



COOPERATION  
AND DEVELOPMENT  
NETWORK



Miglioriamo il mondo, insieme.



UNIVERSIDAD DE  
SAN BUENAVENTURA  
SECCIONAL CARTAGENA



Bethlehem University



# Master in Cooperation and Development (C&D) Pavia

Student Guide  
Academic Year  
2014-2015

With the financial support of:



Cooperazione Italiana  
allo Sviluppo  
Ministero Affari Esteri  
Cooperazione Internazionale

# **1. INSTITUTIONAL FRAMEWORK: THE COOPERATION AND DEVELOPMENT NETWORK (CDN)**

---

## **1.1 THE INTERNATIONAL PROGRAM**

---

In 1997 the University of Pavia, the International Centre Cooperation for Development (CICOPS), the Institute of Advanced Studies (IUSS), three Italian NGOs – CISP development of peoples, COOPI and VIS - with the financial support of the Italian Ministry of Foreign Affairs and the Ministry of University and Research (MIUR), launched the “Master of Pavia”, the first Master Program in Cooperation and Development in Italy. Since then, the partnership among all the actors involved has been consolidated leading, through the years, to the establishment of a Cooperation and Development Network (CDN [www.unipv.it/cdn](http://www.unipv.it/cdn)) based in Pavia and involving, beyond the institutions mentioned above, the University of San Buenaventura (Cartagena des Indias, Colombia) and the University of Bethlehem.

Today the CDN Program developed different initiatives all over the world on research and training at a higher educational level on cooperation and development field, namely:

### **Pavia, Italy - Master in Cooperation and Development (C&D)** **[www.cdnpavia.net](http://www.cdnpavia.net)**

The Master Program in Cooperation and Development (Pavia, Italy) features a 14-month schedule open to students coming from different cultural and academic background. It foresees more than 500 hours of classes and seminars, with a special focus on disciplines related to Development Economics, but also covering History, Sociology, Human Rights and Managerial aspects related to International Cooperation. The Program is full time and is fully taught in English. Following the residential period in Pavia, all the students carry out an internship for a minimum duration of 3 months which can be either a on-the-field experience with one of the partner organization or a research period in an International Institution. As partial fulfillment of the Master requirements, students are required to write a thesis linked to their internship experience or upon a research issue of their interest.

### **Cartagena des Indias, Colombia – Escuela Latinoamericana de Cooperación y Desarrollo (ELACID)** **<http://elacid.usbctg.edu.co/>**

The Escuela Latino-Americana de Cooperación y Desarrollo (Cartagena de Indias, Colombia) is a research center for higher education that offers a 12-month full time Master program in Cooperation and Human Development with a specific focus on Latin America. The Program, open to students with different academic backgrounds, features a theoretical part taught in Spanish and English covering three main macro areas: Economic, Sociopolitical and Project Management issues. Students are then required to complete a 3-month field training in one of the Latin American countries and write a final thesis based on their practical experience.

**Bethlehem, Palestine – Master in Cooperation and Development (MICAD)**  
<http://micad.bethlehem.edu/>

The Master in Cooperation and Development (Bethlehem) features a 24-month schedule over two academic years. The Program is taught part-time in order to allow participants, who are mainly already employed, to carry out working activities. All classes are given in English by experienced Palestinian and foreign lecturers; Over the two years, courses cover four main areas: Economics, Social Studies, International Studies and Project Management, with a constant focus on the Middle East. After completing all taught courses, students are required to submit a thesis, which represents the core of their academic achievements. Students interested in acquiring field-experience with one of our partner organizations may be assigned an internship. At the end of the second year, students will defend their thesis before a committee of MICAD lecturers .

**Nairobi, Kenya – Master in Economics (Cooperation and Human Development)**

The Network has been working to establish a new Master Program initiative, led by CISP, in Nairobi - Kenya. The local partner institution is Kenyatta University, Nairobi. The other partners are: the United Nation Development Program and the Tangaza College, Nairobi. The Master Program Curriculum follows the general structure of the other Master courses of the network but with relevant differences due to local requirements. Added value is: a stronger relationship with research activities; a link with field experiences and Community Based Organizations (CBOs); international seminars to be developed in parallel with the master course. The Master course is targeted for 35 working students and is developed in the evening classes and week ends.

**Kathmandu, Nepal – Master in Cooperation and Development (MICD) –**  
<http://www.micd.edu.np/>

Under the coordination and support of the CDN, a fifth Master Program has been established in South Asia.

The Mid-western University (MU) and the International School of Advanced Study (ISAS) of Kathmandu, Nepal launched for the academic year 2014-15 the second edition of the Master in International Cooperation and Development (MICD).

In line with the format of all the Master programs, MICD's curriculum follows the structure of the other twin programs but paying attention to the local needs and specificities.

## **1.2 CDN MISSION**

---

To promote and favor a network of higher and post graduate education initiatives in cooperation and development in order to train youngsters and professionals on economics and human development issues. The Program aims at providing its

participants, coming from different social backgrounds and with particular attention to the gender issue, either with academic and practical knowledge to properly face development issues at local and global level. The training initiatives developed in different countries have, beside a common approach, their own specificities, trying to meet the needs of local and regional geographical and socio-political contexts, tackling and deepening the main issues of concern in the field of development related to the different areas of reference.

### **1.3 WHO WE ARE – THE PARTNERS**

---

The CDN involves nowadays different worldwide institutions:

#### **The University of Pavia [www.unipv.it](http://www.unipv.it)**

The University of Pavia is one of the oldest universities in Europe. In 2011 it celebrated its 650th anniversary. Characterized by a multidisciplinary vocation and by the hospitality of its campus, it defines itself as a Research University, offering wide academic curriculum and an outstanding quality of research.

#### **IUSS - Institute for Advanced Study of Pavia [www.iusspavia.it](http://www.iusspavia.it)**

Following an agreement between the Italian Ministry of Higher Education and the University of Pavia in 1997 the IUSS, the Institute for Advanced Study of Pavia, was founded with the aim of introducing advanced programs following an interdisciplinary approach, at undergraduate, graduate and postgraduate levels

#### **CICOPS – Centre for International Cooperation and Development [www.unipv.it/cicops](http://www.unipv.it/cicops)**

Within the University of Pavia, the Centre for International Cooperation with Developing Countries – CICOPS has been established in 1987 to promote co-operation with Developing Countries and stimulate relations between the University of Pavia and the Universities of Developing Countries.

#### **The Standing Consortium for Higher and Post Graduate Education in Cooperation and Development**

Established in 2009 the Consortium promotes activities aiming at improving, at international level, the quality of higher and post graduate education in international cooperation and development. Members of the Consortium are:

- ✓ CISP - Development of peoples [www.developmentofpeoples.org](http://www.developmentofpeoples.org)

The International Committee for the Development of Peoples, is a European Non-Governmental Organization formally established in 1983. CISP acts in the international cooperation field and in the fight against social exclusion. CISP carries out development, rehabilitation and humanitarian programs as well as

projects of applied research in about 30 countries in Africa, Latin America, the Middle East, Asia, and Eastern Europe. In all its activities, CISP works in close cooperation with the various local partners.

- ✓ COOPI - Cooperazione Internazionale  
[www.coopi.org](http://www.coopi.org)

COOPI (International Cooperation) is a independent Non-Governmental Organization, founded in Italy, committed to fighting against social injustice and poverty in the global South and to building a future that guarantees everyone adequate living conditions, equal opportunities and respect of their rights. Since 1965 COOPI has carried out more than 700 development projects and emergency interventions in 50 countries in co-operation with more than 50,000 local workers, this thus ensuring direct benefit to more than 60 million people.

- ✓ VIS - Volontariato Internazionale per lo Sviluppo  
[www.volint.it](http://www.volint.it)

VIS (Volunteers for International Development) is a non-profit NGO (Non Governmental Organization), which is committed to carry out several activities in the field of co-operation for development. VIS was legally founded in 1986 and is a non-religious organization that stands independently beside the traditional commitment of the Salesians and of all those people who are inspired by the charisma of Don Bosco in their work of co-operation with the poor countries.

### **University of Bethlehem (Palestine)** [www.bethlehem.edu](http://www.bethlehem.edu)

Bethlehem University of the Holy Land is a Catholic Christian co-educational institution of higher learning founded in 1973 in the Lasallian tradition whose mission includes also to provide quality higher education in the field of cooperation and development and to serve the Palestinian People in its role as a center for the advancement, sharing and use of knowledge.

### **Universidad de San Buenaventura, Cartagena (Colombia)** [www.usbcartagena.edu.co](http://www.usbcartagena.edu.co)

The University of San Buenaventura is based in Bogotá and has branches in Cali, Medellín and Cartagena. The University of San Buenaventura is a catholic, Franciscan university institution which develops scientific knowledge centred in human development.

### **Mid Western University, Birendranagar (Nepal)**

Located in Birendranagar, in the very heart of the Mid-Western Region (MWR), the University has a special mission to promote the overall advancement of this region by providing the community with quality higher education and promoting a culture of teaching, scholarship and research. By catering to the higher education needs of the youth in the region, the University aims at serving as a means of development for the

whole Mid-Western Development Region and bringing about a significant change on the education system of the largest geographical region of the country.

## **Kenyatta University, Nairobi (Kenya)**

[www.ku.ac.ke](http://www.ku.ac.ke)

Kenyatta University is based in Nairobi and reached the University status in 1985. The University offers nowadays a number of different faculties and constituent colleges.

### **1.4 VISION**

---

#### *Epistemological Framework*

The Program is rooted in development economics and human development disciplines providing students with a wide knowledge of the range of economic, social and cultural visions governing the development processes throughout the world.

#### *Multi-disciplinary Added Value*

Multidisciplinary in its nature, our approach fits with complex challenges of sustainable human development. The CDN Program provides strong academic knowledge across a range of disciplines such as economics, social and human development sciences, human rights along with rigorous practical field training experiencing development policies and practices.

#### *Multi-institutional Approach*

The core asset of the Program is represented by the strong cooperation between Universities and NGOs along with the involvement of International Organizations and research centers.

### **1.5 CORE CURRICULUM**

---

Each Master Program has a core curriculum that integrates substantive knowledge spanning the disciplines of:

- Economics and Development Economics
- Human Development and current trends
- Project design and management

Courses are integrated by presentations, seminars and conferences organized together with the partner organizations. All events are always open to interaction and dialogue.

#### *Field Training & Thesis*

Internships ending the Program are provided by NGOs, International Organizations, Governmental Institutions, local authorities. During the field training students must write a thesis linked to their experiences or to a research topic of their interest. The thesis must then be defended and students will be awarded the Master Diploma.

Being higher education considered a public good, a priority of the Programs is to provide equal opportunities of education through scholarships especially addressed to students coming from least developed countries.

## **1.6 INTERNATIONAL RESEARCH ACTIVITIES**

---

CDN is part of a wider network of institutions dealing with development topics:

Human Development and Capabilities Association – HDCA

[www.capabilityapproach.com](http://www.capabilityapproach.com)

The Association promotes research from many disciplines on problems related to impoverishment, justice, and well-being.

EADI ([www.eadi.org](http://www.eadi.org))

The CDN is an active member of EADI - European Association of Development Research and Training Institutes EADI is an independent and non-profit making international non-governmental organization whose main purpose is to promote development research and training activities in economic, social, cultural, technological, institutional and environmental areas. The CDN is particularly involved in providing training in development or specific area studies.

NOHA ([www.nohanet.org](http://www.nohanet.org))

NOHA is an international association of Universities to enhance professionalism in the Humanitarian sector, by promoting Humanitarian values and providing certificated high level courses (Erasmus Mundus Master in Humanitarian Action), as well as refreshment courses and promoting research and policy papers on key humanitarian issues.

Peaceprogram ([www.peace-programme.com](http://www.peace-programme.com))

The PEACE Programme - Palestinian European Academic Cooperation in Education was established in 1991 as a joint effort to alleviate the impasse of Palestinian universities. Among the activities promoted by the Programme are staff exchange, scholarships for deserving young scholars, promotion of new academic programs and conferences in the field of higher education.

## **2. PAVIA, MASTER IN COOPERATION AND DEVELOPMENT (C&D)**

---

### **2.1 INTRODUCTION**

---

The Cooperation and Development Network of Pavia offers yearly in Pavia, since 1997, an *International Master Program in Cooperation and Development* (Master C&D).

At the end of the program, in accordance with the Didactic Regulations of the Institute for Advanced Study (IUSS), those students who have successfully fulfilled coursework-related assessment, carried out the internship and brilliantly discussed their final dissertation, will be awarded the II Level Master Degree.

### **2.2 GOALS AND CAREER OPPORTUNITIES**

---

The Master in Cooperation and Development of Pavia (C&D) is a full time program aimed at providing students with an holistic approach to development and international cooperation through the contribution of academicians and professionals coming from NGOs and International Organizations.

Future career possibilities for experts in the development and cooperation field include:

- International Organizations;
- National and International Non-Governmental (NGOs) and other non-profit organizations;
- Universities and research centres;
- Enterprises operating in developing countries;
- Decentralized cooperation

### **2.3 MASTER C&D ORGANIZATION AND SCIENTIFIC BOARD**

---

<b>Gianni Vaggi</b>	CDN Director
<b>Francesca Montagna Napoleone</b>	CDN Organizational Coordinator, Contact person for the Master CD
<b>Alberto Forte</b>	Assistant to the didactic coordination, Web Editor
<b>Lorenzo Bianchi Carnevale</b>	Internship program responsible
<b>Maura Viezzoli</b>	Project Management Area didactic coordinator
<b>Gabriella Petrina</b>	CDN coordinator and Assistant to the PM Didactic Coordinator
<b>Clara Capelli</b>	Tutor in economics

The daily operation of the Master will be lead by the Academic Director and carried out by the C&D staff, which will provide students with the necessary support and guidelines, make available the didactical material for the courses, guide them through the various stages of the Program and assist in the fulfillment of all the academic requirements towards the award of the C&D Master's Degree. The C&D Secretariat will provide all the



administrative and logistic support to the students during the period of enrollment into the Program.

The secretariat office of the Master C&D will deal with students' requests during opening hours that will be timely communicated.

## Scientific Board

Prof. Carluccio Bianchi	University of Pavia
Prof. Enrica Chiappero M.	University of Pavia
Prof. Andrea Cornia	University of Florence
Prof. Marco Missaglia	University of Pavia
Prof. Marco Mozzati	University of Pavia
Mr. Antonio Raimondi	VIS
Mr. Lorenzo Bianchi	COOPI
Prof. Maria Sassi	University of Pavia
Prof. Gianni Vaggi	University of Pavia
Mrs. Maura Viezzoli	CISP
Dr. Alberto Botta	University of Reggio Calabria

## 2.4 UNIVERSITIES, NGO'S AND INTERNATIONAL ORGANIZATIONS INVOLVED IN THE TEACHING AND INTERNSHIP PROGRAMS

<b>Italian NGOs and other organizations</b>
ACRA
AIBI
CESVI
CIAI
CISP
COOPI
COSV
INTERSOS
VIS
OXFAM Italia
CUAMM
AIFO
Microfinanza srl - Milano, Italia
<b>Foreign NGOs and Foundations</b>
Sikanda – Mexico
Aida – Ayuda, Intercambio y Desarrollo - Spain
Foundation Assistance International - Switzerland
<b>Governments and International Organizations</b>
African Development Bank - Abidjan
Economic Commission for Latin America and the Carribean (ECLAC) – Chile
European Commission DEVCO & ECHO – Belgium
European Parliament – Belgium
European Centre for Development Policy Management (ECDPM) - Maastricht, Holland
Food and Agriculture Organization (FAO) - Italia
Human Resources for International Cooperation/ United Nations Department of Economic and Social Affairs (UNHRIC/UNDESA) – Italia
International Labor Organization (ILO) - Italia

International Organization for Migration (IOM) – Switzerland
Ministero degli Affari Esteri Italiano (MAE) - Italia
Office of the High Commission for Human Rights (OHCHR) – Switzerland
Organization for Economic Co-operation and Development (OECD) – France
United Nations Children's Fund (UNICEF)
United Nations Conference on Trade and Development (UNCTAD) - Switzerland
United Nations Development Programme (UNDP)
United Nations Economic Commission for Africa (UNECA) – Ethiopia
UNESCO - Venezia, Italia
World Bank (WB) - Rome, Paris and Washington
World Health Organization (WHO) - Switzerland
<b>Italian Universities</b>
Università di Bologna
Università di Firenze
Politecnico di Milano
Università di Urbino
Università dell'Insubria
Università di Torino
Istituto Agronomico per l'Oltremare
Centro Studi Luca d'Agliano – University of Milano
Bocconi University - Milano
<b>Foreign Universities and Research Institutes</b>
Bethlehem University - Palestine
Universidad de San Buenaventura, Cartagena de Indias- Colombia
School of Oriental and African Studies (SOAS) - London, UK
Centro Studi di Politica Internazionale (CESPI) – Roma, Italia
International School of Advanced Studies (ISAS) – Kathmandu, Nepal
Mid-Western University –Birendranagar, Nepal
Kenyatta University – Nairobi, Kenya

## 2.5 SPONSORS

---

Past and present sponsors of the Master in Cooperation and Development of Pavia are: Italian Ministry of Foreign Affairs, Italian Ministry of Education, IUSS, University of Pavia, Fondazione Compagnia di San Paolo, Tavola Valdese, Fondazione Banca del Monte di Lombardia, Fondazione Cariplo, Project Malawi onlus, Banca IntesaSanPaolo, Soroptimist Italia, CISP, COOPI and VIS.

The bank foundations, thanks to their contribution, have been supporting the participation of the students coming from the Developing Countries.

---

## 2.6 CURRICULUM AND SYLLABUS OUTLINE

---

The Master C&D is a Post-Graduate Program fully taught in English. It lasts 16 months and is divided in two main parts:

### Residential part (from October 2014 to mid June 2015)

FALL TERM	WINTER TERM		SPRING TERM
Preliminary courses on Basic Economics	Courses on Advanced Development Economics	Courses on Humanities and Methodologies of Research	Courses on Project Cycle Management

### Internship (from July 2015 to December 2015)

**The Master provides a full list of available opportunities with NGOs and facilitates contacts with International Organizations** with a tutorship that supports students in their choice

The Master is a full time program. Lectures are held both in the morning (from 9am to 1pm) and in the early afternoon (from 2pm to 4pm), making it possible for students to dedicate part of the afternoon to individual and group study, as well as to attend seminars. The academic calendar and seminar topics will be made available to students during the academic year. Through the previously provided @cdnpavia.net account, the students will be able to find updated calendar as well as documents and papers used by the lecturers during their modules.

## 2.7 FACULTY, SCHOLARS AND EXPERTS

---

This is a list of some of the scholars and experts who will take part to lectures and seminars of the Master Program in Cooperation and Development:

### **Preliminary Courses**

- University of Pavia: Carluccio Bianchi, Alberto Botta, Gianni Vaggi, Clara Capelli
- Graduate Institute (Geneva): Olivier Jutersonke

### **Economics**

- University of Pavia: Enrica Chiappero Martinetti, Alberto Botta, Gianni Vaggi, Maria Sassi
- University of Bologna: Massimo Ricottilli
- CISP, Rome: Gabriella Petrina

### **Humanities and Methodologies**

- University of Pavia: Pierluigi Valsecchi, Antonio Majocchi, Simonetta Casci, Ilaria Poggiolini
- University of Turin: Giovanni Andornino
- Bethlehem University: Fadi Katttan

- Istituto Agronomico per l'Oltremare (AIO) of Florence: Andrea Merli
- Iniciativa Amotocodie (Paraguay): Benno Glauser
- Graduate Institute (Geneva): Riccardo Bocco
- Bocconi University: Paolo Graziano

### **Project Management (to be confirmed)**

- CISP, Rome: Maura Viezzoli, Sandro De Luca, Gianluca Falcitelli, Paolo Dieci
- COOPI, Milan: Lorenzo Bianchi, Silvia Favaron, Tiziana Vicario, Marco Ciapparelli, Marco Cinquegrana,
- VIS, Rome: Antonio Raimondi
- Microfinanza srl.: Fabio Malanchini
- CUAMM: Donatella Dalla Riva
- AIFO: Francesca Ortali, Giampiero Griffo
- VIS: Carola Carazzone (tbc)
- University of Urbino: Francesca Declich
- Bruno Roelants and Claudia Sanchez Bajo, *Cecop (European Confederation of Cooperatives)*
- Francesca Declich, University of Urbino
- Tiziana Vicario, Focal point DRR & Environment, COOPI
- Andrea Atzori, Project Department - Medici con l'Africa Cuamm
- Giampiero Griffo, Board member of the European Disability Forum

### **Conferences and Training Seminars**

- Pablo Espiniella, OHCHR, Belgium
- Francesco Rampa, ECDPM Maastricht
- Julia Barrera, World Bank, Rome
- UN Conference on Trade and Development-UNCTAD, Geneva
- Paolo Groppo, FAO, Dir. on Rural Development
- Giorgio Andrian, UNESCO expert
- Mario Cimoli, ECLAC, Chile
- Emanuele Santi, African Development Bank
- Stefania Mancini, Fondation Assistance International, Switzerland
- Annalisa Prizzon, ODI U.K.
- Annalisa Primi, OECD Paris
- Maja Bucar, University of Ljubljana, Slovenia
- Giovanni Valensisi, UNECA Addis Ababa
- Giorgia Giovannetti, University of Florence
- Federico Bonaglia, OECD, Paris
- Emanuela Colombo, UNESCO CHAIR in Energy for Sustainable Development, Politecnico di Milano
- Maria Gallotti, ILO, Turin
- Renata Targetti Lenti, University of Pavia
- Gioacchino Garofoli, University of Insubria

### 3. COURSE SYLLABUS MASTER C&D

---

#### 3.1 PRELIMINARY MODULES

---

<b>PRELIMINARY 115h</b>	<b>P1 Basic economic principles 49h</b>	Microeconomics (Botta, 22h)	6 ECTS
		Macroeconomics (Bianchi, 27h)	
	<b>P2 Instruments for research and policy analysis (1) 36h</b>	Development and demographic indicators (Vaggi, 26h)	6 ECTS
		Undertaking Social Research in Development Studies: Methods, Approaches, Applications (Jutersonke, 10h)	
	<b>P3 Tutorials 30h</b>	Tutorials of economics and Quantitative Methods (Capelli, 30 hours)	3 ECTS

- DURATION: 115 hours
- TERM: FALL (20<sup>th</sup> October-4<sup>th</sup> December)
- EXAM: 4<sup>th</sup> December 2014
- CREDITS: 15 ECTS
- COORDINATOR: Prof. Gianni Vaggi
- OBJECTIVES:
  - ✓ To provide all Master's students, regardless of past academic studies, with the standard background knowledge required to understand economic issues
  - ✓ To equip students with basic qualitative and quantitative tools for research in development field
  - ✓ To indicate, where necessary, personalized reading lists and study programs based on individual interests and backgrounds

This initial section aims at providing students with the needed economic background knowledge to enable them to undertake the studies that follow. It is designed especially for those students who lack a basic background in this area, but also serves as a useful "refresher course" for those who already have an economic background. Specific tutorials will be designed to meet students' needs.

Students will be also introduced to some standard methodological tools commonly applied in development studies, both quantitative and qualitative. Moreover, students will be encouraged to improve their writing and presentation skills though group assignments.

Below is a list of useful references:

- *Principles of Economics*, G. Mankiw, 5<sup>th</sup> ed., Dryden Press
- *Macroeconomics*, G. Mankiw, 7<sup>th</sup> ed., Worth Publishers, N.Y., 2010
- *Macroeconomics*, O. Blanchard, 3<sup>rd</sup> ed., Prentice Hall, 2003.
- *Macroeconomics*, R. Dornbusch, S. Fischer, R. Startz, McGraw-Hill, Boston, 2004.
- *Development Economics*, D. Ray, Princeton University Press, 1998

## **P 1.1 MICROECONOMICS**

Alberto Botta

22 hours

### **Objectives:**

The course aims at providing students with the basic knowledge of microeconomic theories concerning individual firm costs' structures and dynamics, multiple optimizing behaviors of firms depending on different market contexts (i.e. perfect competition or monopoly), market failures and externalities, the impact of market failures on social welfare, the role of the state and possible policies to internalize externalities.

### **Program:**

- I. Production function in microeconomic theory: total production, average product, marginal productivity. Definition of decreasing marginal returns and economies of scale.
- II. Cost structure of a single firm: Fixed and variable costs; total costs; average fixed, variable, and total costs; marginal costs.
- III. Profit maximizing behavior of a single firm in a perfect competitive market. Short-run and long-run decisions. The supply curve of a single firm in a perfect competitive setting.
- IV. Aggregate demand and aggregate supply schedule on a specific market. The definition of market equilibrium. The interaction between market dynamics and individual firms' behaviors.
- V. Firms behavior in a monopolistic setting.
- VI. Social welfare as measured by the consumer surplus and producer surplus.
- VII. Government policies and social welfare: effects of trade barriers and production subsidies.
- VIII. Market failures: natural monopoly, externalities. Effects of market failures on social welfare

- IX. Role of the State and possible policies dealing with market failures. The case of regulation, pigouvian tax, and tradable permits in presence of environmental externalities.

**References:**

- *Principles of Economics*, G. Mankiw, 5<sup>th</sup> ed., Dryden Press Chapters 4,5,6,7,8,9,10,11,13,14,15 plus additional material on market failures and government policies provided by the Professor during the course.

**P 1.2 MACROECONOMICS**

Carluccio Bianchi

27 hours

**Objectives:**

To give students the basic tools for understanding the working of an economic system both in the short run, when prices are fixed, and in the long run, when prices are fully flexible. To learn how income, prices, employment, the exchange rate are determined. To understand the role of aggregate demand and aggregate supply and how monetary and fiscal policy can be used for demand management in the presence of demand and supply shocks.

**Program:**

- I. Measuring a nation's income (Mankiw, Principles of Economics, Ch. 23):
  - a. GDP as an indicator of economic well-being, the components of GDP and national accounting, real and nominal GDP, GDP and GNP, international comparisons
- II. Measuring the cost of living (Mankiw, Principles of Economics, Ch. 24):
  - a. The consumer price index and the GDP deflator
  - b. Indexation; nominal and real interest rates
- III. Unemployment and the labour market (Mankiw, Principles of Economics, Ch. 28; Blanchard, Macroeconomics, Ch. 6)
  - a. Unemployment and the labour market; perfect and imperfect competition
  - b. Wage determination
  - c. Price determination
  - d. The natural rate of unemployment and its determinants
  - e. Long run vs. short run equilibrium in the labour market
- IV. Open-economy macroeconomics: basic concepts (Mankiw, Principles of Economics, Ch. 31; handouts)
  - a. The balance of payments and its components
  - b. The exchange rate (nominal and real)
  - c. The exchange rate in the long run and the PPP theory
  - d. A simple model of exchange rate determination
- V. Money and prices in the long run (Mankiw, Principles of Economics, Ch. 30):
  - a. The level of prices and the value of money
  - b. Money supply, money demand and monetary equilibrium
  - c. The costs of inflation and the inflation tax

- d. Hyperinflation
- e. Money and prices in the long run and in the short run
- VI. Aggregate demand and the IS-LM model (Mankiw, Macroeconomics, Ch. 10, 11)
  - a. The goods market and the IS curve
  - b. The money market and the LM curve
  - c. The IS-LM short-run equilibrium
  - d. Explaining fluctuations with the IS-LM model; the Great Depression (and the 2001, 2009 recessions)
  - e. Economic policy in the IS-LM model
- VII. Aggregate demand and aggregate supply (Mankiw, Principles of Economics, Ch. 33)
  - a. The aggregate demand curve (AD)
  - b. The aggregate supply curve (AS)
  - c. Short-run economic fluctuations with the AS-AD model
  - d. Long-run growth (and inflation) vs. short-run economic fluctuations
- VIII. Monetary and fiscal policy in the AS-AD model (Mankiw, Principles of Economics, Ch. 34)
  - a. Effects of monetary policy on aggregate demand
  - b. Effects of fiscal policy on aggregate demand
- IX. The short-run trade-off between inflation and unemployment (Mankiw, Principles of Economics, ch. 35)
  - a. The Phillips curve
  - b. Shifts in the Phillips curve: the role of expectations
  - c. Shifts in the Phillips curve: the role of supply shocks
  - d. The costs of reducing inflation

### References:

- Mankiw, Principles of Economics 5<sup>th</sup> ed., Dryden Press: chapters 23,24,28,30,31,33, 34, 35
- Mankiw, Macroeconomics, 7<sup>th</sup> ed., Worth Palgrave Macmillan international edition: chapters 10, 11
- Blanchard O., Macroeconomics, 5th edition. Pearson Education, ch. 6.
- Handouts

## **P2.1 A MAP OF THE WORLD: Development and Demographic indicators**

Gianni Vaggi  
*26 hours*

### Objectives

The course wants to introduce the students to the major international reports and to other material on development. The purpose of the course is to make the students capable not only of finding the indicators and information but above all to be able to make sense of this over-abundant sources of information. The notion of development should emerge from the analysis of data and in particular from the attempt to relate the different indicators to one another

### Program



- I. Session 1: Development and its analysis: the method
  - a. Complexity a typical problem in development
  - b. A process of structural change: economics and society
  - c. The Comprehensive Development Framework of the World Bank(1998); the holistic approach. Empowerment
  - d. The three dimensions: space, time, depth.
- II. Session 2: Demographic Indicators
  - a. World Population and its trend
  - b. Population Density
  - c. Growth rates of population
    - i. Fertility rates
    - ii. Infant mortality
    - iii. Life expectancy
  - d. The changes in fertility rates and the demographic transition
  - e. Population structure by age
  - f. The relationships between population growth and development
  - g. Mortality and morbidity rates
- III. Session 3. Wealth and poverty indicators
  - a. GDP per person in \$
    - i. North-South differences
    - ii. Income distribution at the world level: the UN quintiles
    - iii. GDP per person in PPP, Purchasing Power Parity
  - b. Growth rates of GDP per person from 1980
    - i. Trends in recent decades
    - ii. Areas in growth, areas in decline
  - c. Economic growth and various aspects of human development
    - i. GDP per capita and life expectancy
    - ii. Income distribution
    - iii.** Social indicators, human development and economic growth: GDP per capita, PPP and Human Development Index
- IV. Session 4: On the causes of growth and stagnation
  - a. Economic growth in an open economy
    - i. World trade and export growth
      1. Development in an open economy
      2. Export and import composition
  - b. The composition of GDP
    - i. The economic structure of GDP and export diversification
    - ii. The different growth rates 1960-2000 by different exporters
    - iii. Dependence from 'commodities'
    - iv. The international prices of 'commodities'
  - c. Capital accumulation
    - i. Private and public Investments
      1. Infrastructures
      2. Education: human and social capital
  - d. External Finance
    - i. Development Aid
    - ii. The DAC, Development Assistance Committee
      1. Aid as a share of GDP in high income countries
    - iii. Foreign Direct Investments
      1. Their concentration
    - iv. Remittances
- V. Session 5: The environment

- a. Environmental conditions and economic growth
    - i. Energy consumption per capita
    - ii. World consumption of energy
    - iii. Energy intensity of GDP
  - b. The special case of oil
- VI. Session 6: International Organizations
- a. The UN System
  - b. The different “bodies” and their activities
  - c. The International Financial Institutions
  - d. The IMF and the World Bank
  - e. The suggested reforms

### References :

- Maddison A., *Dynamic forces in capitalist development: a long run comparative view*, Oxford University Press, 1991.
- UNDP, *Human Development Report*, various years.
- UNCTAD, *Trade and Development Report*, various years.
- UNCTAD, *The Least Developed Countries Report*, various years.
- Vaggi G. 2010 *The learning and practice of development cooperation in L'università e i giovani per la cooperazione e la pace*, edited by G. Vaggi, E. Colombo and F. Miglietta, Politecnico of Milano 2010.
- World Bank, *World Development Report*, various years.

World Bank, *World Development Indicators*, various years

## **P 2.2 Undertaking Social Research in Development Studies: Methods, Approaches, Applications**

Oliver Jütersonke

10 hours

### **Objectives:**

This module seeks to provide participants with the concepts, techniques and practical skills to undertake social research for their Master’s thesis and beyond. Offering a comparative perspective on qualitative research across the social sciences and in relation to quantitative approaches, the module will offer an overview of a broad set of methodological tools commonly applied in development studies. It will also zoom in on a number of crucial issues, such as identifying a research gap, operationalizing concepts, and conducting interviews. Moreover, the module will briefly touch upon writing and presentation skills, evaluations and assessments in the professional world, research ethics, and the relationship between the social sciences and public life.

### **Program:**

The module will consist of five sessions, combining lectures, class discussions and group exercises

- I. 1. Situating the research: disciplines, debates, and sources
- II. 2. Qualitative research design: questions, cases and samples
- III. 3. Accessing the field, talking and to people, and observing social settings
- IV. 4. Notes, transcripts and memos: the art of coding and analysis
- V. 5. Social science, applied research, and public knowledge

## References:

Below is a list of required readings for this module. Additional readings will be suggested during the course.

- Howard S. Becker, "The Epistemology of Qualitative Research", in Richard Jessor et al. (eds.), *Ethnography and Human Development: Context and Meaning in Social Inquiry* (Chicago IL: University of Chicago Press, 1996), pp. 53-71.
- Jutta Weldes, "High Politics and Low Data", in *Interpretation and Method: Empirical Research and the Interpretative Turn* (New York and London: M.E. Sharpe, 2006), 176–186.
- John Gerring, "What is a Case Study and What Is It Good for?", *American Political Science Review* 98:2 (2004), pp. 341-354.
- Lisa Groger, Pamela S. Mayberry and Jane K. Straker, "What We Didn't Learn Because of Who Would Not Talk to Us", *Qualitative Health Research* 9:6 (1999), 829-835.
- Joseph C. Hermanowicz, "The Great Interview: 25 Strategies for Studying People in Bed", *Qualitative Sociology* 25:4 (2002), 479-499.
- Montgomery McFate, "Anthropology and Counterinsurgency: The Strange Story of a Curious Relationship", *Military Review* (March-April 2005), pp. 24-38.
- Chris Anderson, "How to Give a Killer Presentation: Lessons from TED", *Harvard Business Review* (June 2013), 5 pages.

## P4 TUTORIALS OF ECONOMICS AND QUANTITATIVE METHODS

Clara Capelli

30 hours

### Objectives

First, this course aims at supporting students in better understanding economic principles and theories through the revision of the topics explained during the classes of micro- and macroeconomics. Applied exercises with a specific focus on development countries will be done in order to prepare the students for the final exam.

Second, some basic tools of quantitative research will be shown and discussed to facilitate the comprehension of the core courses of the module.

### Program

- I. Tutorial of Microeconomics:
  - a. Production function and costs;
  - b. Cost-minimization and Profit-maximization in perfect competition and monopoly (short and long run)
  - c. Producer/Consumer surplus and effects of taxes and subsidies
  - d. Market failures
- II. Tutorial of Macroeconomics

- a. Nominal/Real GDP and the measurement of the cost of living
  - b. Models for the labour market
  - c. The Balance of Payments and the exchange rate
  - d. IS-LM model
  - e. AS-AD model
  - f. Monetary and Fiscal Policies
- III. Quantitative methods in a nutshell
- a. Central Tendency and Variation
  - b. Simple regression
  - c. The Gini Index

### **References**

- Statistics for Business and Economics: Global Edition, Paul Newbold, William Carlson Betty Thorne
- Supplementary PDF material

### 3.2 ECONOMICS MODULE

<b>ECONOMICS</b>  <b>92h</b>	<b>ECO1</b>  <b>Development economics</b>  <b>46h</b>	The evolution of the idea of development (Ricottilli, 10h)	6 ECTS
		Classical foundations of development economics (Ricottilli+Vaggi, 20h)	
		Poverty, inequality and human development (Chiappero, 16h)	
	<b>ECO2</b>  <b>Development policies and current issues</b>  <b>46h</b>	Food security and agricultural development (Sassi, 14h)	6 ECTS
		Development Trajectories: a comparative analysis between alternative development processes (Botta 16h)	
		From financial crisis to finance for development (Vaggi+Petrina, 16h)	

- TERM: WINTER (10<sup>th</sup> December – 9<sup>th</sup> February)
- EXAM: 9<sup>th</sup> February (to be confirmed)
- CREDITS: 12 ECTS
- COORDINATOR: Prof. Gianni Vaggi
- OBJECTIVES:
  - ✓ To equip students with a broad theoretical background that will enable them to understand the debate on economic development
  - ✓ To develop students' ability to pinpoint the national and international economic policy decisions that impact most heavily on economic and social development
  - ✓ To indicate, where necessary, individual reading lists and study programs based on individual interests

The Development Economics section (ECO1) is designed to familiarize students with the main theoretical notions that have served as referential backdrop and intellectual climate since World War II, as newly independent ex-colonies sought to design the future of their nations. Even today, complex trends towards "globalization" and "regionalization" are difficult to understand without a firm grasp of the principal theories concerning development, growth, and international trade.

The Development Policies and Current Trends section (ECO2) aims at making the students acquainted with the international economic system, the profile and status of its

members and the policies they put in place. Fundamental issues like trade policies, food security policies and macroeconomic policies will be addressed and analyzed.

Below is a list of reference texts and the main topics to be examined during the classes in this module. The reference texts explore, with varying degrees of coverage and difficulty, the topics indicated in the course program, and constitute a useful reference both for professors and students. While it is understood that exams will be based on the topics covered during the classes, the choice of which text(s) to study in-depth is left up to the individual interests and academic backgrounds of both students and professors.

- D. Ray, *Development Economics*, 1998, Princeton University Press, Princeton, New Jersey (Ch.s 3, 4, 5, 9 and 16)
- M. Todaro, Longman, *Economic Development*, 1997 (6<sup>th</sup> edition), London and New York (Ch.s 3, 6, 12 and 14)
- R. Pomfret, *Development Economics*, Prentice Hall, 1997 (Ch.s 2, 12 and 15)
- K. Basu, *Analytical Development Economics*, 1997, MIT Press (Ch.s 2, 3, 5 and 7)
- Landes D. (1998): '*The Wealth and poverty of nations*'. Little Brown and Co.
- Reinert, E. (2007), "How Rich Countries Got Rich and Why Poor Countries Stay Poor", Constable, UK.
- Ocampo, J.A., L.Taylor and C.Rada (2009), "Growth and Policy in Developing Countries. A structuralist approach", Columbia University Press

### **ECO1.1 THE EVOLUTION OF THE IDEA OF DEVELOPMENT: FROM "MODERNIZATION TO "POST-WASHINGTON CONSENSUS"**

Massimo Ricottilli

10 hours

#### **Objectives:**

The six items below are meant to focus on development issues. Each is meant to lead the class to discuss the basis of a theoretical approach and its historical background. Words written in bold are meant to stress a central concept.

#### **Program:**

- I. 'Britannia rules the waves'. Where it all began: at the roots of industrialization. What made England the first country to develop. The inception of the great divide. 'Capitalism in one country' and the **free trade caper**: "Now that I am developed let us trade freely".
- II. "Now that you have developed, let me develop". Frederic List and the rise of German and American **protected industrialization**. The second industrial revolution and the great rush to grab an empire. From the emphasis on production to the emphasis on exchange.
- III. Countries forging ahead and countries falling behind. The rise of backwardness and underdevelopment. The **Centre-Periphery** argument.
- IV. "All that goes up comes crashing down". **Understanding money** and the way to a world crisis.
- V. "Do you want to grow?...Then give it a big push". Striving to modernise and the birth of development economics. **Market versus plan**, the Bandung Conference versus the IMF. Seeking a third way.
- VI. " You have borrowed and plunged into debt you can't repay: now you follow my rules" The economics of the Washington consensus. The discreet charm of **self-regulating equilibrium** and untrammelled markets.

**References:**

- Erik S. Reinert: 'How rich countries got rich.....and why poor countries stay poor.' Constable and Robinson, London, 2007.
- Kenneth Pomeranz: 'The Great Divergence: China, Europe, and the Making of the Modern World Economy.' Princeton University Press, Princeton, 2000.

**ECO 1.2 CLASSICAL FOUNDATIONS OF DEVELOPMENT ECONOMICS**

Gianni Vaggi and Massimo Ricottilli

*20 hours*

**Part I: Gianni Vaggi, 10 hours****Objectives:**

The course offers a brief view of the origin of some major concepts in development economics; from classical development theories to Marx. The notion of trade surplus, labour productivity and capital accumulation will emerge from the contribution of authors of the past. This course will also present the fundamental mechanisms of capital accumulation which are necessary in order to understand the economic fluctuations of the capitalist systems and the reasons for economic growth and for crisis.

**Program:**

- I. Mercantilism: wealth as a stock of precious metals
- II. Enlightenment and the analysis of historical trends
- III. Quesnay and the modernisation of French agriculture
- IV. Adam Smith and the progress of society
- V. Malthus and the principle of population
- VI. Ricardo and income distribution: decreasing returns and comparative advantages and the fall of the profit rate through time
- VII. Marx and the crisis

**References:**

- Ha-Joon Chang, R. Rowtorn, The Role of the State in the Economic Change, Clarendon Press, Oxford, 1995.
- Rostow W.W., Theories of economic growth from David Hume to the present-with a perspective on the next century, Oxford University Press, 1990.
- Sen A., On Ethics & Economics, Blackwell, Oxford, 1987.
- Stathakis G. and Gianni Vaggi .G. 2005, Economic development and social change; the classical view and the moderns in Stathakis G. and Gianni Vaggi .G. (editors) Economic Development and Social Change: Historical Roots and Modern Perspectives, Routledge,, London and New York, forthcoming.
- Vaggi G., excerpts from A Concise History of Economic Thought – From Mercantilism to Monetarism (with Peter D. Groenewegen), Palgrave Macmillan, Basingstoke, 2003.
- Landes, David, 1986. "What Do Bosses Really Do?", Journal of Economic History, 46(3): 585-623
- Liberti, Stefano, 2011. Land grabbing. Come il mercato delle terre crea il nuovo colonialismo, Edizioni minimum fax, Roma
- Marglin, Stephen, 1974. "What Do Bosses Do? Part I", Review of Radical Political Economy, 6: 60-112

- Perkins, John, 2004. Confessions of an economic hit man. The shocking inside story of how America really took over the world, Berrett-Koehler Publishers, San Francisco
- Polanyi, Karl, 1944. The Great Transformation. The Political and Economic Origins of Our Time, Holt, Rinehart & Winston, New York
- Robinson, Joan, 1970. Freedom and Necessity. An Introduction to the Study of Society, George Allen and Unwin Ltd, London

## **Part II: Massimo Ricottilli, 10 hours**

### **Objectives:**

The following five items are meant to catch a glimpse of the development process and its difficulties. They can be taken as an introduction to more analytical perspective.

### **Program:**

- I. Some useful notions: A degree zero of development economy and the tragedy of decreasing returns. Is development necessary?
- II. The great leap: investment and innovation. The age of machinery.
- III. A self-sustaining growth path. Technical progress as an engine of growth.
- IV. Money does matter.
- V. The final question: Why some countries become rich and others remain poor?

### **References:**

- Erik S. Reinert: 'How rich countries got rich.....and why poor countries stay poor.' Constable and Robinson, London, 2007.
- Kenneth Pomeranz: 'The Great Divergence: China, Europe, and the Making of the Modern World Economy.' Princeton University Press, Princeton, 2000.

## **ECO1.3 MEASURING POVERTY, INEQUALITY AND HUMAN DEVELOPMENT**

Enrica Chiappero Martinetti

*16 hours*

### **Objectives:**

This module is aimed to discuss some basic concepts and main methodological issues in poverty and inequality analysis and their linkages with economic growth. It will present the standard approach for measuring (uni-dimensional) poverty and inequality and will discuss how to go beyond the narrow income-based view, discussing Amartya Sen's capability approach and multidimensional well-being (poverty and inequality) analysis.

### **Program:**

From standard (uni-dimensional) approach...

- I. some conceptual issues in well-being analysis: welfarist (utility, income) and non-welfarist approaches (basic needs, human development and capability approach)
- II. measurement issues in standard (unidimensional, monetary) approach (choice of indicators, unit of analysis, etc.)
- III. inequality measurement: Lorenz curves and Gini index
- IV. uni-dimensional poverty measurement: identification (poverty lines) and aggregation (poverty indexes)
- V. linkages between (economic) poverty – inequality - growth



Towards multidimensional analysis

- VI. capability approach: origin and motivations; contribution of the CA in welfare economics, poverty and inequality analysis; reach and limits of the CA: comparisons with other relevant theoretical framework (e.g. human capital theory, equality of opportunity); some open issues
- VII. introduction to multidimensional analysis: new human development and multidimensional poverty indexes

**References:**

- Deneulin S. and Shahani L., (2010), An introduction to the Human Development and Capability Approach. Freedom and Agency, Earthscan, UK, introduction + chapter 2 (available online)
- Robeyns I., (2005), The Capability Approach: a theoretical survey, Journal of Human Development, 6(1), pp.93-114 (available online)

## **ECO 2.1 FOOD SECURITY AND AGRICULTURAL DEVELOPMENT**

Maria Sassi

*14 hours*

**Objectives:**

The course aims at describing the main features of food security and food security policies in the current context, understanding the role of agricultural development, define food security and understanding the key dimensions used to analyse people's food security status and their relationship. It also aims at introducing the instruments for food security analysis and policy definition.

**Program:**

- I. The impact of price and financial crisis on food security

Object: The section analyses the impact of price and financial crisis on food security, the policies introduced by Government in Developing countries and the debate underway at the international level.

- II. The history of food security, agricultural and rural policies

Object: The section analyses the history of food security, agriculture and rural policies also focusing on the role of the International Organization and Civil Society. A specific attention is dedicated to the discussion on food-price increases and the implication for food security.

- III. Food security: basics

Object: The section analyses: the core concepts of food security and their definitions in order to understand when to apply them and their links with other development issues; the evolution and aims of the Food Security Information Systems (FSISs) and the core indicators for monitoring the World Food Summit follow-up; and the frameworks for food security analysis and policy design.

- IV. Food security actors, strategies and policies

Object: The section identifies the institutions which have a stake in the process of food security policy formulation and implementation and analyses the state of strategies and policies for food security particularly focusing on the MDG 1 target 1 and the Twin-track approach developed by the FAO.

V. The safety net schemes

Object: The section defines and classifies safety nets programs, then each of the schemes commonly adopted is analyzed in terms of targets and critical components.

VI. Food aid

Object: The section analyses the component of the food aid system with the aim of clarifying the food aid terminology and understanding its role in promoting food security.

**References:**

Sassi M. (2006), *An Introduction to Food Security Issues and Short-Term Responses*. Aracne Editrice, Roma

Additional references will be provided during classes

**ECO 2.2 DEVELOPMENT TRAJECTORIES: A COMPARATIVE ANALYSIS BETWEEN ALTERNATIVE DEVELOPMENT PROCESSES**

Alberto Botta

16 hours

**Objectives:**

The purpose of this course is to present a comparative analysis of the different development paths followed by different regions, East-Asian countries and Latin America among others, in the last five decades. The course also aims at providing students with the essential analytical bases to understand the most recent debate on macro policies such as austerity, structural reforms and privatization in both developing and developed countries.

**Program:**

- I. Development policies in the aftermath of the Second World War
- II. Debt crisis in Latin America and the policy switch to the neoliberal agenda. A comparison between Latin America and successful newly industrialized East-Asian Countries.
- III. Neoliberal policies and macroeconomic instability in the 1990s and in the 2000s
- IV. Which development policies for the future?

**References:**

- Bresser Pereira C. (2012) – Structuralist Macroeconomics and the New Developmentalism, *Brazilian Journal of Political Economy*, vol. 32 (3), pp. 347 – 366.
- Sachs J. (1985) – External Debt and Macroeconomic Performance in Latin America and East Asia, *Brookings Papers on Economic Activity*, vol. 1985 (2), pp. 523 – 573.
- Cimoli M., Holland M., Porcile G., Primi A., Vergara S. (2006) – *Growth, Structural Change and Technological Capabilities in Latin America in a Comparative Perspective*, LEM Working Paper n. 2006/11.

- Frenkel R., Rapetti M. (2009) – A Developing Country View of the Current Global Crisis: What should not be forgotten and what should be done, *Cambridge Journal of Economics*, vol. 33, pp. 683 – 702.
- Palley T. (2010) – *The Simple Macroeconomics of Fiscal Austerity, Public Sector Debt and Deflation*, IMK Working Paper 2010/8.

## **ECO 2.3 – FROM FINANCIAL CRISIS TO FINANCE FOR DEVELOPMENT**

Gianni Vaggi and Gabriella Petrina

16 hours

### **Objectives:**

The course addresses the role of finance in today's economy and its impact on developing and emerging countries in particular.

The course is organized into two parts.

The first part (I-VIII) describes the evolution of finance during the last thirty years and analyses the major financial crisis since the eighties with particular emphasis on the Asian crisis and on the 2007-08 to present one. The presentation of the evolution of international financial markets and the role played by the derivative markets in particular in increasing systemic risk and thus producing financial instability. The impact on developing countries finances will be discussed as well as the problem of long run foreign debt sustainability .

The second part (IX-XIII) examines the opportunities that finance offers to development: market instruments, evolving through time, might indeed have a role in sustaining the development of a whole country. There exist in fact a "good" side of the world of finance that if, and only if, regulated and controlled, may be considered an important instrument of development. Being aware that there are other ways through which development work is, nowadays, of utmost importance. The final classes will include some practical exercises on managing data from specific database available on the web.

### **Program:**

- I. What is the role of financial markets? The saving investment nexus
- II. The different types of financial flows: presentation
- III. The major changes in international finance since the eighties
- IV. Foreign exchange transaction of the derivatives markets
- V. The Asian crisis: contagion and domino effect
- VI. From the sub-prime crisis of 2007 to today
- VII. The Foreign debt of Developing Countries and Debt sustainability
- VIII. The real aspects of the present crisis: capital accumulation and overproduction
- IX. Mapping world financial flows : countries of origin and countries of destination
- X. Foreign Direct Investments: are they a panacea for Development?
- XI. Remittances: their macro effects on development
- XII. Other financial instruments for Development: i.e insurances against climate change and Sovereign Wealth Funds
- XIII. Private & Public Partnership role in Development

## References:

- Gallagher K., Griffith-Jones S. and Ocampo J.A. 2012, *Regulating Global Capital Flows for Long-Run Development*, Pardee Center, Boston University, March.
- Naudé W. 2009, *The Financial Crisis of 2008 and the Developing Countries*, WIDER Discussion Paper n° 2009/01, January, Helsinki.
- Vaggi G. 1993, "A brief debt story" in G. Vaggi (editor), *From the Debt Crisis to Sustainable Development - Changing Perspectives on North-South Relationships* Macmillan, London.
- Vaggi G. *Trade and Sustainable Finance for Development*, WIDER Discussion Paper n° 2002/64, July, Helsinki.
- Vaggi G., *Economic and Financial Instability: Lessons from the Asian Crisis*, in *International Financial Systems and Stocks Volatility: Issues and Remedies*, Edited by Nidal R. Sabri, *The International Review of Comparative Public Policy*, Vol. 13, Elsevier Science Ltd. 2002.
- *Global Development Finance (WB)*
- *World Investment Report (UNCTAD)*
- *Trade & Development Report (UNCTAD)*
- *Migration and Development Brief*", Dilip Ratha, Sanket Mohapatra, and Ani Silwal, 2011, World Bank
- *"Migration and Remittances factbook 2011"*, Dilip Ratha, Sanket Mohapatra, and Ani Silwal, 2010, World Bank
- *"Engaging Diaspora as Development Partners for Home and Destination Countries: Challenges for Policy Makers"* Dina Ionescu, IOM
- *"Diaspora Bonds: Tapping the Diaspora during Difficult Times"* Suhas L. Ketkar and Dilip Ratha, 2010, World Bank
- *The Least Development Countries Report*, UNCTAD
- <http://www.undp.org/gimlaunch/index.shtml> (UNDP)
- <http://www.growinginclusivemarkets.org/> (UNDP)
- <http://www.ifc.org>

### 3.3 TRAININGS AND HOT SPOTS ACROSS THE YEAR

---

#### TRAINING MODULES ON SOFT SKILLS

---

##### **SOFT SKILLS 1 TEAMLEADING IN MULTICULTURAL ENVIRONMENT**

Marco Cinquegrana, Luca Fornari  
16 hours

##### **Objectives:**

A successful work in Cooperation and Development Projects depends on the ability of the expatriate staff to lead teams that are characterized by an intercultural dimension. The aim of this course is to develop students' ability to read group dynamics and lead participants to shared goals, keeping in mind motivations, needs and different cultural expectations on teamwork. The course is scheduled in half-a-day sessions all along the duration of the Master, alternating theory and supervision on real cases brought by students.

##### **Program:**

- I. Protecting work group through "social contracts"
- II. Expectation on leadership: an intercultural approach
- III. Negotiating individual and group needs
- IV. Development stages of teams
- V. Team dynamics
- VI. Integration of Values and Needs expressed by group members

##### **References:**

- G. P. Quaglino, S. Casagrande, A. Castellano (1992) *Gruppo di lavoro, lavoro di gruppo*, ed. Raffaello Cortina
- E. Berne (1963), *The structure and dynamics of organizations and groups*, J. B. Lippincott Co., Philadelphia
- P. Clarkson (1991), *Group Imago and the stages of group development*, T.A.J. vol n.1
- M. James (1975), *The ok boss*, Addison-Wesley Pub. Company, Philippines

##### **SOFT SKILLS 2 VOCATIONAL GUIDANCE TRAINING MODULE FOR THE JOB SEARCHING ORIENTATION**

Marco Cinquegrana

##### **Objectives:**

This module focuses on the professional panorama regarding international cooperation. The aim is to offer a short training in order to empower the students' ability to understand the opportunities and needs of this working sector and to help them orientating and understanding the best way to approach a job search in international cooperation.

**Program:**

- I. Job search orientation
- II. A case study regarding the human resources selection process
- III. Practical tools: the curriculum vitae, the search, the interview

Students will have the opportunity to put themselves to the test during individual interviews throughout the year.

**HOT ISSUES in the global agenda: the voice of UN agencies and international experts**

---

Throughout the whole year the Masters Course offers conferences/seminars on relevant topics, crosscutting and hot issues in the field of Development and Cooperation held by international experts.

These contributions are very important to allow students meeting professionals and academics from all over the world, foster debate on controversial issues and have precious indications on professional opportunities after the master course. Attendance to this seminars is compulsory as for any other part of the program (refer to Assessment criteria).

---

---

Below a list of external contribution (please notice that it may change during the year):

- Annalisa Primi, Organisation for Economic Co-operation and Development -OECD Development Centre
- Pablo Espiniella, UN High Commissioner for Human Rights-OHCHR
- Maria Gallotti, International Labour Organization-ILO
- Annalisa Prizzon, Overseas Development Institute-ODI
- Julia Barrera, World Bank, Rome
- Francesco Rampa, European Centre for Development Policy Management-ECDPM
- United Nations Conference on Trade and Development –UNTCAD
- Paolo Groppo, Food and Agriculture Organization-FAO
- Giorgio Andrian, UN Educational, Scientific and Cultural Organization-UNESCO expert
- Emanuele Santi, African Development Bank-ADB
- Mario Cimoli, Economic Commission for Latin America and the Caribbean -ECLAC
- Marco Missaglia, Universidad Nacional de Bogotá
- Maja Bucar, University of Ljubjana
- Giovanni Valensisi, UN Economic Commission for Africa-UNECA

### 3.4 HUMANITIES AND METHODOLOGIES MODULE

<b>HUMANITIES AND METHODOLOGIES</b>	<b>HM1 Development issues by geographical area 56h</b>	China's re-emergence as a global actor and its impact on the international aid system (Andornino, 10 hours)	6 ECTS
		History and politics of post-colonial Africa (Valsecchi, 8h)	
		India's new foreign policy: Nehru's legacy and beyond (Casci, 8 hours)	
		Authoritarianism, political transition and development in Latin America (Bocco, 10h)	
		Peacemaking in the Middle East: selected experiences (Merli, 10h)	
		Anthropological perspectives, interculturality and the processes of development (Glauser, 10h)	
	<b>HM2 Instruments for research, policy analysis and management (2) 43h</b>	Public policy analysis (Graziano, 10h)	3 ECTS
		Tutorials of Advanced Quantitative Methods for Macroeconomic Analysis and Policy Making (Capelli, 15h)	
		Thesis writing workshop (Kalenge, 4h)	
		Financial Accounting for no-profit organizations (Majocchi+Kattan, 14h)	

TERM: WINTER (10<sup>th</sup> February – 31<sup>st</sup> March)

EXAM: 31<sup>th</sup> March 2014 (to be confirmed)

CREDITS: 9 ECTS

COORDINATOR: Mr. Alberto Forte

## **OBJECTIVES:**

- ✓ To broaden the discourse on development to political, historical and anthropological aspects
- ✓ To provide students with an overview of the most recent and sensitive issues in the international debate, with reference to development processes at regional and global level
- ✓ To equip students with some methodological and managerial tools they will need in the professional career

“Development”, whatever the meaning we attach to this word, is to be regarded as a much broader phenomenon than purely economic and material growth. Sometimes economics does not help understand whom are the actors of development, the concrete forces which may spur or block the development dynamics.

The “Development Issues” section (HM1) will explore the development processes occurring in different geographical areas (Africa, Middle East, India and China, Latin America), with a focus on selected regional cross-cutting issues.

The HM2 section, in continuity with the work done in the preliminary module, will equip students with some methodological tools for applied research and policy analysis as well as practical tools for the management of complex organizations.

### **HM 1.1 HISTORY AND POLITICS OF POST-COLONIAL AFRICA**

Pierluigi Valsecchi

*8 hours*

#### **Objectives:**

After providing a comprehensive overview of the transition from the colonial order to the post-colonial state in Sub-Saharan Africa, the course will focus on current processes of state-building, crises and conflicts in a selected number of African countries and regions. The current growing relevance of Africa’s resources on a global scale is raising African crises to the status of global crises. Students are expected to show active participation in lectures with comments and questions.

#### **Program:**

- I. The Post-Colonial State: History and Crisis
- II. Institutions, Society and Communities
- III. The politics of land and resources
- IV. History and Politics in the Horn of Africa: Peoples, Nations and States
- V. Current crises in historical perspective: Mali, Central African Republic, South Sudan
- VI. Success Stories? Ghana and Botswana

#### **References:**

One of the following volumes:

- F. Cooper, *Africa since 1940: the Past of the Present*, Cambridge, Cambridge University Press, 2002
- P. Nugent, *Africa since Independence*, New York, Palgrave Macmillan, 2004

The chapters concerning the nineteenth and twentieth century in one of the following volumes:



- J. Iliffe, *Africans: the History of a Continent*, Cambridge, Cambridge University Press 1995
- G.P. Calchi Novati e Pierluigi Valsecchi, *Africa. La storia ritrovata*, Roma, Carocci, 2008

For the current crises, students can search the web for:

- Reports and Briefings released by the International Crisis Group,
- BBC-Africa
- ISPI Studies

## **HM 1.2 CHINA RE-EMERGENCE AS A GLOBAL ACTOR AND ITS IMPACT ON THE INTERNATIONAL AID SYSTEM**

Giovanni Andornino

*10 hours*

### **Objectives:**

China's re-emergence as a pivotal power in Asia and globally – a position it held for centuries across two millennia of imperial history – is confronting Western hegemony and the developing world with unprecedented challenges and opportunities. This course explores the tension existing between the widespread calls for China to become a more responsible stakeholder of the international system, thereby reinforcing current norms and institutions, and the universally recognized need for the international order to be reformed in ways that may better reflect the new global distribution of power.

### **Program:**

Questions tackled during the course will include the following:

- I. How was China's post-Mao economic comeback possible and how sustainable is the seemingly perennial growth of the Chinese economy?
- II. How has Beijing's foreign policy evolved since the beginning of the Reform and Opening era in 1978, and what lies ahead after the global financial crisis?
- III. What are the contents and who are the intended beneficiaries of the "Chinese Dream" coined by the current new leadership of the Chinese Communist Party?
- IV. What are China's foreign aid approach and policies, and how does Beijing engage with the dominant international aid regime?

### **References:**

- Li Mingjiang, *Soft Power: China's Emerging Strategy in International Politics*, Lexington Books, Plymouth, 2009
- Evan Medeiros, *China's International Behavior: Activism, Opportunism, and Diversification*, RAND Corporation, Santa Monica, 2009
- D. Shambaugh (ed.), *China Goes Global: The Partial Power*, OUP, Oxford, 2014

### **HM 1.3 INDIA'S NEW FOREIGN POLICY: NEHRU'S LEGACY AND BEYOND**

Simonetta Casci

*8 hours*

#### **Objectives:**

The course will stress the contradictory aspects of India's foreign policy. India's soft power approach to international relations and its multipolar strategy confirm Nehru's original vision, which gave a strong international identity to India already in 1947. Nevertheless New Delhi's aspirations to be recognized as a global actor highlight India's new pragmatism.

#### **Program:**

- I. Nehru's innovative approach to India's foreign policy
- II. India's relations with US, from strategic autonomy to strategic cooperation,
- III. India-West Asia-Middle East-Pakistan, mainly concentrating on New Delhi's strong traditional relationship with Teheran and India's recent strategic partnership with Israel,
- IV. India-African continent, with stress on political and economic ties for a reconsideration of South-South
- V. India-SAARC-SE Asia- China, with specific focus on India's maritime policy

#### **References:**

- David M. Malone, *Does the Elephant dance?*, Oxford University Press, Oxford, 2011
  - S.D. Muni, *India's Foreign Policy: The Democracy Dimension*, Foundation Books, New Delhi, 2009
- Frontline, magazine

### **HM 1.4 PEACEMAKING IN THE MIDDLE EAST: SELECTED EXPERIENCES**

Andrea Merli

*10 hours*

#### **Objectives:**

The Oslo Peace process was hailed as a breakthrough of the Israeli-Palestinian conflict by the international community at large, but it failed to create viable conditions for a two-state solution. Moving from the analysis of this experience, the module will explore the challenge of peacemaking in selected contexts of the contemporary Middle East. First track diplomacy will be examined in parallel with second and third track initiatives, where international Ngos and grassroots associations can be involved at different levels. The module will also address the theoretical fundamentals of peacemaking, and it will examine their relevance in the contemporary Middle East, where sectarianism and clashing interests among regional powers contribute to generate multiple layers of tension and conflict. Students will be always encouraged to participate in class debates by sharing their own views, inputs and opinions.

**Note:** Detailed program and references will be provided during the year

## HM 1.5 AUTHORITARIANISM, POLITICAL TRANSITIONS AND DEVELOPMENT IN LATIN AMERICA

Riccardo Bocco

10 hours

### Objectives:

This module will introduce, in a historical perspective and through case-studies, the main steps of State-formation and advent of authoritarian regimes in the Southern Cone. It will then tackle, in particular, the different models of political transitions set in place during the second half of the XXth century, with a particular focus on the relationships between the policies of 'Dealing with the Past' promoted by the international cooperation agencies, the implementation of transitional justice models and their links with civil society, democratization and development

### Program:

- I. The Political Economy of State-building in Latin America: a historical overview since independence.
- II. International aid and development during and in the aftermath of the Cold War.
- III. From Authoritarianism to Democracy: (re)constructing National Identity and Institutions in Argentina.
- IV. Violence, Memory and 'Dealing with the Past' : socio-political issues at stake through the case of Chile.
- V. Transitional Justice and Development: Peru and Colombia as case studies.

### References:

- ADDISON, T., 2009, « The Political Economy of the Transition From Authoritarianism », in : *Transitional Justice and Development*, P. De Greiff and R. Duthie (eds.), New York, Social Science Research Council, pp. 110-141.
- BADARO, M. & FORNE, A. (eds.), 2011, *Memories of repression in Argentina and Uruguay: narratives, actors and institutions*. Special issue of « *The Stockholm Review of Latin American Studies* », n°7.
- BURT, J.-M., 2010, *Political Violence and the Authoritarian State in Peru: Silencing Civil Society*. New York, Palgrave Macmillan.
- COBIAN, R.A. & REATEGUI, F., 2009, « Toward Systemic Social Transformation : Truth Commissions and Development », in : *Transitional Justice and Development*, P. De Greiff and R. Duthie (eds.), New York, Social Science Research Council, pp. 142-169.
- HAYNER, P., 2011, *Unspeakable Truths. Transitional Justice and the Challenge of Truth Commissions*. London, Routledge, 2nd edition.
- JELIN, E., 2003, *State Repression and the Labors of Memory*. University of Minnesota Press.
- LESSA, F. & DRULIOLLE, V. (eds.), 2011, *The Memory of State Terrorism in the Southern Cone*. New York, Palgrave Macmillan.
- MEADE, T.A., 2010, *A History of Modern Latin America: 1800 to the Present*, Oxford, Wiley-Blackwell.

## HM 1.6 ANTHROPOLOGICAL PERSPECTIVES, INTERCULTURALITY AND THE PROCESSES OF DEVELOPMENT

Benno Glauser

*10 hours*

### Objectives:

With approaches and perspectives used in anthropology, on the basis of concrete experiences and learning in grassroots projects and cooperation fieldwork, complemented by selected theoretical texts and case descriptions, the course will explore some key concepts particularly relevant in intercultural situations and scenarios. The objective is to provide conceptual tools as well as relevant questions and approaches, as guidance for understanding and defining views, criteria and standpoints in the endeavor concerned with human development and the concrete practice of development cooperation work.

### Program:

- I. definition of 'culture'; culture and identity (social and individual); 'indigeneity';
- II. the global and the local dimension; territory; social texture
- III. social processes and fields, and their perception and mapping;
- IV. collective memory and awareness
- V. proportionality
- VI. interculturality and diversity; intercultural communication
- VII. the role of human diversity and of diverse cosmovisions (world views); diverse epistemological (cognitive) paths;
- VIII. change and transformation in intercultural contexts; intentionality and having the initiative.

### References:

- "The Case of The Ayoreo", UNAP/ Iniciativa Amotocodie, Asunción/ Paraguay, May 2010, IWGIA Report 4, ISBN 978-99953-898-2-6. (download at [http://www.iwgia.org/publications/search-pubs?publication\\_id=4](http://www.iwgia.org/publications/search-pubs?publication_id=4) -)
- Glauser, Benno: "The Chaco – Toward a long-term sustainability – Conceptual contributions" (translation from the Spanish original "Sostenibilidad a largo plazo en el Chaco - Aportes Conceptuales", in: Desarrollo Agroforestal y Comunidad Campesina, Salta/Argentina, June/July 1996, ISSN 0328-1590. (download at [www.bennoglauser.wordpress.com](http://www.bennoglauser.wordpress.com))
- (Iniciativa Amotocodie ed.): "Punie Paesoi" – DVD (film about field work and monitoring methodology of isolated indigenous groups in the Paraguayan Chaco (available at the Master CD secretariat
- Glauser Benno: "A methodology of listening", unpublished, 2012 (download at [www.bennoglauser.wordpress.com](http://www.bennoglauser.wordpress.com))
- Glauser, Benno: "Being indigenous: the concept of indigeneity, a conversation with two Ayoreo leaders", in: "The Politics of Indigeneity", ed. by Sita Venkateswar and Emma Hughes, Zed Books London /New York, 2011, ISBN 978 1 78032 120 2 – see collection of documents at IUSS secretariat (download at [www.bennoglauser.wordpress.com](http://www.bennoglauser.wordpress.com))
- Illich, Ivan: The Rivers North of the Future, edited by David Cayley, The House of Anansi Press Inc., Toronto 2005, ISBN 978-0-88784-714-1
- Panikkar, Raimón: "Culture and Interculturality", in: International Dialogue of Cultures, Barcelona, 2004 (internet debate)

- Panikkar, Raimón: "Man as a ritual being", in Chicago Studies, Vol. XVI, No. 1, pp. 5 – 28
- Cayley, David (with Ivan Illich): "Ivan Illich in Conversation", The House of Anansi Press Inc., 2007, Toronto, ISBN-13: 978-0-88784-524-6 / ISBN-10: 0-88784-524-X
- Esteva, Gustavo (Interview with)- The Society of the Different- Interview conducted and edited by Nic Paget-Clarke for In Motion Magazine on September 6 and 7, 2005 in Oaxaca, Oaxaca, Mexico.
- Rekacewicz, Philippe: "A political look at a territory", in The Monde Diplomatique, english edition, May 2000
- Rekacewicz, Philippe: "La cartographie, entre science, art et manipulation"; Le Monde Diplomatique, February 2006
- Sachs, Wolfgang, ed. "The Development Dictionary", Zed Books London /New York, 1992.
- Illich, Ivan: "The wisdom of Leopold Kohr", at <http://neweconomy.net/publications/lectures/illich/ivan/the-wisdom-of-leopold-kohr>

## **HM 2.1 PUBLIC POLICY ANALYSYS**

Paolo Graziano

*10 hours*

### **Objectives:**

Public policy analysis has become an essential instrument for the understanding of both national and international decision-making processes. The aim of this course is to provide introductory key analytical tools which will enable students to fully grasp the mechanisms through which decisions are formulated, adopted and implemented.

### **Program:**

- I. The policy process
- II. The policy structure
- III. Key actors in Decision-Making
- IV. Resources and Strategies
- V. Policy formulation
- VI. Policy Adoption
- VII. Policy Implementation

### **References:**

- M. Howlett, M. Ramesh and A. Perl (2009), *Studying Public Policy. Policy Cycles and Policy Subsystems*, Oxford, Oxford University Press.

## **HM 2.2 TUTORIALS OF ADVANCED QUANTITATIVE METHODS FOR MACROECONOMIC ANALYSIS AND POLICY MAKING**

Clara Capelli

*15 hours*

### **Objectives**

This course aims at strengthening the students' knowledge on quantitative research on macroeconomic issues, from data collection to economic analysis for policy making.

The students will learn how to address a specific topic – i.e. trade, unemployment, inflation, etc. – and investigate it, using the main online databases available and making reference to the existing literature.

### **Program**

- I. An economy's structure of production from early stage theories to the recent debate**
  - a. World Development Indicators
  - b. World Bank Database
- II. The importance of trade, orthodox and heterodox theories**
  - a. UNCTAD Database
  - b. WTO Website
  - c. Bilaterals.org
  - d. CEPAL online library
- III. Main issues on the labour market**
  - a. Main concepts and definitions
  - b. ILO Database
  - c. Formal vs. informal labour: theories on informality
  - d. Migration and Remittances

### **References:**

Instructor's handouts provided in class.

## **HM 2.3 THESIS WRITING WORKSHOP**

Chris Kalenge

*4 hours*

### **Objectives:**

- help participants understand the internship environment
- help participants plan their thesis writing in a given timeframe and familiarize themselves with the steps for thesis writing
- demonstrate an example of proper academic writing style
- give pointers on production of excellent thesis/academic paper
- help participants understand the evaluation criteria
- draw lessons from past internship experiences

## **Program**

### Part 1: Internship environment

- First contact with the hosting institution.
- First contact with the direct supervisor/Tutor
- Internship: personal objectives versus the ToR provided by the hosting institution.
- Internal and external communications
- Final Evaluation of the internship (criteria)
- Recommendation Letter (sample)
- What I Need to Be at My Best

### Part 2: Introduction to thesis writing

- Plagiarism and Academic Honesty
- General rules for citing sources
- Quality of dissertations
- Discussion on the "Master CD's" Research/report thesis evaluation sheet
- Thesis work plan
- Thesis structure

### Part 3: Further discussions

- Choice of research topics (Relevance)
- A holistic approach to development
- Main sources of information for international development topics.
- Interpretation of data from international development agencies
- Thesis discussion (suggestions concerning the structure of power point presentations)
- Homework assignment

## **HM 2.4 FINANCIAL ACCOUNTING**

Antonio Majocchi and Fadi kattan

*14 hours*

### **Objectives:**

The goal of this section is provide students with the fundamental tools for a good recording of the transactions they will carry on with non-profit organizations and for a sound programming of the organization activities. The section will be developed along three main lines. Firstly, the main topics will be introduced. The second part is designed to give students a thorough understanding of the purpose and content of the Financial statement. In the third part, cases and exercises will be discussed with students

### **Program:**

- I. Introduction to the financial statement: goal and functions
- II. The main items of the financial statement
- III. An analysis of:
- IV. Costs and Revenues

- V. Asset and Liabilities
- VI. The role of investments
- VII. The distinction among fixed costs and variable costs and the different effects on organisation management
- VIII. Introduction to foreign exchange risk and exposure
- IX. Exercises: case studies

**References:**

- Today's essentials of governmental and not-for-profit accounting & reporting / Susan W. Maartin, Ellen N. West. Publisher: South-Western
- Financial reporting and statement analysis / Clyde P. Stickney and Paul R. Brown, Dryden Press
- Suggested web sites:  
<http://www.corporateinformation.com>



### 3.3 PROJECT MANAGEMENT MODULE

PROJECT MANAGEMENT	PM1 Global Framework of Development Co-operation 50 h	<b>PM1.1 International Cooperation at a glance</b> 8 h	Development Cooperation: history, function and evolution (Raimondi 8 hours)	6 ECTS
		<b>Intensive Programme: New Development Cooperation: between milestones and current trends</b> 30 h	Shaping the Post 2015 Development Cooperation: a global agenda (Vaggi 4 h)	
			Development Policy evaluation (Viezzoli, 2 h)	
			The Earth's Matrix – Climate Change, Peace, Security, Development And Human Rights (Majoreni 6 h)	
			Impact Investing perspective in development cooperation (Malanchini 4 h)	
			The "human" dimension into development (Von Jacobi 4 h)	
			Social Inclusion and inequalities: a challenge ahead (Dieci 6 h)	
			New actors in the framework of international cooperation (Rampa 4 h)	
		<b>PM1.2 Actors and Resources for Development Cooperation and humanitarian aid</b> 14 h	European policies, strategies and funds and other public and institutional resources for international co-operation (Bianchi 14 h)	
	PM2 Possible tools for designing, monitoring and evaluating a project 72 h	<b>PM 2.1 PCM and Logical Framework approach</b> 52 h	Basic principles of PCM and Project Formulation: SWOT Analysis, Evaluability, Inclusive design, gender sensitive design, use of Logical Framework, Budgeting (Dieci & Falcitelli 24 h)	9 ECTS
			Monitoring & evaluation (Favaron 14 h)	
			Project implementation (Falcitelli 14 h)	
		<b>PM 2.2 Theories and Practice in Emergency and Humanitarian Action</b> 20 h	Current trends in Emergency and Humanitarian Action (De Luca 10 h)	
			Humanitarian Crises and Emergency in practice (Ciapparelli 10 h)	
	PM3 Hotspots and cross cutting issues 34 h	Development & Human Rights: between theory and practice (Carazzone 8 h)		3 ECTS
IGA and Cooperatives (Sanchez Bajo 4 h)				
Gender and Development (Declich 4 h)				
Environment and Development (Vicario 4 h)				
Health and Development (Atzori 4 h)				
Disability, Development and inclusive project design (Griffo 6 h)				
Vocational Training for Development (Toscano 4 h)				

DURATION:	158 hours
TERM:	SPRING (9th April- 5th June 2015 to be confirmed)
EXAM:	12th June ( to be confirmed)
CREDITS:	18 ECTS
COORDINATOR:	Mrs. Maura Viezzoli
ASSISTANT TO COORDINATOR:	Mrs. Gabriella Petrina

**PM1**  
**GLOBAL FRAMEWORK OF DEVELOPMENT CO-OPERATION**  
**52 hours**

**PM1.1 International Cooperation at a glance (8 hours)**

**DEVELOPMENT COOPERATION: HISTORY, FUNCTION AND EVOLUTION**

Antonio Raimondi  
*8 hours*

**Objectives:**

The aim of this module is to give to the students an overall view of the birth and the evolution of International Cooperation, starting from the end of World War II up to our days. We will go through the startup of the International Organizations, the main actors of International Cooperation, the various tools and instruments we will analyze and the role of big Private Donors (Foundations etc.) that are driving the international context.

**Program:**

- I. History of International Cooperation
- II. Governmental and non governmental Organizations
- III. Main tools of International Cooperation (grants, loans)
- IV. The modern crises of international cooperation
- V. Development aid policies of OECD\_DAC donors

**References:**

- Abstract in English of the book "Manuale di Cooperazione allo Sviluppo"

**Intensive Programme**  
**New Development Cooperation: between milestones and current trends**

**SHAPING THE POST 2015 DEVELOPMENT COOPERATION: A GLOBAL AGENDA**

Gianni Vaggi

*4 hours*

**Objectives:**

The lecture will describe what is nowadays the general consensus on development and on international cooperation and how it has been achieved. The second part of the lecture will discuss the Sustainable Development Goals proposal and some new challenges developing countries will be facing.

**Program:**

- I. The evolution in the notion of development
- II. The evolution in the notion of cooperation
- III. Some relevant economic facts in the last decades
- IV. From the MDGs to the SDGs
- V. The relevance of the last goal and the role of partnership
- VI. Beyond economic cooperation: the issue of justice and identities

**References:**

- Maxwell S. (2015), Post-2015 Arriving or departing?, 30 July 2014, <http://www.simonmaxwell.eu/blog/post-2015-arriving-or-departing.html>
- Sumner A. and Lawo T. (2013), The Post-2015 Development Agenda: A Review of the Debate and Potential Elements of a Joint EU Strategy, EADI Policy Paper, February.
- Open Working Group for Sustainable Development Goals, July 2014, <https://sustainabledevelopment.un.org/focussdgs.html>
- Vaggi G. (2014), The development scenarios and university cooperation" in Dansero E., De Filippi F., Fantini E., Marocco I. (editors), *Imagining Cultures of Cooperation - Proceedings of the III CUCS Congress, Turin 19-21 September 2013*, JUNCO - Journal of Universities and international development Cooperation, n. 1, <http://www.ojs.unito.it/index.php/junco/> ISBN 978-88-96894-16-3, pp. xii-xvi, December 2014.

**DEVELOPMENT POLICY EVALUATION**

Maura Viezzoli

*2 hours*

**Objectives:**

To familiarize the class with the main issues currently being internationally discussed in relation to development policy evaluation.

The analyze the issues of effectiveness of aid, international standards, accountability and how these concepts are related to the post 2015 agenda.

**Program:**

- I. the international path on aid and development effectiveness
- II. Rome 2003, Paris 2005, Accra 2008 and Busan 2011: principles and recommendations
- III. National and international guidelines for policy evaluation, OCSE-DAC recommendations
- IV. Accountability and common standard
- V. Italian Effectiveness Plan

**References:** to be indicated

**THE EARTH'S MATRIX – CLIMATE CHANGE, PEACE, SECURITY, DEVELOPMENT AND HUMAN RIGHTS**

Grammenos Majoreni

*6 hours*

**Objectives:**

The lecture will underline geographic and systemic global interconnectedness, describing links between the state of the environment and societal dynamics.

Projected scenarios of climate change will be shown and their foreseeable impact on peace, security and economic performance concentrating on how protecting the environment and harnessing climate change will oblige us to build justice and, hence, peace, security, and quality of life.

A brief overview of the international negotiations on climate change in view of the decisive round of 2015 in Paris will be presented.

**Program:**

- I. The principle of global interdependence.
- II. What if we do not take care of the environment?
- III. What if we decide to care?
- IV. Where do we stand?

**References:**

- IPCC CLIMATE CHANGE 2014 Synthesis Report/Summary for Policymakers ([http://www.ipcc.ch/pdf/assessment-report/ar5/syr/SYR\\_AR5\\_SPMcorr1.pdf](http://www.ipcc.ch/pdf/assessment-report/ar5/syr/SYR_AR5_SPMcorr1.pdf) )

**IMPACT INVESTING PERSPECTIVE IN DEVELOPMENT COOPERATION**

Fabio Malanchini

*4 hours*

**Objectives:**

The objective of the course is to provide an overview the evolution of the impact investing sector. While microfinance has been the first success story of the impact investing field, the sector is now very active with a lot of interesting evolutions and experiences, both in emerging and developed markets. Several issues remain open for discussion like impact measurement, risk/yield profile and pipeline generation.

**Program:**

- I. Definition of impact investing
- II. Microfinance as a first example of impact investing
- III. The current situation of the sector and the main actors
- IV. Impact investing in developed and emerging markets
- V. Main open issues: definition, Impact measurement, risk /yield profile
- VI. Case studies

**References:** to be indicated

## THE "HUMAN" DIMENSION INTO DEVELOPMENT

Nadia Von Jacobi

4 hours

**Objectives:**

Scope is the introduction to the Human Development Paradigm and the Capability Approach, its relevance in changing the focus of development interventions and its potential for improving the efficacy of development projects.

**Program:**

- I. Contributions of the Human Development Paradigm
- II. The Capability Approach: a process view on development
- III. Concepts and Meanings in the Capability Approach
- IV. Strengths of the Capability Approach: Distinguishing Inequalities
- V. Strengths of the Capability Approach: Multilevel Thinking
- VI. Strengths of the Capability Approach: Envisaging Complexity
- VII. Critical Points
- VIII. Contributions of the Capability Approach to Project Design and Management
- IX. Expanding Human Autonomy

**References:**

- Frediani, A., Boni, A. and Gasper, D. (2014): Approaching Development Projects from a Human Development and Capability Perspective, *Journal of Human Development and Capabilities Special Issue*, 15:1, in particular Introduction by the editors: 1-12 Are technological projects reducing social inequalities and improving people's well-being? A capability approach analysis of renewable energy-based electrification projects in Cajamarca, Peru (Baldor, A., Boni, A., Lillo, P. and Hueso, A.): 13-27
- Rethinking Development Management Methodology: Towards a "Process Freedoms Approach" (Ferrero, G. and Zepeda, C.): 28-46
- Valuing Time: Time Use Survey, the Capability Approach, and Gender Analysis (Walker, J. Berekashvili, N. and Lomidze, N.): 47-59
- Opportunity Gap Analysis: Procedures and Methods for Applying the Capability Approach in Development Initiatives (Biggeri, M. and Ferrannini, A.): 60-78
- Development Projects from the Inside Out: Project Logic, Organizational Practices and Human Autonomy (Muñiz Castillo, M.): 79-98
- Robeyns, I. (2005): *The Capability Approach: a theoretical survey*, *Journal of Human Development*, 6:1, 93-117.

- *Practical Action & UCL, (2013): Participatory Informal Settlement Upgrading and Well-being in Kisumu, Kenya, MSc Social Development Practice Student Report*
- *Stewart, F. (2005): Groups and Capabilities, Journal of Human Development, 6:2, 185-204*

## **SOCIAL INCLUSION AND INEQUALITIES: A CHALLENGE AHEAD**

Paolo Dieci

*6 hours*

### **Objectives:**

To familiarize the class with the main issues currently being internationally discussed in relation to social inclusion, social exclusion and vulnerability.

To understand in which manner some concepts are feeding the post 2015 Agenda and to reconstruct the evolution of the development agenda from the year 2000 until now.

### **Program:**

- I. The debate on the role of the aid in the last 15 years: planning, innovation, accountability
- II. Social Exclusion, vulnerabilities, inequalities in the post 2015 Agenda
- III. The fight against social exclusion and vulnerabilities: how to define indicators
- IV. The role of the private sector and innovative financing instruments: opportunities and challenges

### **References:**

- A life of dignity for all (September 2013). Report of the UN General Secretary
- EC Communication "A decent life for all: from vision to collective action" (June 2014)
- "Social Vulnerability, Sustainable Livelihoods and Disasters", Terry Cannon, John Twigg, Jennifer Rowell
- Human Development Report 2014, UNDP
- Blending loans and grants for development: an effective mix for the EU? By Sanoussi Bilal and Florian Kratke, October 2013

## **NEW ACTORS IN THE FRAMEWORK OF INTERNATIONAL COOPERATION**

Francesco Rampa

*4 hours*

### **Objectives:**

The course explores the increasingly influential role of "new" global players like China in developing countries, with focus on Africa. This recent key development will be analysed in the context of the broader changing landscape of international development cooperation. The case of agriculture will be addressed in depth, with discussions on the challenges and opportunities for triangular cooperation.

### **Program:**

- I. Why me ?
- II. The Big Picture: global governance, real economy, Economic Diplomacy
- III. Different Development Cooperation Models
- IV. Africa-Europe-EE ... competition / cooperation / African strategies

- V. Towards Development Effectiveness ? Triangular dialogue?
- VI. The case of Agriculture ... and CSR ?
- VII. Latin America...

**References:**

- Emerging Economies and the Changing Dynamics in African Agriculture  
www.ecdpm.org/dp145
- ECDPM. 2014. Thematic Focus: Emerging Economies and Africa. GREAT Insights Magazine - Volume 3, Issue 4 April 2014. <http://ecdpm.org/great-insights/emerging-economies-and-africa/>
- Emerging economies in Africa and the development effectiveness debate, [www.ecdpm.org/dp107](http://www.ecdpm.org/dp107)
- CHINA AND BRAZIL: GROWING TOGETHER OR APART?, <http://knowledge.ckgsb.edu.cn/2014/06/02/finance-and-investment/china-and-brazil-growing-together-apart/>
- Latin America: Challenges for China Firms, [http://latinex.com/app/article.aspx?id=1473&utm\\_source=GEGI+Round+Up+11&utm\\_campaign=GEGI+Round+Up+11&utm\\_medium=email](http://latinex.com/app/article.aspx?id=1473&utm_source=GEGI+Round+Up+11&utm_campaign=GEGI+Round+Up+11&utm_medium=email)

**PM1.2 Actors and Resources for Development Cooperation and Humanitarian Aid (14 hours)**

**EUROPEAN POLICIES, STRATEGIES AND FUNDS AND OTHER PUBLIC AND INSTITUTIONAL RESOURCES FOR INTERNATIONAL CO-OPERATION**

Lorenzo Bianchi Carnevale  
*14 hours*

**Objectives:**

The objective of this course is to provide a framework of the EU External Assistance and its implementation, mainly in the area of development cooperation. The second part of the course will address 3 different donors, in particular UNHCR and WFP to show how they are working and how many areas of intervention are behind refugees and food.

**Program:**

- I. The reform of EU development cooperation policy and external aid management.
- II. 2007-2013 : existing financial instruments and thematic programmes
- III. 2014-2020: what's next?
- IV. The EU system of calls for proposals
- V. The Italian Ministry of Foreign Affairs
- VI. WFP and UNHCR, policies and way of working

**References:** to be indicated

**PM2**  
**POSSIBLE TOOLS FOR DESIGNING, MONITORING AND EVALUATING A PROJECT**  
**72 hours**

**PM2.1 PCM and Logical Framework Approach (52 hours)**

**BASIC PRINCIPLES OF PCM AND PROJECT FORMULATION: SWOT ANALYSIS,  
EVALUABILITY, INCLUSIVE DESIGN, GENDER SENSITIVE DESIGN, USE OF LOGICAL  
FRAMEWORK, BUDGETING**

Paolo Dieci, Gianluca Falcitelli  
*24 hours*

**Objectives:**

To familiarize the students with the conceptual and practical dimensions of the PCM and to provide the students with essential skills to formulate a project proposal as per internationally recognized standards, highlighting the conceptual and practical interrelations between the PCM components.

**Program:**

- I. from the needs analysis to the project identification
- II. analysis of the stakeholders
- III. SWOT analysis
- IV. Evaluability and selection of indicators
- V. from the practice to the theory: value added of the PCM
- VI. The theory of change and the Logical Framework Approach
- VII. How to formulate a coherent logical framework: general principles and practical implications
- VIII. Resources' Identification and Planning: identification and analysis of material and human resources needed for the project implementation and planning of their use along the project timeframe
- IX. Financial Resources and Cost Analysis as an essential component of the project formulation: input indicators, pricing, budget.

**References:**

- Iceida, Stakeholder and Stakeholder analysis
- DFID, Broadening the range of designs and Methods for Impact Evaluation, 2012
- Europeaid, Project Cycle Management Guidelines, 2004
- DFID, Guidance on using the Revised Logical Framework, 2009

**MONITORING AND EVALUATION**

Silvia Favaron  
*14 hours*

**Objectives:**

To enable students with PCM (Project Cycle Management) and LF (Logical Framework) approach knowledge acquired during previous modules to be in future position to formulate, manage, supervise or implement project monitoring and evaluation.



**Program:**

- I. M&E principles: definitions and purpose
- II. Organizing and implementing a monitoring system
- III. Evaluation types, criteria, planning and management
- IV. Institutional learning from M&E results

**References:**

- FORUM SOLINT, Monitoring and Evaluation for NGO Projects, Development Researchers' Network, Roma, 2003  
[http://coopi.org/repository/pagine/manuale\\_m\\_e-solint\\_coopi\\_2003.pdf](http://coopi.org/repository/pagine/manuale_m_e-solint_coopi_2003.pdf)
- Bakewell, O., and J.Adams, B. Pratt, INTRAC, Sharpening the Development Process: A Practical Guide to Monitoring and Evaluation, PRAXIS Guide, No.1. Oxford, 2003
- European Commission - EuropeAid Evaluation Methodology and Guidelines,2006[http://ec.europa.eu/europeaid/evaluation/methodology/index\\_en.htm](http://ec.europa.eu/europeaid/evaluation/methodology/index_en.htm)
- Berumen Milburn J., ELACID, Monitoreo y Evaluación de Proyectos, Cuadernos de Cooperación para el Desarrollo No. 3, Cartagena, 2010  
[http://www.academia.edu/1636820/Monitoreo\\_y\\_Evaluacion\\_de\\_Proyectos](http://www.academia.edu/1636820/Monitoreo_y_Evaluacion_de_Proyectos)

## **PROJECT IMPLEMENTATION**

Gianluca Falcitelli

*14 hours*

**Objectives:**

The aim is to give a clear and complete picture about how a cooperation project can be correctly implemented and properly managed, along its full cycle, after the initial planning and before the final evaluation, if any.

**Program:**

- I. Preliminary assessment and operational planning
- II. Human resources selection and recruitment
- III. Logistics
- IV. Activities organization and management
- V. technical assistance
- VI. training activities
- VII. purchase and distribution of goods
- VIII. civil works / physical rehabilitations
- IX. research and studies
- X. visibility
- XI. Coordination relationships with other stakeholders (NGOs, UN Agencies, institutions, etc.)
- XII. Relationships with donors, partners and hand-over procedures
- XIII. Reporting

**References:**

- Background documents and information related to the project which shall be considered as a case study for the exercises in the working groups shall be provided a few days before classes.

## **PM2.2 Theories and Practice in Emergency and Humanitarian Action (20 hours)**

### **CURRENT TRENDS IN EMERGENCIES AND HUMANITARIAN ACTION**

Sandro De Luca

*10 hours*

#### **Objectives:**

The module intends to give to the students a picture of the so-called humanitarian system. It is focused on the description, from a practitioners' perspective, of principles, trends, challenges and debates of the humanitarian action. A specific focus on actors, mandates and operational approaches is foreseen with specific reference to concrete cases related to past and current humanitarian crises.

#### **Program:**

- I. Humanitarian Aid: definitions
- II. Basic needs and complex environments: International Humanitarian Law, 'Humanitarian Space' and the new pattern of humanitarian assistance
- III. The humanitarian environment and its actors: local communities, government institutions, international agencies, mono and multi-mandate organisations
- IV. Planning aid: identifying needs, understanding culture and contexts, promoting ownership
- V. Improving coordination, quality and accountability in humanitarian action
- VI. "Linking Relief with Rehabilitation and Development" and resilience
- VII. Future and challenges for the humanitarian action

#### **References:**

- D. Rieff, *A Bed for the Night: Humanitarianism in Crisis*, Simon & Schuster 2003
- A. Donini (Ed.), *The Golden Fleece: Manipulation and Independence in Humanitarian Action*, Kumarian Press 2012
- *Global Humanitarian Assistance - Report 2014*
- *The Sphere Handbook and Humanitarian Charter*, 2011
- *Humanitarian Protection - A Guidance Booklet*. ALNAP. 2004
- B. Ramalingam (et al.) *Exploring the science of complexity: Ideas and implications for development and humanitarian efforts*, ODI Working Papers 285, 2008
- S. Levine et al., *A conceptual analysis of livelihoods and resilience: addressing the 'insecurity of agency'*, ODI HPG Policy Brief 49, 2012
- Irina Mosel and Simon Levine, *Remaking the case for linking relief, rehabilitation and development. How LRRD can become a practically useful concept for assistance in difficult places*, HPG Commissioned Report, March 2014

# HUMANITARIAN CRISES AND EMERGENCY PROGRAMS

Marco Ciapparelli

10 hours

## Objectives:

The course aims at providing students with a number of information on the most relevant Donors active in the Humanitarian Aid sector and at consolidating their competences in how to identify & formulate / manage / evaluate a project in an emergency context.

## Program:

- I. Humanitarian Aid: which are the most relevant International Donors? A specific focus on the European Commission Humanitarian Office (ECHO), the U.S.A. Office for Foreign Disaster Assistance (OFDA), UK Department for International Development (DFID), United Nation Agencies (example: HCR, UNICEF), OCHA, others Institutions and private foundations in order to understand how they work, where & when they intervene, which kind of actions they usually fund and how they coordinate the humanitarian actors.
- II. Case study: COOPI and the humanitarian crises.
- III. ECHO: how to prepare and submit a project proposal? Practical simulations foreseen.
- IV. ECHO: how to implement an action? Practical simulations foreseen. Case study: cash or voucher or food items (FI) / non food items (NFI) distributions?
- V. ECHO: how to close an action? Practical simulations foreseen.
- VI. COOPI and the Humanitarian Aid: how has COOPI been dealing with changes during the last 10 years? Challenges versus potentialities, "traditional" strategies versus "innovative" ones.

## References:

- ECHO 2015 strategy
- ([http://ec.europa.eu/echo/files/policies/strategy/strategy\\_2015\\_en.pdf](http://ec.europa.eu/echo/files/policies/strategy/strategy_2015_en.pdf))
- USAID policy framework 2011 – 2015  
(<http://www.usaid.gov/documents/1870/usaid-policy-framework-2011-2015>)
- OCHA strategic plan
- (<http://www.unocha.org/ocha2012-13/strategic-plan>)
- ECHO 2015 Humanitarian Implementation Plans (HIPs)
- (<http://ec.europa.eu/echo/en/funding-evaluations/funding-decisions-hips>)
- ECHO policies on food assistance, nutrition, health, wash, shelter & NFI)
- ([http://ec.europa.eu/echo/policies/index\\_en.htm](http://ec.europa.eu/echo/policies/index_en.htm))
- ECHO PCM manual
- ([http://ec.europa.eu/echo/files/partners/humanitarian\\_aid/fpa/2003/guidelines/project\\_cycle\\_mngmt\\_en.pdf](http://ec.europa.eu/echo/files/partners/humanitarian_aid/fpa/2003/guidelines/project_cycle_mngmt_en.pdf))
- ECHO single form manual
- ([http://www.dgecho-partners-helpdesk.eu/preparing\\_an\\_action/fpa2014/hips](http://www.dgecho-partners-helpdesk.eu/preparing_an_action/fpa2014/hips))
- ECHO guidelines, factsheets, documents on how to implement an action
- (<http://www.dgecho-partners-helpdesk.eu/>)
- ECHO guidelines, factsheets, documents on how to close an action
- (<http://www.dgecho-partners-helpdesk.eu/>)

**PM3**  
**HOTSPOTS AND CROSS CUTTING ISSUES**  
**34 hours**

**DEVELOPMENT AND HUMAN RIGHTS: BETWEEN THEORY AND PRACTICE**

Carola Carazzone  
*8 hours*

**Objectives:**

The course will offer the participants an overview of the origin, history, evolution and challenges of the implementation of HRBA- human rights based approach to development programming.

The course will also apply the HRBA to the PCM with a specific focus on the situation analysis, stakeholders map, problem tree, objective tree and logical framework through a case study about a project on education in Linguère, Senegal

**Program:**

- I. Human Rights and Human Development: 15 years of linkages and complementarities.
- II. Human Rights based approaches (HRBA) to development: evolution, practice and critical perspectives
- III. Operationalizing HRBA to PCM: in particular situation analysis (human rights holders and duty bearers three steps analysis: causal analysis, role analysis and capacity gap analysis)
- IV. Strengthening participants' capacity to use HRBA through practical lessons learned in the field (Case study and group work activity)

**References:**

- Interagency Workshop on Human Rights based Approach in the context of UN reform, Human Rights Based Approach to Development Cooperation Towards a Common Understanding Among UN Agencies, 3-5 May, 2003.
- United Nations Development Group, Mainstreaming human rights in development: stories from the field, 2013.
- European Commission, Toolbox: a rights-based approach, encompassing all human rights for EU development cooperation, 30 April 2014.
- Council of the European Union, Council conclusions on a rights-based approach to development cooperation, encompassing all human rights, 19 May 2014.
- CESCR, Implementation of the International Covenant on Economic, Social and Cultural Rights, General Comment No. 13, The right to education (article 13 of the Covenant), 1999.
- GLOBAL CAMPAIGN FOR EDUCATION, Education Rights: A guide for practitioners and activists, 2011.
- OHCHR, Human Rights indicators: a guide to measurement and implementation, 2012.
- UNICEF- UNESCO, A Human Rights-Based Approach to Education, 2007.
- [www.right-to-education.org](http://www.right-to-education.org)
- Kishore Singh, Report of the Special Rapporteur on the right to education, Mission to Senegal, 2011.
- UPR, National Report, 2013
- UPR, Compilation of UN recommendations, 2013
- UPR, Summary of other stakeholders' information, 2013

## **IGAA AND COOPERATIVES**

Claudia Sanchez Bajo

*4 hours*

### **Objectives:**

This course is a brief introduction to co-operatives. It aims at raising students' awareness of cooperatives as a viable model of both economic and social development, and students' understanding of cooperative principles and values. Students will learn about key steps and stages in starting up and managing cooperatives as well as how to look for their potential and limitations. At the end of the course students should be able to:

- Be aware of the co-operative enterprise model in contrast with that of investor-owned businesses;
- Be aware of various co-operative enterprise models and organizations;
- Understand the co-operatives' values and principles importance in the management of cooperatives
- Be aware of the existence of various practical guides and factors that make an environment supportive of co-operatives and similar enterprises.

### **Program:**

- I. First Part: Introduction to Cooperatives
- II. Second Part: Practical guide to starting and managing cooperatives
  - Common key factors in practical guides for cooperative start-ups
  - Incubation stages: before, during, and after
  - Common tools and forms for diagnosis
  - Cooperative management: Essential structure and elements

### **References:**

- Sanchez Bajo, Claudia and Bruno Roelants (paperback 2013) Capital and the debt trap: Learning from cooperatives in the global crisis. Published by Palgrave Macmillan.

A list of bibliography and of practical guides will be given at the end of the course.

## **GENDER AND DEVELOPMENT**

Francesca Declich

*4 hours*

### **Objectives:**

The workshop will tackle the different approaches to women in development (WID) and gender in development (GAD) and recent evaluations made on the application of such policies including the newly established human rights based approach on gender issues in development. Students will have to read the case studies before the workshop to be able to benefit from the short exercises proposed.

### **Program:**

- I. Approaches to women in development (WID) and gender in development (GAD) and underlying theories of change
- II. Rights based approach on gender issues in development

- III. Approaches on women in Development and Millennium Development Goals
- IV. Presentation of a case study

**References:**

Must read:

- Caroline Moser, 1993, Gender Planning and Development, Routledge, London.

Other readings:

- Shela Alikman and Elaine Unterhalter, 2005, Beyond Access. Transforming Policy and Practice for Gender Equality in Education, Oxfam, Oxford.
- Jo Rowlands, 1997, Questioning empowerment. Working with Women in Honduras, Oxfam publications, Oxford.
- Matebu Tadesse & Abiye Daniel, 2010, Gender Mainstreaming Experiences from Eastern and Southern Africa, OSSREA, Addis Ababa

## **ENVIRONMENT AND DEVELOPMENT**

Tiziana Vicario

*4 hours*

**Objectives:**

The course aims at deepening knowledge about environmental topics in the frame of project management

**Program:**

- I. International theoretical and legal framework in Environment
- II. Climate change effects and disaster risk reduction
- III. Case studies

**References:**

- COOPI, Policy Environment and Disaster Risk Reduction, [www.coopi.org/repository/pagine/coopi\\_ambiente\\_2013.pdf](http://www.coopi.org/repository/pagine/coopi_ambiente_2013.pdf)
- [http://ec.europa.eu/europeaid/policies/european-development-policy/eu-millennium-development-goals\\_en](http://ec.europa.eu/europeaid/policies/european-development-policy/eu-millennium-development-goals_en)
- [http://ec.europa.eu/echo/files/aid/countries/factsheets/thematic/disaster\\_risk\\_reduction.pdf](http://ec.europa.eu/echo/files/aid/countries/factsheets/thematic/disaster_risk_reduction.pdf)
- Sphere project, <http://www.spherehandbook.org/en/what-is-sphere/>
- United Nations Convention to Combat Desertification (UNCCD) <http://www.unccd.int/>
- UNHCR. Framework for Assessing, Monitoring and Evaluating the environment in refugee-related operations, [http://proactnetwork.org/proactwebsite/media/download/resources/Ressource\\_Pack/FRAME/4a97aa739.pdf](http://proactnetwork.org/proactwebsite/media/download/resources/Ressource_Pack/FRAME/4a97aa739.pdf)
- United Nations Environment Programme, <http://www.unep.ch/etu/publications/textONUbr.pdf>
- United Nations World Development Commission. Brundtland report. 'Our Common Future'. 1987.
- United Nations International Strategy for Disaster Reduction. 2009 UNISDR Terminology [http://unisdr.org/files/7817\\_UNISDRTerminologyEnglish.pdf](http://unisdr.org/files/7817_UNISDRTerminologyEnglish.pdf)

## HEALTH AND DEVELOPMENT

Andrea Atzori

*4 hours*

### Objectives:

The aim of the course is to show health scenarios with special focus on sub Saharan Africa, introduce main health cooperation programs and key concept on women and child health, presenting examples of cooperation programs from the field.

### Program:

- I. Global health scenarios, trends and epidemiology
- II. International cooperation (health) main actor and programs
- III. HIV, TB and Malaria
- IV. Maternal, neonatal and child health
- V. Examples of international cooperation projects

### References:

- Health and development ([http://www.mediciconlafrica.org/wp-content/uploads/2014/06/rivista\\_cuamm\\_saluteesviluppo\\_66\\_2013.pdf](http://www.mediciconlafrica.org/wp-content/uploads/2014/06/rivista_cuamm_saluteesviluppo_66_2013.pdf))
- Maternal Survival: <http://www.thelancet.com/series/maternal-survival>
- Maternal and Child Nutrition: <http://www.thelancet.com/series/maternal-and-child-nutrition>
- Tuberculosis (TB): <http://www.who.int/topics/tuberculosis/en/>
- Fast track: Ending the AIDS epidemic by 2030: [http://www.unaids.org/en/resources/documents/2014/fast\\_track](http://www.unaids.org/en/resources/documents/2014/fast_track)

## DISABILITY, DEVELOPMENT AND INCLUSIVE DESIGN

Giampiero Griffo

*6 hours*

### Objectives:

Inform about the UNCRPD approach on disability, centered on human right approach, and the changes in the international cooperation related to persons with disabilities; discuss specific issues related to disability in the field of emergency action on disaster (art. 11) and as develop an inclusive project plan.

### Program:

- I. UNCRPD and human rights for persons with disabilities
- II. International cooperation and disability
- III. Some experiences of appropriate practices
- IV. Preparedness and action in case of natural and manmade disaster including persons with disabilities (art 11 of UNCRPD)
- V. Planning a project including persons with disabilities
- VI. Some experiences appropriate practices

### References:

- UNCRPD
- MAECI action plan on international cooperation and disability
- UN and EU documents on international cooperation and disability
- Documents of Emergency and disability

## VOCATIONAL TRAINING FOR DEVELOPMENT

Ivan Toscano

4 hours

### Objectives:

The course aims at deepening the closer link existing between institutional policies, developed in the field of VET – (Vocational Education and Training), programs and projects run by NGOs and by their stakeholders in the LDCs: it will be, hence, intended to understand and highlight through a practical project based approach how the evolution of the European and international approach to VET, and its growing importance as a pillar component of any capacity building and development strategy, is radically changing both the way we plan and implement a VET project into a broader development cooperation framework, and the role expected by CSOs, Civil Society Organizations, in this process.

### Program:

- I. EU approach to and vision of development and the role played by vocational training: evolution of the EU policies
- II. european and international policies on education and training
- III. how the evolution of the approach to education and training reflected on the vocational training projects in the developing countries.

### References:

#### Part 1:

- Structurate Dialogue for an efficient partnership for development CONCLUDING PAPER\_PAPER (May 2011)
- BUSAN PARTNERSHIP FOR EFFECTIVE DEVELOPMENT COOPERATION (2011)
- COMMISSION STAFF WORKING DOCUMENT Promoting Employment through EU Development Cooperation - SEC(2007) 495
- COMMUNICATION FROM THE COMMISSION "A DECENT LIFE FOR ALL" - COM(2013) 92 final
- COMMUNICATION FROM THE COMMISSION: Increasing the impact of EU Development Policy: an Agenda for Change COM(2011) 637 final

#### Part 2:

- The history of European cooperation in education and training European Communities, 2006
- COMMUNICATION FROM THE COMMISSION: Key competences for a changing world PROGRESS TOWARDS THE LISBON OBJECTIVES IN EDUCATION AND TRAINING - Analysis of implementation at the European and national levels; {COM(2009) 640 final}
- Shanghai Consensus: Recommendations of the Third International Congress on Technical and Vocational Education and Training 'Transforming TVET: Building skills for work and life (UNESCO -2012)'
- Education, skills development and the informal sector (Richard Walther – Association for the Development of Education in Africa (ADEA)
- Building Skills in the Informal Sector (Richard Walther EFA GMR – 2011)

#### Part 3:

- Eu calls for proposal and Projects planned and realized by VIS from 2008 on



## **WEB SITES REFERENCES FOR PROJECT MANAGEMENT**

[www.developmentofpeoples.org](http://www.developmentofpeoples.org)  
[www.coopi.org](http://www.coopi.org)  
[www.volint.it](http://www.volint.it)  
[www.ri.org](http://www.ri.org)  
[www.afdb.org](http://www.afdb.org)  
[www.assifero.org](http://www.assifero.org)  
[http://ec.europa.eu/echo/index\\_en.htm](http://ec.europa.eu/echo/index_en.htm)  
<http://europa.eu.int/comm/development>  
<http://europa.eu.int/comm/europeaid>  
[http://europa.eu.int/comm/external\\_relations](http://europa.eu.int/comm/external_relations)  
<http://europa.eu.int/comm/world>  
<http://www.chr.up.ac.za>  
<http://www.crin.org/hrbap>  
<http://www.esteri.it/MAE/EN/Home.htm>  
<http://www.odihpn.org>  
<http://www.unhcr.org/cgi-bin/texis/vtx/home>  
<http://www.usaid.gov>  
<http://www.wfp.org/english/>  
<http://www.worldbank.org>  
[www.cdb.int](http://www.cdb.int)  
[www.cyted.org](http://www.cyted.org)  
[www.ihrnetwork.org](http://www.ihrnetwork.org)  
[www.ohchr.org](http://www.ohchr.org)

## **ASSESSMENT CRITERIA**

---

The Master diploma will be awarded to students who have obtained **75 credits**. The credit system to which we refer is the European Credit Transfer System (ECTS). It is based on the principle that 60 credits measure the workload of a full-time student during one academic year. The student workload of a full-time study program in Europe amounts in most cases to around 1500-1800 hours per year and in those cases one credit stands for around 25 to 30 working hours.

Candidates must attend all classes in the whole residential part of the program and sit all exams at the end of each module. Upon completion of their internships, students will be required to write and defend a final dissertation. Students will receive the Master Degree upon passing all exams and receiving approval of the final dissertation.

All teaching and training activities for the Master's program require an active and continuous participation of students.

This commitment will be assessed by both professors and the Technical and Scientific Committee, based on the following elements:

- class attendance
- exams evaluations
- internship evaluation
- final thesis evaluation

***Class attendance*** - this Master Program is a residential program and attendance at all teaching activities is compulsory. Record of students attendance will be taken at the beginning of each teaching session (usually every 2 or 4 hours). A student arriving after the beginning of the session is obliged to inform the secretary (office) before entering the class. Absences could be justified only in presence of a valid motivation and supported by adequate proof (e.g. copy of medical certificate in case of illness, copy of the participation to obligatory training session, like the ones foreseen in order to obtain the Italian residence permit.....). The proof related to a justified absence is normally sent to the secretariat before the day in which the student is going to miss a lesson. Attendance dropping below 85% of the hours foreseen for each part of the program (Preliminary, Economics, Humanities, Project Management, Seminars) will endanger the student's participation in the Master and, consequently, the award of the diploma;

***Exams*** - the exams will take place at the end of each of the four modules (Preliminary, Economics, Humanities, Project Management) and they will deal with topics covered during classes. The examination varies in structure according to the course: students are in any case required to pass a written exam in class answering individually at questions during a specific session. The marks range from 30 to 18, where 30 corresponds to the maximum and 18 to the minimum mark in order to pass the exam.

With reference to the Project Management Module: this module differs slightly from the other modules (Preliminary, Economics and Humanities) in that it gives theories and practical instruments on how to write, manage, monitor and evaluate a project. Because of this, work in groups will often be required and short tests may be submitted at the end of each single module with the aim of facilitating students' learning. Feedbacks or evaluations on those working groups will not enter into final evaluation. The final exam will take place, as for the other parts of the programme, in a specific session in class and on an individual basis.

In order to pass the four exams areas (Preliminary, Economics, Humanities, Project Management) students must reach the minimum mark 18 in all the single courses assessed.

In case of failure in one or more single course assessment, students are requested to repeat it, in a way to be decided by the Scientific Committee..

In case of failure in one or more of the four main areas exams (a mark <18 as an average of the marks related to the single courses within one area) the student will not be able to proceed in the program and will not be awarded the final degree. In special cases the Scientific Committee might allow a second attempt.

***Internship and final thesis*** – Both the internship (for a minimum of three months) and the final thesis are compulsory requirements in order to obtain the final diploma. An evaluation of the outcome of the internship and also of the thesis will be sent by the supervisors of these activities to the Master secretariat.

## **SUSPENSION OF THE PROGRAM AND DEFERRED COMPLETION**

In exceptional, motivated cases the Technical and Scientific Committee of the Master could allow a student that s/he suspends the program and that s/he completes it in the following academic year.

## **GUIDELINES FOR THE THESIS**

---

The final thesis consists of a written paper based on the student's internship experience or focused on some development issues considered to be particularly relevant or remarkable.

After the submission of the thesis form the school will assign an advisor from the Scientific Committee, who is intended to give a general guidance to the student during the thesis preparation (structure, methodology, bibliography) and to evaluate the final work before the dissertation. Beside this, the internship tutor must be informed about the contents of the thesis and in some cases could also support the student with a specific guidance.

Structure: the typical style is that of a paper and the formal structure must show: title, name of the student, name of the tutor and the advisor, index, introduction, chapters, footnotes, conclusion and bibliography; there should be evidence of logical structure and good level of analysis. International criteria and standards for bibliographical quotation must be respected.

Length of the paper: minimum 10.000, maximum 15.000 words (corresponding to around 40-50 pages of a Word document)

Thesis form submission: Beginning of September 2015 at the school's secretariat [cdn@unipv.it](mailto:cdn@unipv.it)

Final submission (in electronic format): the final thesis is due by mid December 2015 at the school's secretariat [cdn@unipv.it](mailto:cdn@unipv.it). Please note that at this stage the thesis must be already revised and approved by the supervisor.

Discussion: Second half of January 2016. Students are expected to be physically present at the discussion. In specific and motivated cases, students can arrange with the school a Skype videoconference.

Credits: 5

Overall evaluation: the final grade will consider several aspects: the contents of the dissertation, the discussion, the evaluation of the tutor concerning the internship experience and the evaluation of the supervisor concerning the thesis.

The Master program will end with an official ceremony. In this occasion the Rector of IUSS Pavia will hand diplomas to every successful student.

Note: the present guidelines could be subject to modifications during the year

## **CONTACTS**

---

For more information on C&D Master's Program, as well as to know more about application procedures and attendance to Program, interested candidates may contact:

### **C&D Secretariat**

Ms. Francesca Montagna Napoleone  
[cdn@unipv.it](mailto:cdn@unipv.it)

### **Cooperation and Development Network**

Corso Cairoli, 47  
27100 Pavia, Italy  
tel. 0039-0382-22540,  
[www.unipv.it/cdn](http://www.unipv.it/cdn)

Office reception hours for students: Tuesday, Wednesday, Thursday  
from 2:30 pm. to 4:30 pm.

**ANNEX 1: CURRICULUM**

<b>PRELIMINARY</b> 115h	<b>P1</b> <b>Basic economic principles</b> 49h	Microeconomics (Botta, 22h)	6 ECTS
		Macroeconomics (Bianchi, 27h)	
	<b>P2</b> <b>Instruments for research and policy analysis (1)</b> 36h	Development and demographic indicators (Vaggi, 26h)	6 ECTS
Undertaking Social Research in Development Studies: Methods, Approaches, Applications (Jutersonke, 10h)			
	<b>P3</b> <b>Tutorials</b> 30h	Tutorials of economics and Quantitative Methods (Capelli, 30 hours)	3 ECTS
<b>ECONOMICS</b> 92h	<b>ECO1</b> <b>Development economics</b> 46h	The evolution of the idea of development (Ricottilli, 10h)	6 ECTS
		Classical foundations of development economics (Ricottilli+Vaggi, 20h)	
		Poverty, inequality and human development (Chiappero, 16h)	
	<b>ECO2</b> <b>Development policies and current issues</b> 46h	Food security and agricultural development (Sassi, 14h)	6 ECTS
		Development Trajectories: a comparative analysis between alternative development processes (Botta 16h)	
		From financial crisis to finance for development (Vaggi+Petrina, 16h)	
<b>Trainings and hot spots across the year</b>	<b>Training modules on soft skills</b>	Teamleading in multicultural environment (Cinquegrana+Fornari, 16h)	3 ECTS
		Vocational guidance: training module for the job searching orientation (Cinquegrana)	
	<b>HOT ISSUES in the global agenda- the voice of UN agencies and international experts</b>	Annalisa Primi (OECD Development Centre)	3 ECTS
		Pablo Espiniella (UN High Commissioner for Human Rights-OHCHR)	
		Maria Gallotti (ILO)	
		Annalisa Prizzon (Overseas Development Institute-ODI)	
		Julia Barrera (World Bank)	
		Francesco Rampa (European Centre for Development Policy Management-ECDPM)	
		United Nations Conference on Trade and Development (UNTCAD)	
		Paolo Groppo (FAO)	
		Giorgio Andrian (UNESCO expert)	
		Emanuele Santi (African Development Bank)	
		Mario Cimoli (Economic Commission for Latin America and the Caribbean -ECLAC)	
		Maja Bucar (University of Ljubjana)	
Giovanni Valensisi (UNECA)			

<b>HUMANITIES AND METHODOLOGIES</b>	<b>HM1 Development issues by geographical area 56h</b>	China's re-emergence as a global actor and its impact on the international aid system (Andornino, 10h)		6 ECTS
		History and politics of post-colonial Africa (Valsecchi, 8h)		
		India's new foreign policy: Nehru's legacy and beyond (Casci, 8h)		
		Peacemaking in the Middle East: selected experiences (Merli, 10h)		
		Authoritarianism, political transition and development in Latin America (Bocco, 10h)		
		Anthropological perspectives, interculturality and the processes of development (Glauser, 10h)		
	<b>HM2 Instruments for research, policy analysis and management (2) 43h</b>	Public policy analysis (Graziano, 10h)		3 ECTS
		Tutorials of Advanced Quantitative Methods for Macroeconomic Analysis and Policy Making (Capelli, 15h)		
		Thesis writing workshop (Kalenge, 4h)		
		Financial Accounting for no-profit organizations (Majocchi+Kattan, 14h)		
<b>PROJECT MANAGEMENT</b>	<b>PM1 Global Framework of Development Co-operation 50 h</b>	<b>PM1.1 International Cooperation at a glance 8 h</b>	Development Cooperation: history, function and evolution (Raimondi 8 hours)	6 ECTS
		<b>Intensive Programme: New Development Cooperation: between milestones and current trends 30 h</b>	Shaping the Post 2015 Development Cooperation: a global agenda (Vaggi 4 h)	
			Development Policy evaluation (Viezzoli, 2 h)	
			The Earth's Matrix – Climate Change, Peace, Security, Development And Human Rights (Majoreni 6 h)	
			Impact Investing perspective in development cooperation (Malanchini 4 h)	
			The "human" dimension into development (Von Jacobi 4 h)	
			Social Inclusion and inequalities: a challenge ahead (Dieci 6 h)	
			New actors in the framework of international cooperation (Rampa 4h)	
		<b>PM1.2 Actors and Resources for</b>	European policies, strategies and funds and other public and institutional resources for	

		<b>Development Cooperation and humanitarian aid 14 h</b>	international co-operation (Bianchi 14 h)	
	<b>PM2 Possible tools for designing, monitoring and evaluating a project 72 h</b>	<b>PM 2.1 PCM and Logical Framework approach 52 h</b>	Basic principles of PCM and Project Formulation: SWOT Analysis, Evaluability, Inclusive design, gender sensitive design, use of Logical Framework, Budgeting (Dieci & Falcitelli 24h)	9 ECTS
Monitoring & evaluation (Favaron 14 h)				
Project implementation (Falcitelli 14 h)				
<b>PM 2.2 Theories and Practice in Emergency and Humanitarian Action 20 h</b>		Current trends in Emergency and Humanitarian Action (De Luca 10h)		
			Humanitarian Crises and Emergency in practice (Ciapparelli 10h)	
	<b>PM3 Hotspots and cross cutting issues 34 h</b>	Development & Human Rights: between theory and practice (Carazzone 8 h)		3 ECTS
		IGA and Cooperatives (Sanchez Bajo 4 h)		
		Gender and Development (Declich 4 h)		
		Environment and Development (Vicario 4 h)		
		Health and Development (Atzori 4 h)		
		Disability, Development and inclusive project design (Griffo 6 h)		
		Vocational Training for Development (Toscano 4h)		
<b>Internship</b>				10 ECTS
<b>Thesis</b>				5 ECTS
<b>TOTAL</b>				75 ECTS