



COOPERATION AND DEVELOPMENT NETWORK



United Nations
Educational, Scientific and
Cultural Organization



Network on
International Cooperation
and Development



IUSS
Scuola Universitaria Superiore Pavia



COMITATO INTERNAZIONALE
PER LO SVILUPPO DEI POPOLI



Miglioriamo il mondo, insieme.



UNIVERSIDAD DE
SAN BUENAVENTURA
SECCIONAL CARTAGENA



KENYATTA UNIVERSITY
Flourish in Service

Master in Cooperation and Development (C&D) Pavia

Student Guide
Academic Year
2016-2017

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) 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**

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

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

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

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

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

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

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**

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**

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

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

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

EADI (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)

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)

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

Gianni Vaggi	CDN Director
Maria Benotti	CDN Organizational Coordinator, Contact person for the Master CD
Alberto Forte	Didactic coordinator
Lorenzo Bianchi Carnevale	Internship coordinator
Maura Viezzoli	Project Management Area didactic coordinator
Gabriella Petrina	CDN coordinator and Assistant to the PM Didactic Coordinator
Chiara Punzo	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. Giorgio Rampa	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	Founding member
Mr. Lorenzo Bianchi	COOPI
Dr Gianmarco Schiesaro	VIS
Prof. Maria Sassi	University of Pavia
Prof. Gianni Vaggi	University of Pavia
Mrs. Maura Viezzoli	CISP
Dr. Alberto Botta	University of Greenwich

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

Italian NGOs and other organizations
ACRA
AIBI
CESVI
CIAI
CISP
COOPI
COSV
INTERSOS
VIS
OXFAM Italia
CUAMM
AIFO
Microfinanza srl - Milano, Italia
Foreign NGOs and Foundations
Sikanda – Mexico
Aida – Ayuda, Intercambio y Desarrollo - Spain
Foundation Assistance International - Switzerland
Governments and International Organizations
African Development Bank
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
World Food Programme (WFP) - Rome
Italian Universities
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
Foreign Universities and Research Institutes
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 and International Cooperation, 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, Fondation Assistance Internationale, 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 15 months and is divided in two main parts:

Residential part (from November 2016 to mid June 2017)

FALL TERM	WINTER TERM		SPRING TERM
Preliminary courses on Basic Economics	Courses on Advanced Development Economics	Courses on Project Cycle Management	Courses Development Issues and Tools

Internship (from July 2017 to December 2017)

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: Giorgio Rampa, Maria Sassi, Gianni Vaggi, Chiara Punzo

Economics

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

Development Issues and Tools

- University of Pavia: Pierluigi Valsecchi, Antonio Majocchi
- University of Turin: Giovanni Andornino
- Bethlehem University: Fadi Katttan
- Italian Agency for Development Cooperation: Andrea Merli

- Iniziativa Amotocodie (Paraguay): Benno Glauser
- Graduate Institute (Geneva): Riccardo Bocco, Olivier Jutersonke
- Bocconi University and IUSS: Paolo Graziano
- Experts: Marco Cinquegrana, Luca Fornari, Chris Kalenge

Project Management

- CISP, Rome: Sandro De Luca, Gianluca Falcitelli, Paolo Dieci
- COOPI, Milan: Lorenzo Bianchi, Silvia Favaron, Andrea Mussi
- VIS, Rome: Antonio Raimondi, Ivan Toscano, Nico Lotta
- AIFO: Francesca Ortali, Giampiero Griffo
- ASSIFERO: Carola Carazzone
- University of Urbino: Francesca Declich
- Cecop (European Confederation of Cooperatives): Bruno Roelants and Claudia Sanchez Bajo
- European Disability Forum: Giampiero Griffo
- ActionAid: Luca de Fraia
- Oxfam: Elisa Bacciotti
- Euricse: Carlo Borzaga

Conferences and Training Seminars

- Francesco Rampa, ECDPM Maastricht
- Julia Barrera, World Bank, Rome
- Rolf Traeger, Giovanni Valensisi, UN Conference on Trade and Development-UNCTAD, Geneva
- Rossella Bottone, World Food Program
- Giorgio Andrian, UNESCO expert
- Clara Capelli, African Development Bank
- Stefania Mancini, Fondation Assistance International, Switzerland
- Annalisa Prizzon, ODI U.K.
- Annalisa Primi, OECD Paris
- Granmenos Mastrojeni, Italian Ministry of Foreign Affairs and International Cooperation
- Maja Bucar, University of Ljubljana, Slovenia
- Egidio Dansero, University of Turin
- Emanuela Colombo, UNESCO CHAIR in Energy for Sustainable Development, Politecnico di Milano
- Maria Gallotti, International Labour Organization, Turin
- Renata Targetti Lenti, Gianbattista Parigi -University of Pavia

3. COURSE SYLLABUS MASTER C&D

3.1 PRELIMINARY MODULES

PRELIMINARY 90 hours	P1 Basic economic principles 76h	Microeconomics (Rampa, 22h)	9 ECTS
		Macroeconomics (Sassi, 24h)	
		Tutorials of economics and Quantitative Methods (20 hours)	
	P2 Introduction to the notion of development 26h	Development and demographic indicators (Vaggi, 26h)	3 ECTS

- DURATION: 90 hours
- TERM: FALL (3rd November-16th December)
- EXAM: 9th January 2016
- CREDITS: 12 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 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. Moreover, students will be encouraged to improve their writing and presentation skills through group assignments.

Below is a list of useful references:

- *Principles of Economics*, G. Mankiw, 5th ed., Dryden Press
- *Macroeconomics*, G. Mankiw, 7th ed., Worth Publishers, N.Y., 2010

- *Macroeconomics*, O. Blanchard, 3rd 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

Giorgio Rampa

22 hours

Objectives:

The course aims at providing students with the basic knowledge of microeconomic theory concerning individual choice (consumption and production), information structure, market structure (competition, monopoly, oligopoly), external effects and public goods, and the impact of these elements on welfare and development.

Program (provisional):

- I. *Principles*. (a) Microeconomics: “thoughtful” individual choice; compatibility of individual choices = equilibrium; overall wellbeing = social efficiency. (b) The pillars of individual choice: choice set; choices’ consequences; ordering; constraints; information. (c) Surplus: total vs. average/marginal approach. (d) A basic principle: surplus maximization \Leftrightarrow marginal benefit = marginal cost.
- II. *Consumers’ choice and demand*. (a) Preferences and constraint. (b) Optimal consumer choice. (c) Demand curve and consumer surplus.
- III. *Choice under risk*. (a) Definitions (risk attitudes). (b) Applications (insurance, financial markets)
- IV. *Asymmetric information*. (a) Adverse selection. (b) Moral hazard.
- V. *Production theory*. (a) Costs (total, marginal, average, short/long run). (b) Revenue (total, marginal). (c) Profit maximization and producer surplus
- VI. *Perfect competitive markets*. (a) Supply curve. (b) Market demand and supply, and equilibrium. (c) Efficiency of a competitive market
- VII. *Monopoly*. (a) Monopolist’s choice and social welfare. (b) Price discrimination.
- VIII. *Game theory*. (a) Games and Nash equilibrium. (b) Games and efficiency (prisoner dilemma).
- IX. *Oligopoly*. (a) Cournot. (b) Bertrand. (c) Collusion and efficiency.
- X. *Externalities*. (a) Definition. (b) Efficiency problems. (c) Remedies (Pigou and Coase).
- XI. *Public goods. Conclusions on Microeconomics, Cooperation and Development*

References:

- *Lecture notes released by the lecturer*

P 1.2 MACROECONOMICS

Maria Sassi
22 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. **The Field of Economics:** Defining Economics; The Field of Economics; The Economists' Tool Kit.
- II. **Choices in Production:** Factors of Production; The Production Possibilities Curve; Applications of the Production Possibilities Model.
- III. **Demand and supply:** Demand; Supply; Equilibrium.
- IV. **Macroeconomics: The Big Picture:** Growth of Real GDP and Business Cycles; Price-Level Changes; Unemployment.
- V. **Measuring Total Output and Income:** Measuring Total Output; Measuring Total Income; GDP and Economic Well-Being.
- VI. **Aggregate Demand and Aggregate Supply:** Aggregate Demand and Aggregate Supply: The Long Run and the Short Run; Recessionary and Inflationary Gaps and Long-Run; Macroeconomic Equilibrium.
- VII. **Economic growth:** The Significance of Economic Growth; Growth and the Long-Run Aggregate Supply Curve; Determinants of Economic Growth.
- VIII. **The Nature and Creation of Money:** Definition of Money; The Banking System and Money Creation.
- IX. **Financial Markets and the Economy:** The Bond and Foreign Exchange Markets; Demand, Supply, and Equilibrium in the Money Market; Monetary Policy and the Equation of Exchange.
- X. **Government and Fiscal Policy:** Government and the Economy; The Use of Fiscal Policy to Stabilize the Economy; Issues in Fiscal Policy.
- XI. **Consumption and the Aggregate Expenditures Model:** Determining the Level of Consumption; The Aggregate Expenditures Model; Aggregate Expenditures and Aggregate Demand.
- XII. **Investment and Economic Activity:** The Role and Nature of Investment; Determinants of Investment; Investment and the Economy.
- XIII. **Net Exports and International Finance:** The International Sector; International Finance; Exchange Rate Systems.
- XIV. **Social accounting Matrix:** Composition of a Social Accounting Matrix; Analysis of a Social Accounting Matrix.

References:

- Libby Rittenberg and Timothy Tregarthen (2012) “Principles of Macroeconomics, v. 2.0” <http://2012books.lardbucket.org/pdfs/macroeconomics-principles-v2.0.pdf> (from chapter 1 to chapter 16)
- Clemens Breisinger, Marcelle Thomas and James Thurlow (2009) “Social Accounting Matrices and Multiplier Analysis” <https://www.ifpri.org/publication/social-accounting-matrices-and-multiplier-analysis> (Chapter 1 and 2)

P1.3 TUTORIALS OF ECONOMICS AND QUANTITATIVE METHODS

Chiara Punzo

20 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

P2 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

WORKSHOP UNICAH (28 November-3 December)

UNICAH “Strategic Partnership for the Implementation of the University International Cooperation and Human Action Network” is a EU funded program that involves the University of Pavia as a partner.

In the framework of the UNICAH project, the students of the Master Program C&D will have the chance to attend an intensive program of one week in Pavia together with students from other European universities.

UNICAH WORKSHOP PROGRAM - University of Las Palmas de Gran Canaria (Spain), University of La Sapienza (Italy), University of Pavia (Italy) University Bretagne Sud (France), the Santander Group of Universities and the International Centre for Migrations, Health and Development			
Day	Time	Action	Responsible entity
SU 27/11	Arriving Day		
MO 28/11	10.00 – 10.30	Introduction and Welcome Session. Introduction to the UNICAH PROJECT (aims, consortium, activities, methodology); Workshop Description (Aims, agenda, contents, practical aspects, etc.). Icebreaker and diagnosis activity. UNICAH Workshop Role-play explication and assignment.	All Partners ULPGC
	10.30 – 11.30	Introduction to International Development Cooperation and Humanitarian Action	Josefa de la Rosa, ULPGC
	11.30 – 13.00	Sustainable Development Goals	Gianni Vaggi, UNIPV
	13.00 – 14.30	Lunch break	
	14.30 – 15.30	Introduction on Global Health and Sanitary Cooperation: an introduction to the socio-sanitary world present situation.	Gian Battista Parigi, UNIPV
	15.30 – 17.30	Global Health projects: education in health sciences as a key to sustainability. Practical Case study: Mozambique and the Unizambeze Project. Workshop: Expats Health and multiple trauma care.	Luis Lopez Rivero, ULPGC
	17.30 – 19.00	Group discussion	Students
	19.30 – 21.00	Dinner	
	TU 29/11	9.30 – 11.00	Sharing of Results – Introduction to 2nd day activities
11.00– 13.00		Human development	Enrica Chiappero UNIPV
13.00 – 14.30		Lunch break	
14.30 – 17.30		Introduction to Humanitarian Action. Concepts and Actors. Humanitarian Crisis case study – planning an intervention.	UNIROMA
17.30 – 19.00		Debate and Round Tables	Students
19.30 – 21.00		Dinner	

WE 30/11	9.30 – 10.30	Sharing of Results – Introduction to 3rd day activities	ULPGC
	10.30 – 13.00	Gender and Development	UNIROMA
	13.00 – 14.30	Lunch break	
	14.30 – 19.00	Mediation and Negotiation for Development	USB
	14.30 – 19.00	UNICAH Intermediate Meeting	All partners
	19.30 – 21.00	Dinner	
TH 1/12	09.00 – 10.30	Sharing of Results - Introduction to 4th day activities	ULPGC
	10.00 – 11.00	Current World food crisis	Adriana Andrellucchi,
			UNLPGC
	11.00 – 12.00	Emergency food aid	Maria Sassi, UNIPV
	12.00 – 13.00	Debate and Round Tables	
	13.00 – 14.30	Lunch break	
	14.00 – 19.00	Migration and Human Aid: The Mediterranean Crisis and Asylum Seekers/Sub-saharan Migrations. Role play debate	Jose Ramon Calvo, ICMHD
	19.30 – 21.00	Dinner	
FR 2/12	9.00 – 13.00	UNICAH INFODAY Final round table organized by students	All Partners
	12.00-13.00	Visit to the University	INFOPOINT
	13.00 – 14.30	Lunch break	
	14.30 – 19.00	Concluding Remarks; end of the Workshop.	All Partners
	19.30 – 21.00	Dinner	
SAT 3/12	Leaving Day		

NOHA INTENSIVE PROGRAM (12-16 December)

The University of Pavia is partner of [NOHA-Network on Humanitarian Action](#), an international association of universities that deals with humanitarian action.

The University of Pavia will host this year an Intensive Program for international students. The students of the Master Program C&D will have the chance to attend this intensive program.

12/12/2016 – Emergency, Rehabilitation and Development: lessons learned

9:00-9:30 - Morning Welcome

Introduction Maria Sassi – NOHA director - University of Pavia 10:00 – 12:30 -

Introduction on the LRRD concept and debate Joost Herman (President International NOHA Association) Sandro de Luca (CISP - Director of the Geographic Area Africa)

<p>12/12/2016 - 14:00 - 17:00</p> <p>A learning experience: Tsunami 2004 <u>Agostino Miozzo</u> (ONU)</p>	<p>13/12/2016 - 9:30 - 17:00</p> <p>Protection and LRRD in complex political emergencies <u>Sandro de Luca</u> (CISP - Director of the Geographic Area Africa)</p>
<p>14 /12/2016 - 9:30 - 17:00</p> <p>LRRD, resilience and food security <u>Francesco Slaviero</u> (WFP - PAAAfrica Coordinator)</p>	<p>15/12/2016 - 9:30 - 17:00</p> <p>Disaster Risk Reduction and preparedness in a LRRD perspective <u>Mercedes Aguerre</u> (DRR advisor-COOPI)</p>
<p>16/12/2016 - 14:00 - 17:00</p> <p>Linking relief rehabilitation and development: actors, financing mechanisms and experiences Round Table</p> <p><u>Pietro Sebastiani</u> – Director General – DG for Cooperation and Development – Italian Minister for Foreign Affairs and International Cooperation</p> <p><u>Andrea Senatori</u> –Coordinator – Office VII – Emergency and Fragile States - Italian Agency for Development Cooperation</p> <p><u>Paolo Dieci</u> – President LINK2007</p> <p><u>Antonio Raimondi</u> – Coordinator CINI</p> <p>Chair: <u>Ilaria Poggiolini</u> – ProRector for International Affairs - University of Pavia</p>	

3.2 ECONOMICS MODULE

ECONOMICS 92h	ECO1 Development economics 44h	The evolution of the idea of development (Ricottilli, 10h)	6 ECTS
		Classical foundations of development economics (Ricottilli+Vaggi, 18h)	
		Poverty, inequality and human development (Chiappero, 16h)	
	ECO2 Development policies and current issues 48h	Food security and agricultural development (Sassi, 16h)	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 (10th January – 24th February)
- EXAM: 24th February
- 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 (6th 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

18 hours

Part I: Gianni Vaggi, 8 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.

ECO 1.3 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:

- Botta A., (2016) – “DUTCH DISEASE-CUM-FINANCIALIZATION Booms and External Balance Cycles in Developing Countries”, Forthcoming on *Brazilian Journal of Political Economy*.
- Botta A., Godin A., and Missaglia M., (2016) – “Finance, Foreign (Direct) Investment, and the Dutch Disease. The case of Colombia”, *ECONOMIA POLITICA*, vol. 33 (2), pp. 265 – 289.
- Bresser Pereira C. (2012) – “Structuralist Macroeconomics and the New Developmentalism”, *Brazilian Journal of Political Economy*, vol. 32 (3), pp. 347 – 366.
- Camara Neto A.F., Vernengo M., (2004) – “Fiscal Policy and the Washington Consensus: A post-Keynesian Perspective”, *Journal of post-Keynesian Economics*, vol. 27 (2), pp. 333 – 343.
- 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.
- Ostry J.D., Loungani P., and Furceri D. (2016) – “Neoliberalism: Oversold?”, *Finance and Development* (June 2016), pp. 38 – 41.
- Palma J.G. (2013) – “How the full opening of the capital account to highly liquid financial markets led Latin America to two and a half cycles of Mania, Panic, and Crash”, in Wolfson H.M., and Epstein G.A. (2013) – *The Handbook of Political Economy of Financial Crises*, Oxford University Press, pp 248 - 295.
- 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.

ECO 2.1 FOOD SECURITY AND AGRICULTURAL DEVELOPMENT

Maria Sassi

16 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 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 2.3 – 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 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 the list of external contributions:

- Annalisa Primi, Organisation for Economic Co-operation and Development -OECD Development Centre
- Maria Gallotti, International Labour Organization-ILO
- Annalisa Prizzon, Overseas Development Institute-ODI
- Francesco Rampa, European Centre for Development Policy Management-ECDFM
- Rolf Traeger, Giovanni Valentini, United Nations Conference on Trade and Development –UNTCAD
- Rossella Bottone, World Food Programme-WFP
- Giorgio Andrian, UN Educational, Scientific and Cultural Organization-UNESCO expert
- Clara Capelli, African Development Bank-ADB
- Maja Bucar, University of Ljubjana
- Rien Van Gendt, Van Leer Group Foundation
- Granmenos Mastrojeni, Italian Ministry of Foreign Affairs and International Cooperation
- Emanuela Colombo, Politecnico di Milano
- Gian Battista Parigi, University of Pavia
- Egidio Dansero, University of Turin

3.3 PROJECT MANAGEMENT MODULE

PROJECT MANAGEMENT 135 h	PM1 Global Framework of Development Co-operation 35 h	PM1.1 International Cooperation at a glance 29 h	Development Cooperation: from the early beginning through the International Conferences (Raimondi 10 h)	4 ECTS	
			International Development Cooperation: an overview of the main current trends in the Ages of Sustainability (De Fraia 3h)		
			Current Trends in Emergency and Humanitarian Action (De Luca 10 h)		
			European Policies, strategies and Funds (Bianchi 6h)		
			PM1.2 Actors and Resources for Development Cooperation and humanitarian aid 6 h	Institutional and public resources for international co-operation (Bianchi 6 h)	
	PM2 Major tools for designing, monitoring and evaluating a project 52 h	PM 2.1 PCM and Logical Framework approach 46 h	Intro do the LF approach: the framework, basic principles and use of PCM, Project Formulation, Budgeting (Dieci & Falcitelli 22 h)	8 ECTS	
			Project implementation (Falcitelli 12 h)		
			Monitoring & evaluation (Favaron 12 h)		
		PM 2.2 Emergency and Humanitarian Action in practice 8 h	Humanitarian Crises and Emergency in practice (Mussi 8 h)		
	PM3 Seminars and Workshops 48 h	Development & Human Rights: between theory and practice (Carazzone 8 h)			6 ECTS
IGA and Cooperatives (Sanchez Bajo 4 h)					
Gender and Development (Declich 4 h)					
Cooperation challenges in External Migration Policy (Lotta 4 h)					
Cooperatives in Africa: a research study (Borzaga 3h)					
How to realize advocacy activities (Bacciotti 6h)					
Monitoring, Learning, Impact Evaluation: an Oxfam case study (Bacciotti 3 h)					
How to prepare a full formulation of the Concept Note on vocational training (Toscano 10h)					
Disability, Development and inclusive project design (Griffo/Ortali 6 h)					

DURATION: 135 hours

TERM: WINTER (27th February- 12th April 2017)

EXAM: 19th April (still to be confirmed)

COORDINATOR: Mrs. Maura Viezzoli

ASSISTANT TO COORDINATOR: Mrs. Gabriella Petrina

PM1
GLOBAL FRAMEWORK OF DEVELOPMENT CO-OPERATION
35 hours

PM1.1 International Cooperation at a glance (29 hours)

**DEVELOPMENT COOPERATION: FROM THE BEGINNING THROUGH THE
INTERNATIONAL CONFERENCES**

Antonio Raimondi
10 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. Main actors in Development Cooperation (Governmental, bilateral, multilateral and non Governmental Organizations, Private Donors, Universities)
- III. Main tools of International Cooperation (grants, loans)
- IV. The modern crises of international cooperation
- V. Development aid policies of OECD_DAC donors
- VI. The international Development Path - Rome 2003, Paris 2005, Accra 2008 and Busan 2011: principles and recommendations

References:

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

**INTERNATIONAL DEVELOPMENT COOPERATION: AN OVERVIEW OF THE MAIN
CURRENT TRENDS IN THE AGE OF SUSTAINABILITY**

Luca De Fraia
3 hours

Objectives:

The aim of this module is to give the students an overall view of the challenges that the world of international cooperation is facing due to the establishment of the New Sustainable Development Goals and the Agenda 2030.

Program:

- I. Global Framework of international cooperation: from MDGs to SDGs

- II. New ambitions new financial needs
- III. The Global Governance of international development cooperation
- IV. Emerging players, from BRICS to the private sector
- V. From ODA to the Other Official Flows
- VI. Development Partnerships for Development

References:

- Transforming our world: the 2030 Agenda for sustainable development 2015
- The Addis Abba Action Agenda – 2015
- The Busan global Partnership agreement – 2011
- Proposal for a new European Consensus on Development: our World, our Dignity, our Future - 2016

CURRENT TRENDS IN EMERGENCIES AND HUMANITARIAN ACTION

Sandro De Luca

10 hours

Objectives:

The module intends to give to the students a picture, from a practitioners' perspective, of the evolution of the humanitarian system and landscape during last decades and an understanding of the logic and evolution of standards and processes of the humanitarian action.

Program:

- VII. Current trends and challenges of the humanitarian action
- VIII. The humanitarian environment and its actors: local communities, government institutions, international agencies, mono and multi-mandate organisations
- IX. The humanitarian system and 2016 World Humanitarian Summit.
- X. Humanitarian needs and complex environments: fragile /failed states and humanitarian action
- XI. Standards and processes in humanitarian action

References:

- Global Humanitarian Assistance - Report 2016
<http://www.globalhumanitarianassistance.org/wp-content/uploads/2016/07/GHA-report-2016-full-report.pdf>
- ACAPS - Crisis Overview 2016: Humanitarian Trends and Risks for 2017
<https://www.acaps.org/special-report/crisis-overview-2016-humanitarian-trends-and-risks-2017>
- The Sphere Handbook and Humanitarian Charter, 2011
<http://www.sphereproject.org/resources/download-publications/?search=1&keywords=&language=English&category=22>
- Minimum Standards for Education: Preparedness, Response, Recovery by the Inter-Agency Network for Education in Emergencies (INEE).
http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1012/INEE_GuideBook_EN_2012%20LoRes.pdf
- Livestock Emergency Guidelines and Standards (LEGS) <http://www.livestock-emergency.net/resources/download-legs/>

- Minimum Economic Recovery Standards, by the Small Enterprise Education and Promotion (SEEP) Network
http://www.seepnetwork.org/filebin/Minimum_Econ_Recovery_Standards2_web.pdf
- ☑ Minimum Standard for Child Protection in Humanitarian Action (2012)
<http://cpwg.net/?get=006914%7C2014/03/CP-Minimum-Standards-English-2013.pdf>
- Using the Sphere Standards in Urban Settings
<http://www.sphereproject.org/silo/files/using-the-sphere-standards-in-urban-settings.pdf>
- Sphere standards in national humanitarian response Engaging with National Disaster Management Authorities <http://www.sphereproject.org/silo/files/sphere-standards-in-national-humanitarian-response.pdf>
- Buchanan-Smith, M., Cosgrave J. and Warner , A. ALNAP Evaluation of Humanitarian Action Guide, 2016 <http://www.alnap.org/resource/23592.aspx>
- <https://www.worldhumanitariansummit.org>
- One humanity: shared responsibility. Report of the Secretary-General for the World Humanitarian Summit, 2016
<https://consultations.worldhumanitariansummit.org/bitcache/e49881ca33e3740b5f37162857cedc92c7c1e354?vid=569103&disposition=inline&op=view>
- States of Fragility 2016: Understanding Violence, OECD 2016 <http://www.oecd-ilibrary.org/docserver/download/4316101e.pdf?expires=1486831312&id=id&accname=guest&checksum=7B741244F4ACD23A6530354ECE340D69>
- Sarah Collinson, Samir Elhawary, Robert Muggah, States of fragility: stabilization and its implications for humanitarian action, HPG Working Paper, May 2010
<https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/5978.pdf>
- Jan Egeland, Adele Harmer and Abby Stoddard, To Stay and Deliver. Good practice for humanitarians in complex security environments, OCHA 2011
https://docs.unocha.org/sites/dms/Documents/Stay_and_Deliver.pdf
- B. Ramalingam (et al.) Exploring the science of complexity: Ideas and implications for development and humanitarian efforts, ODI Working Papers 285, 2008
<https://www.odi.org/publications/583-science-complexity>
- Christina Bennett, Time to Let Go: Remaking Humanitarian Action for the Modern Era, ODI HPG 2016 <https://www.odi.org/sites/odi.org.uk/files/resource-documents/10422.pdf>

EUROPEAN POLICIES, STRATEGIES AND FUNDS

Lorenzo Bianchi Carnevale

6 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.

Program:

- I. EU development cooperation policy and external aid management.
- II. 2014-2020: financial instruments and thematic programmes
- III. The EU system of calls for proposals

References: to be indicated

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

INSTITUTIONAL AND PUBLIC RESOURCES FOR INTERNATIONAL CO-OPERATION

Lorenzo Bianchi Carnevale

6 hours

Objectives:

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 Italian Ministry of Foreign Affairs and Development Cooperation and the Italian Agency for Development Cooperation
- II. WFP and UNHCR, policies and way of working

References: to be indicated

PM2

MAJOR TOOLS FOR DESIGNING, MONITORING AND EVALUATING A PROJECT

52 hours

PM2.1 PCM and Logical Framework Approach (46 hours)

**INTRO TO PCM AND LF APPROACH: THE FRAMEWORK, BASIC PRINCIPLES AND
USE OF PCM, PROJECT FORMULATION, BUDGETING**

Paolo Dieci, Gianluca Falcitelli

22 hours

Objectives:

To familiarise the students with the conceptual and practical dimensions of the PCM and to frame PCM in the current debate on accountability

To provide the students with essential skills to formulate a project proposal as per internationally recognised standards

To highlight the conceptual and practical interrelations between the PCM components
To familiarize the students with methods and practices about how to allocate resources for project activities implementation and how to prepare a project budget.

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. How to identify and plan the use of different resources for different kind of project activities
- IX. Methods for preparing projects' budgets according to different budget schemes and formats

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

PROJECT IMPLEMENTATION

Gianluca Falcitelli

12 hours

Objectives:

The aim of the course is to give a clear and complete picture about how a cooperation project can be correctly implemented and properly managed, along its full cycle. Emphasis will be given to the practical aspects of the project implementation and operational management, starting from the preliminary organizational and logistical aspects before the starting of the project, going through the practical operational arrangements on the spot, preliminary studies and planning, and looking to the practical aspects of activities' implementation.

Program:

- I. Preliminary preparatory operations
- II. Staff Selection and recruitment , Logistics, Legal and administrative issues; Internal work organization & communication flows
- III. Preliminary assessment and operational planning
- IV. Preliminary needs re-assessment; Re-assessment outputs: General Plan of Operation (Masterplan) and Operational Plans
- V. Activities organization and management
- VI. General aims and methods & Beneficiaries
- VII. Activities: Technical assistance; Training activities; Community based activities; Purchase / distribution of goods and civil works; Researches and studies; Visibility activities; Others
- VIII. External Relationships during project management
- IX. Reporting

References:

- Some readings will be provided in advance as background documents for the group works, such as a Project Document (whose logframe will be developed as exercise), as well as context documents related to the Project to be worked out as exercise..

MONITORING AND EVALUATION

Silvia Favaron

12 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
- 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,2006http://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

PM2.2 Emergency and Humanitarian Action in practice (8 hours)**HUMANITARIAN CRISES AND EMERGENCY PROGRAMS**

Andrea Mussi

8 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. Rapid Needs Assessment and Project Planning in emergency situations
- II. Practical methodologies and practical simulations
- III. Humanitarian Aid: Which are the most relevant donors? A specific focus on the European Commission Humanitarian Office (ECHO), The USA Office for Foreign Disaster Assistance (OFDA), UK Department for International Development (DFID), United Nation Agencies, Clusters Coordination System.
- IV. Focus on UNICEF as one of the most important donors in emergency response.
- V. UNICEF: how to prepare and submit a project proposal. Practical simulation foreseen

References:

- OCHA_SF 2014-2017 Strategic Plan
- MIRA https://www.humanitarianresponse.info/en/system/files/documents/files/mira_revised_2015_en_1.pdf
- UNICEF_Strategic_Plan_2014-2017
http://www.unicef.org/strategicplan/files/UNICEF_Strategic_Plan_2014-2017_e-version.pdf
- UNICEF_CS0 procedures
http://www.unicef.org/about/partnerships/index_81428.html
- IASC_Humanitarian Needs Overview
- IASC_Emergency Preparedness and Response Handbook
https://www.humanitarianresponse.info/system/files/documents/files/Emergency_preparedness_guidance-24Oct2014.pdf
- USAID_Policy Framework 2011-2015
<https://www.usaid.gov/sites/default/files/documents/1870/USAID%20Policy%20Framework%202011-2015.PDF>
- Participatory Development Methods
<http://repiica.iica.int/docs/B1013I/B1013I.pdf>

PM3**SEMINARS AND WORKSHOPS (48 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
- 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

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

IGAA AND COOPERATIVES

Claudia Sanchez Bajo

4 hours

Objectives:

This course is an introduction to income generating activities and cooperative enterprises with their potential and challenges for local and community development. It aims to build students' appreciation of practical models and incubation strategies for economic and social development. A combination of lectures, readings, case studies and discussion will guide students in their learning process.

Program:

- I. Introduction to the key concepts: IGA, livelihood, cooperatives and other participative enterprises as well as social and solidarity economy.
- II. Incubation of IGAA with a comparison of different methodologies and examples of activities and sectors.
- III. Introduction to incubation, start-ups, planning and risks.

References:Main Texts:

- Sanchez Bajo, C. & Roelants, B (2013). Capital and the Debt trap: learning from cooperatives in the global crisis, Palgrave MacMillan, only chapters 4 and 5.
- Second text: UN CSOC D51 Promoting empowerment of people in achieving poverty.
- https://www.un-ngls.org/IMG/pdf/CsocD_report.pdf

Income Generating Activities:

- RIGA: visit <http://www.fao.org/economic/riga/rural-income-generating-activities/en/>
- RIGA 2007 assessment at <http://www.fao.org/3/a-ai195e.pdf>

Case studies:

- Rwanda and agriculture. Tumukunde, Shukla and Mbabazi (2015) Comparative Study of the Factors affecting Sustainability of Agricultural Cooperatives in

Rwanda, case study of Two Rice Farmers Cooperatives of the Southern Zone, Asian Journal of Research in Business Economics and Management, Vol. 5, No. 12, December 2015, pp. 29-60. <https://www.aijsh.com/shop/articlepdf/2015/12/14489388533%20abstract.pdf>

- Arts in the US. Phillips, R. (2004) Artful business: Using the arts for community economic development, Community Development Journal Vol 39(2), April: 112–122, <https://www.creativecity.ca/database/files/library/artfulbusiness.pdf>
- Women in India. SEWA (2013) Annual Report, India. Sewa means 'Self Employed Women's Association'. http://www.sewa.org/pdf/Sewa_Annual_Report.pdf
- Cooperatives and Women: Promoting Self-Empowerment <http://uncoopsyear.wordpress.com/2012/04/18/cooperatives-and-women-promoting-self-empowerment/>
- Social Cooperatives in Italy. Thomas, A. (2004) The Rise of Social Cooperatives in Italy, Voluntas: International Journal of Voluntary and Nonprofit Organizations Vol. 15, No. 3, September: 243-263. <http://staging.community-wealth.org/sites/clone.community-wealth.org/files/downloads/article-thomas.pdf>

Incubation Models

- UK. Lowres (2012) How to set up a workers' coop. Third edition, UK <http://radicalroutes.org.uk/publicdownloads/setupaworkerscoop-lowres.pdf>
- Canada. Emmanuel, J. & Cayo, L. (2007) Effective practices in starting co-ops. New Rochdale Press
- Brazil. de Britto Pires, A.M., Carvalho de França Filho, G. & Prates Leal, L. (2010) Incubation of Local Solidarity Based Economy Networks: a Brazilian innovative experience, paper S4.4 presented at the Triple Helix Conference, University of Amsterdam.
- http://leydesdorff.net/th8/TRIPLE%20HELIX%20-%20VIII%20CONFERENCE/PROCEEDINGS/0081_Pires_Ana_O-117/O117.pdf
- Brazil University Incubator. Federal University of Rio de Janeiro, Technological Incubator for Popular Cooperatives at the Engineering Post-graduate and Research Coordination, website link at <http://www.itcp.coppe.ufrj.br/ingles.php>
- Youth in Lesotho, Tanzania. ILO 2012 Information Note 'A better future for young people, what cooperatives can offer'; http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ed_emp_msu/documents/publication/wcms_195535.pdf
- Video Webinar 04/16/2015 Creative Application of Co-op Business Models, featuring the Co-op Professionals Group at https://www.youtube.com/watch?v=7BrVJCXo2Ag&feature=youtu.be&list=PLV OzYgqtXlubMWTXxo11Q_GZPvh-PaYHJ

COOPERATION CHALLENGES IN EXTERNAL MIGRATION POLICY

Nico Lotta

4 hours

Objectives:

The course aims at promoting the strengthening of knowledge and competences on the subject of migration and actions in development cooperation, by presenting the main international existing strategies and concrete models of interventions currently in implementation in target areas. A specific focus will be given to the synergy between

migration and development and the key role that CSOs may play in the framework of the migration issue.

Program:

- V. strategies and processes to address migration in all its dimensions;
- VI. actions to tackle root causes of migration;
- VII. channels for legal migration and regional/international mobility;
- VIII. international protection for migrants and asylum seekers;
- IX. prevention of irregular migration (migrant smuggling and human trafficking)

References:

- Human Development Report 2016. 'Human Development for Everyone' – UNDP, NY
- Human Development Report 2015. 'Work for Human Development' – UNDP, NY
- Transforming our World: the 2030 Agenda for Sustainable Development - Resolution adopted by the General Assembly on 25 September 2015
- An Economy For The 99% – Oxfam Briefing Paper 2017
- Investments to end Poverty – Development Initiatives, Bristol 2013
- UNHCR Global Trends – Forced Displaced in 2015.
- UNDESA, Population Division – World Population Prospects: The 2015 Revision
- International Migration and Development (A/60/871), May 2006 – UN General Assembly. Report of the Secretary-General
- International Migration and Development (A/68/190), July 2013 – UN General Assembly. Report of the Secretary-General
- UNODOC – Global Report on Trafficking in Persons 2016
- Migration and Remittances Factbook 2016 – World Bank Group
- Communication from European Commission - A Decent Life for All: From vision to collective action. COM (214) 335, June 2014
- Valletta Summit on Migration, November 2015 – Political declaration. Action Plan
- A European Agenda on Migration, May 2015 - Communication from the EC to the European Parliament, the Council, the European economic and social committee and the committee of the regions
- New York Declaration for Refugees and Migrants (A/71/L.1), September 2016– UN General Assembly Seventy-first session.

LEARNING HOW CHANGE HAPPENS – A REVIEW ON HOW MEAL PROCESSES ARE APPLIED TO ADVOCACY AND CAMPAIGNS

Elisa Bacciotti

3 hours

Objectives:

The course aims at understanding how monitoring, evaluation, accountability and learning processes are applied to advocacy and campaign work, and how MEAL is factored in the campaigning cycle. This will be done both looking at examples coming from Oxfam's current and past work, both through a review of different CSOs campaigns' assessments compiled in recent years

Program:

- I. MEAL and applied to influencing work: tools and methods

- II. How to measure impact? Some tools
- III. Examples from Oxfam and other CSOs campaigning work

References:

- Brendan Cox, Campaigning for International Justice, 2011

BEING CHANGE AGENTS – ADVOCACY, CAMPAIGN AND INFLUENCING WORK

Elisa Bacciotti

6 hours

Objectives:

The course aims to give participants an introductory overview on how to design and implement influencing and advocacy activities to achieve policy and practice change.

Program:

- I. How to plan a campaign: SWOT, PEST and Theory of Change
- II. From research to policy development –
- III. Lobby, advocacy and influencing work – strategies and tools

References:

- Chris Rose, How to Win Campaigns – Communications for Change, Routledge, 2010
- Davide Cavazza (a cura di), Campagne per le organizzazioni no profit – 7 regole per i manager del cambiamento, ASVI/EMI 2006

HOW TO PREPARE A FULL FORMULATION OF THE CONCEPT NOTE ON VOCATIONAL TRAINING

Ivan Toscano

10 hours

Objectives:

The module intends to explain PCM approach focusing on the formulation of EU projects (concept notes and full applications): it is a practical exercise where theoretical assumptions are put in practice. Every step will be explained with examples of approved proposals and discussed in working groups and question and answer sessions.

All the study cases are related to international development projects in the field of vocational training, by focusing the “paradigmatic shift” from TVET - Technical and Vocational Education and Training to TVSD - Technical and Vocational Skills Development.

TVSD shall find an absolutely primary dimension in the international post-2015 agenda, after being culpably overlooked in the Millennium Development Goals. It represents a “connection sector” between on one hand the national social and economic policies based on the labour market development and, on the other hand, the strategies in the education sector (primary, secondary and tertiary). Under a mere project-based approach, the shift from TVET to TVSD has a tremendous impact on how EU NGOs plan and formulate their projects in the field of vocational training.

The module will schedule e-learning collaborative sessions, where participants can discuss in more detail and depth, supervised by the teacher, the practical exercises proposed in classroom.

Program:

- I. EU two-step Application procedure: the concept note and the full application form
- II. The structure and the rationale behind the adoption of the concept note
- III. PCM – from programming to identification and formulation: steps, project elements and tools to be performed to prepare a successful concept note:
 - A. Relevance and consistence with EU/national strategies VS Relevance
 - B. Background analysis VS coherent, relevant and effective project strategy
 - C. Beneficiaries and target groups VS added values and differentiated approaches
 - D. Transversal added values
 - E. Strategy of intervention + preparatory activities VS Description of the action
- IV. The full application form: structure, added value and project tips
- V. Vocational training and employment in the context of sustainable development and poverty reduction: The Impact of the EU and international approach to VET at International level: from the Lisbon strategy to the Shanghai Consensus
- VI. The “paradigmatic shift” from TVET - Technical and Vocational Education and Training to TVSD - Technical and Vocational Skills Development through a project planning approach: rationale and added values
- VII. The core elements of the TVSD Approach: Integrated and partnership governance, information, school to work transition, Diversification of training and employable oriented services
- VIII. TVET Planning strategy VS TVSD Planning strategy: a project-based approach
- IX. TVSD: best practices and case studies

References:

- EC – Aid Delivery Methods – Vol. 1: Project Cycle management guidelines, 2004
- GIZ, Developing a Project Concept Note Practical Manual
- 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
- 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)
- Skilling Africa: The Paradigm Shift to Technical and Vocational Skills Development (ADEA – 2014)
- Position Paper VIS-TVSD
<http://www.volint.it/vis/files/Position%20Paper%20VIS-SCTP.pdf>

DISABILITY, DEVELOPMENT AND INCLUSIVE DESIGN

Giampiero Griffo

6 hours

Objectives:

Inform about the UNCRPD approach on disability, centered on human right approach, and the changement in the international cooperation related to persons with disabilities (2 h); discuss specific issues related to disability in the field of emergency action on disaster (art. 11) (2h) and as develop an inclusive project plan (2h, this part is presented by Francesca Ortali from AIFO)

Program:

- X. UNCRPD and human rights for persons with disabilities
- XI. International cooperation and disability
- XII. Some experiences of appropriate practices
- XIII. Preparedness and action in case of natural and manmade disaster including persons with disabilities (art 11 of UNCRPD)
- XIV. Planning a project including persons with disabilities
- XV. Some experiences appropriate practices

References:

- UNCRPD
- MAECI action plan on international cooperation and disability
- UN and EU documents on international cooperation, development and disability
- International documents of Emergency and disability

WEB SITES REFERENCES FOR PROJECT MANAGEMENT

www.developmentofpeoples.org
www.coopi.org
www.volint.it
www.ri.org
www.afdb.org
www.assifero.org
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/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
www.cyted.org
www.ihrnetwork.org
www.ohchr.org

3.4 DEVELOPMENT ISSUES AND TOOLS

DEVELOPMENT ISSUES AND TOOLS 98 hours	DEV1 Current development issues 48h	China's re-emergence as a global actor and its impact on the international aid system (Andornino, 10)	6 ECTS
		Hot issues in contemporary Africa (Valsecchi, 8h)	
		Dealing with the Past, Transitional Justice and Development. Comparative perspectives between Africa and Latin America (Bocco, 10h)	
		Peacemaking in the Middle East: selected experiences (Merli, 10h)	
		Anthropological perspectives, interculturality and the processes of life and development (Glauser, 10h)	
	DEV2 Instruments for research, policy analysis and management 50h	Public policy analysis (Graziano, 12h)	6 ECTS
		Undertaking Social Research in Development Studies: Methods, Approaches, Applications (Jutersonke, 14h)	
		Thesis writing workshop (Kalenge, 4h)	
		Developing effective teamwork (Fornari-Cinquegrana, 4h)	
		Financial Accounting for no-profit organizations (Majocchi-Kattan, 16h)	

TERM: WINTER (27th April – 14st June)

EXAM: 14st June 2017 (to be confirmed)

CREDITS: 12 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 “Current Development Issues” section (DEV1) will explore the development processes occurring in different areas of the world (Africa, Middle East, China, Latin America), with a focus on selected regional cross-cutting issues.

The DEV2 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. Soft skills like the ability in working in intercultural environments will be also dealt with.

DEV 1.1 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

DEV 1.2 HOT ISSUES IN CONTEMPORARY AFRICA

Pierluigi Valsecchi

Note: program to be confirmed

Objectives:

After providing an overview of some crucial themes concerning politics and society in contemporary Sub-Saharan African States, the course will focus on current processes of state-building, crises and conflicts in a selected number of African countries and regions. The 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. State, Institutions, External Influence and the Challenges to Democratic Reform
- II. The Politics (and Conflicts) of Land and Resources
- III. International and Internal Wars: Formal and Informal
- IV. West African States: Areas of Growth, Areas of Conflict, Religious Divide, Migration, Pandemics

References:

One of the following volumes:

- P. Nugent, *Africa since Independence*, New York, Palgrave Macmillan, 2004

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

- 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

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

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

DEV 1.3 DEALING WITH THE PAST, TRANSITIONAL JUSTICE AND DEVELOPMENT: COMPARATIVE PERSPECTIVES BETWEEN AFRICA AND LATIN AMERICA

Riccardo Bocco

10 hours

Objectives:

This module tackles different patterns of political transition set in place during the second half of the XXth century, in three main types of contexts which follow dictatorships, civil wars and genocide. The course will focus in particular 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. Dealing with the Past: International Law and Policy Challenges
- II. International aid and development in the aftermath of the Cold War.
- III. From Authoritarianism to Democracy: (re)constructing National Identity and Institutions in Argentina and Chile.
- IV. Violence, Memory and 'Dealing with the Past'. Socio-political issues at stake in the aftermath of a genocide: the case of Rwanda.
- V. Transitional Justice and Development after civil wars: 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.
- BUCKLEY-ZISTEL, S., 2009, 'Nation, narration, unification? The politics of history teaching after the Rwandan genocide', in: Journal of Genocide Research, vol. 11, no. 1, p. 31-53.
- BURT, J.-M., 2010, Political Violence and the Authoritarian State in Peru: Silencing Civil Society. New York, Palgrave Macmillan.
- CLARK, P., 2014, 'Negotiating reconciliation in Rwanda: Popular challenges to the official discourse of post-genocide national unity', Journal of Intervention and Statebuilding, vol. 8, n°4, p. 303-320.
- COBIAN, R.A. & REATEGUI, F., 2009, « Toward Systemic Social Transformation : Truth Commissions and Development », in : Transitional Justice and Development, P. De Greiff & R. Duthie (eds.), New York, Social Science Research Council, pp. 142-169.
- DENISSEN, M., 2010, "Reintegrating Ex-combatants into Civilian Life: The Case of the Paramilitaries in Colombia", in: Peace and Change, vol.35, n°2, pp. 328- 352.
- GREADY, P., 2010 "You're either with us or against us': Civil society and policy making in post-genocide Rwanda', in: African Affairs, vol. 109, n°437, p. 637-657.
- HAYNER, P., 2011, Unspeakable Truths. Transitional Justice and the Challenge of Truth Commissions. London, Routledge, 2nd edition.
- HINTON, A. L., 2010 'Introduction: Toward an Anthropology of Transitional Justice', in: Transitional Justice: Global Mechanisms and Local Realities after Genocide and Mass Violence, London, Rutgers University Press.
- KAPLAN, O. and NUSSIO, E., 2015, "Community Counts: The Social Reintegration of Ex-combatants in Colombia", in: Conflict Management and Peace Science, pp.1-22.
- LA ROSA, M. J. and MEJIA, G. R., 2012, Colombia. A Concise Contemporary History. New York, Rowman & Littlefield Publ.
- LESSA, F. & DRULIOLLE, V. (eds.), 2011, The Memory of State Terrorism in the Southern Cone. New York, Palgrave Macmillan.
- PETERSEN, S. S., SAMSET, I., and WANG, V., 2009, 'Foreign aid to Transitional Justice: The cases of Rwanda and Guatemala, 1995-2005', in Ambos, K., Large, J. and Wierda, M. (eds.), Building a Future on Peace and Justice: Studies in Transitional Justice, Conflict Resolution and Development. Berlin, Springer, pp.439-467.
- THOMSON, S., 2011, 'The Darker Side of Transitional Justice: The Power dynamics behind Rwanda's Gacaca courts', in: Africa, vol. 81, n°3, p. 373-390

DEV 1.4 PEACEMAKING IN THE MIDDLE EAST: SELECTED EXPERIENCES

Andrea Merli

10 hours

Note: program to be confirmed

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

DEV 1.5 ANTHROPOLOGICAL PERSPECTIVES, INTERCULTURALITY AND THE PROCESSES OF LIFE AND DEVELOPMENT

Benno Glauser

10 hours

Objectives:

The classes explore and develop cognitive concepts for an understanding of complex situations in present-day reality, particularly in the context of conflictive intercultural scenarios and processes. To do so they draw from current anthropological and interdisciplinary research, from concrete experiences and learning in grassroots projects and cooperation fieldwork, from selected theoretical texts and from case descriptions. Special attention is given to possible missing, or currently underrated but relevant questions and issues.

The objective is, beyond the possibility of new perceptions and a wider understanding, to provide students with guidance for defining their own views, criteria and standpoints when involving themselves in work concerned with collective life processes in intercultural situations and in the concrete practice of development cooperation.

Program:

Analysis of the transformation processes of the Paraguayan Chaco during the last decades, and of practical experiences in grassroots work (with communities, indigenous peoples and selected population groups, participatory research and projects, definition and application of public policy and legal frames, advocacy and defence of human rights, political situation analysis). Complementary study of selected cases.

Explored themes and cognitive concepts include –among others: culture; identity of cultural groups; the role of locality, rootedness and tradition; cultural diversity; epistemological diversity; the understanding of nature and different ways to relate to

nature, and its political consequences; proportionality; indigeneity; social texture, collective narrative and awareness; the role of initiative and intentionality.

Tools introduced and used include process oriented approach, field perception, and mapping.

References:

Preliminary readings:

- 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. Also in (German version): Nachhaltige Entwicklung des Gran Chaco..., Evang. Akademie, Bad Boll (Germany), Nov. 1996, ISSN 0170-5970. - (read/ downloaded at <http://www.bennoglauser.me/2012/03/17/the-chaco-long-term-sustainability/?lang=en>)
- "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)

Reading for wider context:

- Cayley, David, ed.: "The Rivers North of the Future – The Testament of Ivan Illich", The House of Anansi Press Inc., Toronto 2005, ISBN 978-0-88784-714-1. ("Contingency I/II")
- Sachs, Wolfgang, ed. "The Development Dictionary: A Guide to Knowledge as Power", Zed Books London /New York, 2010.
- Esteva, Gustavo (Interview with)- The Society of the Different- Four interviews conducted and edited by [Nic Paget-Clarke](#) for In Motion Magazine on September 6 and 7, 2005 in Oaxaca, Oaxaca, Mexico. – (Can be accessed at <http://www.inmotionmagazine.com/qanda/qanda.html>)
- Feyerabend, Paul: "Conquest of Abundance: a tale of abstraction versus the richness of being", The University of Chicago Press, Paris and London, 1999. ISBN 0-226-24533-0. (chapters 1 to 3).
- Eliade, Mircea: "The Sacred and the Profane: The Nature of Religion", (trans. Willard R. Trask), Harper Torchbooks, New York, 1961 (Introduction)

Bibliography for the classes

Thematic reference materials and short texts will be circulated before classes, or recommended and/or handed out during the classes.

DEV 2.1 PUBLIC POLICY ANALYSYS

Paolo Graziano

12 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:

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

DEV 2.2 UNDERTAKING SOCIAL RESEARCH IN DEVELOPMENT STUDIES: METHODS, APPROACHES, APPLICATIONS

Oliver Jütersonke

14 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 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 eight sessions, combining lectures, class discussions and group exercises.

- I. Introductions and course overview; situating the research: disciplines, debates, and sources
- II. Language, concepts, and research objectives

- III. Research design: questions, cases, and samples
- IV. Accessing the field and observing social settings: ethical and practical considerations
- V. Talking to people: interviews, group discussions, and surveys
- VI. Notes, transcripts, and memos: coding and analysis
- VII. Logos, ethos and pathos: wiring and argumentation styles
- VIII. 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.

- John Harriss, "The Case for Cross-Disciplinary Approaches in International Development", *World Development* 30:3 (2002), 487-96.
- Cameron G. Thies, "A Pragmatic Guide to Qualitative Historical Analysis in the Study of International Relations", *International Studies Perspectives* 3 (2002), 351-372.
- Jeffrey Kaufmann, "The Informant as Resolute Overseer", *History in Africa* 29 (2002), 231-55.
- Joseph C. Hermanowicz, "The Great Interview: 25 Strategies for Studying People in Bed", *Qualitative Sociology* 25:4 (2002), 479-499.
- David L. Morgan, "Focus Groups", *Annual Review of Sociology* 22 (1996), 129-52.
- 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), 829-35. 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.

DEV 2.3 DEVELOPING EFFECTIVE TEAMWORK

Luca Fornari, Marco Cinquegrana

4 hours

Objectives:

Being a member of a group can be a rich experience. In the development field some goals are achievable only through teamwork and cooperation of all members and stakeholders of the projects; at the same time this can be a struggling experience for team members. Team dynamics play a definitive role in fulfilling group objectives, yet they can be at same time an evolving and a rough experience, as they are sometimes led by disruptive forces. Why is that? What can we do about it?

Program:

Through this short seminar facilitators will introduce the concept of team stages (Tuckman, 1965) and group forces (Berne 1963).

After a short presentation participants will have a chance to reflect on previous group experiences, identifying group stages, the underlying group needs and how a leaders and members can support team development.

DEV 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

DEV 2.4 FINANCIAL ACCOUNTING

Antonio Majocchi and Fadi Kattan

16 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>

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, Development Issues and Tools, 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, Development Issues and Tools, 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 Development Issues and Tools) 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, Development Issues and Tools, 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 2016 at the school's secretariat cdn@unipv.it

Final submission (in electronic format): the final thesis is due by mid December 2016 at the school's secretariat 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 2017. 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. Maria Benotti
cdn@unipv.it

Cooperation and Development Network

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Piazza della Vittoria, 1527100 Pavia, Italy
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ANNEX 1: CURRICULUM

PRELIMINARY 90 hours	P1 Basic economic principles 64h	Microeconomics (Rampa, 22h)	9 ECTS
		Macroeconomics (Sassi, 22h)	
Tutorials of economics and principles of Quantitative Methods (Punzo, 20h)			
	P2 Introduction to the notion of development 26h	A map of the world: development and demographic indicators (Vaggi, 26h)	3 ECTS
ECONOMICS 92 hours	ECO1 Development economics 44h	The evolution of the idea of development (Ricottilli, 10h)	6 ECTS
		Classical foundations of development economics (Ricottilli+Vaggi, 18h)	
		Poverty, inequality and human development (Chiappero, 16h)	
	ECO2 Development policies and current issues 48h	Food security and agricultural development (Sassi, 16h)	6 ECTS
		Development Trajectories: a comparative analysis between alternative development processes (Botta 16h)	
		From financial crisis to finance for development (Vaggi+Petrina, 16h)	
HOT ISSUES in the global agenda- the voice of UN agencies and international experts (60 hours)	Annalisa Primi (OECD Development Centre)	5 ECTS	
	Rossella Bottone (World Food Program)		
	Maria Gallotti (ILO)		
	Rolf Traeger (United Nations Conference on Trade and Development -UNCTAD)		
	Francesco Rampa (European Centre for Development Policy Management)		
	Annalisa Prizzon (Overseas Development Institute-ODI)		
	Rien Van Gendt (Van Leer Group Foundation)		
	Granmenos Mastrojeni (Italian Ministry of Foreign Affairs and International Cooperation)		
	Giovanni Valensisi United Nations Conference on Trade and Development -UNCTAD		
	Gian Battista Parigi: Global Health (University of Pavia)		
	Egidio Dansero: A geographical perspective for development cooperation (University of Turin)		
	Giorgio Andrian (UNESCO expert)		
	Clara Capelli (African Development Bank)		
	Maja Bucar (University of Ljubjana)		
Emanuela Colombo: Global energy challenges and sustainable development (Politecnico di Milano)			

PROJECT MANAGEMENT 135 hours	PM1 GLOBAL FRAMEWORK OF DEVELOPMENT COOPERATION 35h	Development cooperation: from the early beginning through the international conferences (Raimondi, 10h)	4 ECTS
		International development cooperation: an overview of the main current trends in the ages of sustainability (De Fraia, 3h)	
		Current trends in emergency and humanitarian action (De Luca, 10h)	
		European policies, strategies and funds (Bianchi, 6h)	
		Institutional and public resources for international cooperation (Bianchi, 6h)	
	PM2 Major tools for designing, implementing, monitoring and evaluating a project 52h	Intro to the Logical Framework approach: the framework, basic principles and use of PCM, project formulation, budgeting (Dieci-Falcitelli, 22h)	9 ECTS
		Project implementation (Falcitelli, 12h)	
		Monitoring & Evaluation (Favaron, 12h)	
		Humanitarian crises and emergency in practice (Mussi, 8h)	
	PM3 Seminars and workshops	Development & human rights: between theory and practice (Carazzanoe, 8h)	6 ECTS
		IGA and cooperatives (Sanchez Bajo, 4h)	
		Gender and Development (Declich, 4h)	
		Cooperation challenges in External migration policy (Lotta, 4h)	
Cooperatives in Africa: a research study (Borzaga, 3h)			
How to realize advocacy activities (Bacciotti, 6h)			
Monitoring, learning, impact evaluation: an Oxfam case study (Bacciotti, 3h)			
How to prepare a full formulation of the concept note on vocational training (Toscano, 10h)			
Disability, development and inclusive project design (Griffo-Ortali, 6h)			
DEVELOPMENT ISSUES AND TOOLS 98 hours	DEV1 Current Development issues 48h	China's re-emergence as a global actor and its impact on the international aid system (Andornino, 10h)	6 ECTS
		Hot issues in contemporary Africa (Valsecchi 8h)	
		Peacemaking in the Middle East: selected experiences (Merli, 10h)	
		Dealing with the Past, Transitional Justice and Development. Comparative perspectives between Africa and Latin America (Bocco, 10h)	
		Anthropological perspectives, interculturality and the processes of life and development (Glauser, 10h)	
	DEV2	Public policy analysis (Graziano, 12h)	6 ECTS

	Instruments for research, policy analysis and management 50h	Undertaking Social Research in Development Studies: Methods, Approaches, Applications (Jutersonke, 14h)	
		Thesis writing workshop (Kalenge, 4h)	
		Developing effective teamwork (Fornari-Cinquegrana, 4h)	
		Financial Accounting for no-profit organizations (Majocchi+Kattan, 16h)	
INTERNSHIP			10 ECTS
THESIS			5 ECTS
TOTAL			75 ECTS