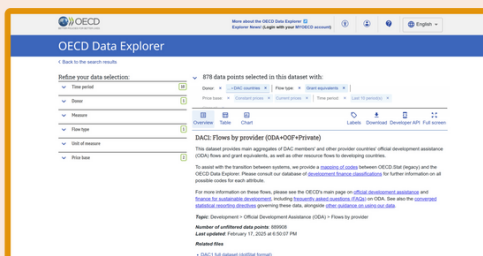
#### OECD Data Explorer



#### Total Aid to and through CSOs



#### DAC1: Flows by provider (ODA+OOF+Private) Finance for sustainable development

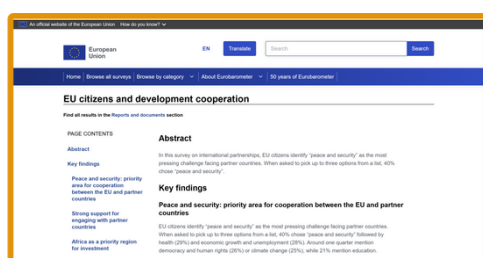


### Relevant EU surveys

#### Sustainable development goals



#### EU citizens and development cooperation



## Links to relevant organisations

Hungarian national development NGO platform: Hand Association



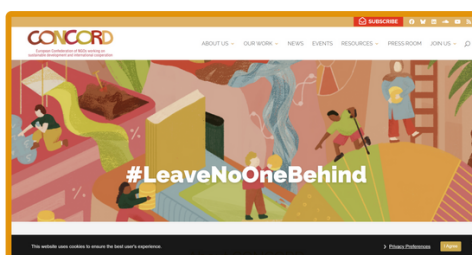
Spanish national development NGO platform: La Coordinadora



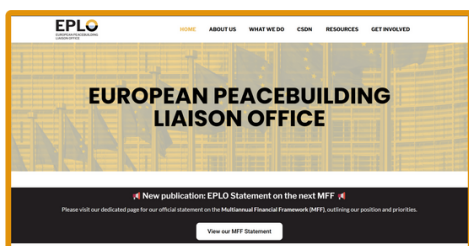
French national development NGO platform: Coordination Sud



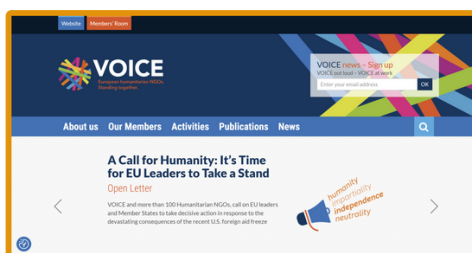
European umbrella for development NGOs: CONCORD Europe



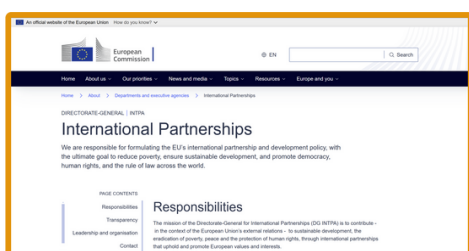
European umbrella for peacebuilding NGOs: EPLO



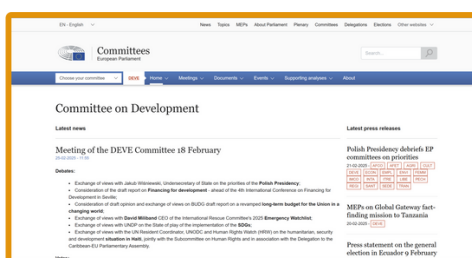
European umbrella for humanitarian NGO: VOICE



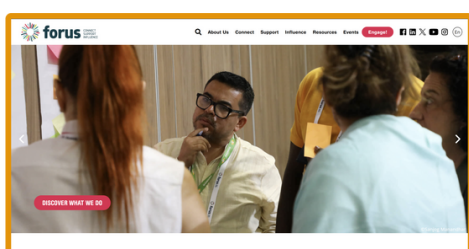
European Commission's Directorate-General for International Partnerships (DG INTPA)



European Parliament's Committee on Development (DEVE)

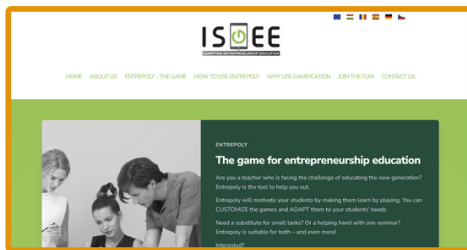


Global network of NGOs for development, civic space and Agenda2030: Forus



## Links to other related projects

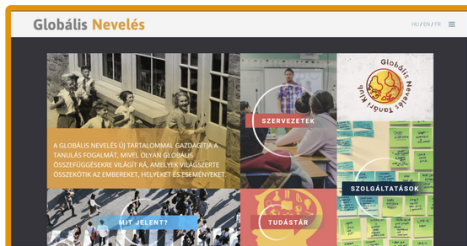
ISGEE project (Gamifying entrepreneurship education)



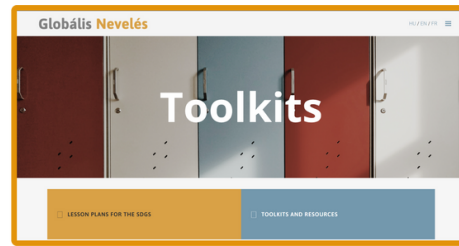
Refashionable - fast fashion



Global education (in Hungarian)



Global education toolkits (in English)



Fast Art Slow Fashion - digital guide about fast fashion (and exploitation of developing countries)

