Master in Cooperation and Development (C&D) Pavia

Student Guide

With the financial support of:
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 400 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/

From September 2005 the Master in Cooperation and Development (MICAD) started at Bethlehem University. MICAD is a multi-disciplinary program focusing on the academic and technical skills that make up the bricks for building different kinds of development projects in Palestine and the Middle East. The Master in Cooperation and Development in Bethlehem (MICAD) 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.

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

Starting from 2012, the Master in International Cooperation and Development (MICD) is offered jointly by Mid-western University (MU) and the International School of Advanced Studies (ISAS), in academic and technical cooperation with the University of Pavia in Italy, the University Institute for Advanced Studies (IUSS) and the Cooperation and Development Network of Pavia (CDN). MICD is a two year post-graduate and multi-disciplinary program aiming to provide students with competencies and skills necessary to contribute to a varied area for development and humanitarian response in Nepal and in the International scenario.

Nairobi, Kenya – Master of Economics (Cooperation and Human Development)  
https://www.facebook.com/master.mecohd/

The Master of Economics (Cooperation and Human Development) (MECOHD) started at Kenyatta University in Nairobi-Kenya in 2013. The local partner institutions are CISP, the United Nation Development Program and the Tangaza College, Nairobi. The two year 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 strong component of research activities required for the final thesis; 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 to a maximum of 35 students yearly. It is structured through evening classes and week ends,
1.2 CDN MISSION

Cooperation and Development Network (CDN) mission is to promote and strengthen a network of higher and post graduate education initiatives in cooperation and development in order to train youngsters and professionals on economics, sustainable and human development issues. The Program aims at providing its participants, coming from different social backgrounds and with particular attention to inclusive development (such as disadvantaged categories – marginalized communities, gender, disability), 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](http://www.developmentofpeoples.org)
  
  The International Committee for the Development of Peoples (CISP), is a European Non-Governmental Organization formally established in Italy. Since 1983 CISP has been working in developing countries and Europe for an inclusive development and the recognition of human rights for all. CISP carries out development, rehabilitation and humanitarian programs as well as projects of applied research in about 30 countries in Africa, Latin America, the Middle East, Asia, and Eastern Europe. In all its activities, CISP works in close cooperation with the various local partners.

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

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

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

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

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

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

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

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

**Kenyatta University, Nairobi (Kenya)**

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

Kenyatta University is one of the leading Universities based in Nairobi and reached the University status in 1985. Whose mission is “to provide quality education and training, promote scholarship, service, innovation and creativity and stressing moral values for sustainable individual and societal development” 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:
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:

**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. In 2016 the first edition of the NOHA Winter School “Linking Relief, Rehabilitation and Development” took place in Pavia. A second edition - “The Humanitarian-Development Nexus” – has been organized for December 2017. The Winter School is organized by the University of Pavia, the Network on Humanitarian Action (NOHA-International Association of Universities), in collaboration with CISP (International Committee for the Development of Peoples), with the support of DG ECHO.

**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.

**Human Development and Capabilities Association – HDCA**
[www.capabilityapproach.com](http://www.capabilityapproach.com)
The Association promotes research from many disciplines on problems related to impoverishment, justice, and well-being.
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

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<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Gianni Vaggi</td>
<td>CDN Director</td>
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<tr>
<td>Maria Benotti</td>
<td>CDN Organizational Coordinator, Contact person for the Master CD</td>
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<tr>
<td>Alberto Forte</td>
<td>Didactic coordinator</td>
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<tr>
<td>Lorenzo Bianchi Carnevale</td>
<td>Internship coordinator</td>
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<tr>
<td>Maura Viezzoli</td>
<td>Project Management Area didactic coordinator</td>
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<td>Gabriella Petrina</td>
<td>CDN coordinator and Assistant to the PM Didactic Coordinator</td>
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The daily operation of the Master will be led 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. Gianni Vaggi
Prof. Giorgio Rampa
Prof. Enrica Chiappero M.
Prof. Marco Missaglia
Prof. Maria Sassi
Prof. Alberto Botta
Mrs. Maura Viezzoli
Mr. Lorenzo Bianchi
Dr. Gianmarco Schiesaro
Mr. Antonio Raimondi

University of Pavia
University of Pavia
University of Pavia
University of Pavia
University of Pavia
University of Greenwich
CISP
COOPI
VIS

2.4 UNIVERSITIES, NGO’S AND INTERNATIONAL ORGANIZATIONS INVOLVED IN THE TEACHING AND INTERNSHIP PROGRAMS THROUGH THE YEARS

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<th>Italian NGOs and other organizations</th>
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<td>Microfinanza srl - Milano, Italia</td>
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<td>OXFAM Italia</td>
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<th>Foreign NGOs and Foundations</th>
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<td>Aida – Ayuda, Intercambio y Desarrollo - Spain</td>
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<td>Foundation Assistance International - Switzerland</td>
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<td>Sikanda – Mexico</td>
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<th>Governments and International Organizations</th>
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<td>African Development Bank</td>
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<td>Economic Commission for Latin America and the Carribean (ECLAC) – Chile</td>
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<td>European Commission DEVCO &amp; ECHO – Belgium</td>
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<td>European Parliament – Belgium</td>
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<tr>
<td>European Centre for Development Policy Management (ECDPM) - Maastricht, Holland</td>
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<tr>
<td>Food and Agriculture Organization (FAO) - Italia</td>
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<tr>
<td>Human Resources for International Cooperation/ United Nations Department of Economic and Social Affairs (UNHRIC/UNDESA) – Italia</td>
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<tr>
<td>International Labor Organization (ILO) - Italia</td>
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### 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 to mid-June)**

<table>
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<tr>
<th>FALL TERM</th>
<th>WINTER TERM</th>
<th>SPRING TERM</th>
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<tr>
<td>Preliminary courses on Basic Economics</td>
<td>Courses on Advanced Development Economics</td>
<td>Courses on Project Cycle Management</td>
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<td>Courses Development Issues and Tools</td>
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**Internship (from July to December)**

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

**Economics**
- University of Pavia: Enrica Chiappero Martinetti, Gianni Vaggi, Maria Sassi
- University of Greenwich: Alberto Botta
- University of Bologna: Marco Missaglia
- CDN: Gabriella Petrina

**Development Issues and Tools**
- University of Pavia: Pierluigi Valsecchi, Antonio Majocchi
- University of Turin: Giovanni Andornino
- Bethlehem University: Fadi Kattan
- Italian Agency for Development Cooperation: Andrea Merli
- Graduate Institute (Geneva): Riccardo Bocco, Olivier Jutersonke
- Bocconi University and IUSS: Paolo Graziano

**Project Management**
- CISP, Rome: Sandro De Luca, Gianluca Falcitelli, Paolo Dieci
- COOPI, Milan: Lorenzo Bianchi, Andrea Mussi
- VIS, Rome: Ivan Toscano, Nico Lotta
- ASSIFERO: Carola Carazzone
- Oxfam: Elisa Bacciotti
- Experts: Silvia Favaron, Antonio Raimondi

**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
- Annalisa Prizzon, ODI U.K.
- Annalisa Primi, OECD Paris
- Granmenos Mastrojeni, Italian Ministry of Foreign Affairs and International Cooperation
- Egidio Dansero, University of Turin
- Emanuela Colombo, UNESCO CHAIR in Energy for Sustainable Development, Politecnico di Milano
- Maria Gallotti, International Labour Organization, Turin
- Gianbattista Parigi -University of Pavia
- ActionAid: Luca de Fraia
3. COURSE SYLLABUS MASTER C&D

3.1 PRELIMINARY MODULES

<table>
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<tr>
<th>PRELIMINARY 70 hours</th>
<th>P1 Basic economic principles 44h</th>
<th>Microeconomics (Rampa, 22h)</th>
<th>6 ECTS</th>
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<td></td>
<td>P2 Introduction to the notion of development 26h</td>
<td>Macroeconomics (Missaglia, 22h)</td>
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<td></td>
<td>Development and demographic indicators (Vaggi, 26h)</td>
<td>4 ECTS</td>
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- DURATION: 70 hours
- TERM: FALL (November-December)
- EXAM: January 2018
- CREDITS: 10 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. 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:

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 ⇔ 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
Objectives:

To give students the basic tools for understanding the working of a macroeconomy. To learn how income, prices, employment and the exchange rate are determined. To understand the role of aggregate demand and aggregate supply and how monetary and fiscal policy can be used to affect the macroeconomy as a whole. To understand the fundamental differences between the mainstream and the critical approach to macroeconomics.

Program:

I. **Macroeconomics: The Big Picture:** Growth of Real GDP and Business Cycles; Price-Level Changes; Unemployment.

II. **Measuring Total Output and Income:** Measuring Total Output; Measuring Total Income; GDP and Economic Well-Being.

III. **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.

IV. **Economic growth:** The Significance of Economic Growth; Growth and the Long-Run Aggregate Supply Curve; Determinants of Economic Growth.

V. **The Nature and Creation of Money:** Definition of Money; The Banking System and Money Creation.

VI. **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.

VII. **Government and Fiscal Policy:** Government and the Economy; The Use of Fiscal Policy to Stabilize the Economy; Issues in Fiscal Policy.

VIII. **Consumption and the Aggregate Expenditures Model:** Determining the Level of Consumption; The Aggregate Expenditures Model; Aggregate Expenditures and Aggregate Demand.

IX. **Investment and Economic Activity:** The Role and Nature of Investment; Determinants of Investment; Investment and the Economy.

X. **Net Exports and International Finance:** The International Sector; International Finance; Exchange Rate Systems.

References:

Objectives

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

Program

I. Session 1: Development and its analysis: the method
   a. Complexity a typical problem in development
   b. A process of structural change: economics and society
   c. The Comprehensive Development Framework of the World Bank (1998); the holistic approach. Empowerment
   d. The three dimensions: space, time, depth.

II. Session 2: Demographic Indicators
   a. World Population and its trend
   b. Population Density
   c. Growth rates of population
      i. Fertility rates
      ii. Infant mortality
      iii. Life expectancy
   d. The changes in fertility rates and the demographic transition
   e. Population structure by age
   f. The relationships between population growth and development
   g. Mortality and morbidity rates

III. Session 3. Wealth and poverty indicators
   a. GDP per person in $
      i. North-South differences
      ii. Income distribution at the world level: the UN quintiles
      iii. GDP per person in PPP, Purchasing Power Parity
   b. Growth rates of GDP per person from 1980
      i. Trends in recent decades
      ii. Areas in growth, areas in decline
   c. Economic growth and various aspects of human development
      i. GDP per capita and life expectancy
      ii. Income distribution
      iii. Social indicators, human development and economic growth: GDP per capita, PPP and Human Development Index

IV. Session 4: On the causes of growth and stagnation
   a. Economic growth in an open economy
      i. World trade and export growth
         1. Development in an open economy
         2. Export and import composition
   b. The composition of GDP
i. The economic structure of GDP and export diversification
ii. The different growth rates 1960-2000 by different exporters
iii. Dependence from ‘commodities’
iv. The international prices of ‘commodities’
c. Capital accumulation
   i. Private and public Investments
      1. Infrastructures
      2. Education: human and social capital
d. External Finance
   i. Development Aid
   ii. The DAC, Development Assistance Committee
      1. Aid as a share of GDP in high income countries
   iii. Foreign Direct Investments
      1. Their concentration
   iv. Remittances

V. Session 5: The environment
   a. Environmental conditions and economic growth
      i. Energy consumption per capita
      ii. World consumption of energy
      iii. Energy intensity of GDP
   b. The special case of oil

VI. Session 6: International Organizations
   a. The UN System
   b. The different “bodies” and their activities
   c. The International Financial Institutions
   d. The IMF and the World Bank
   e. The suggested reforms

References:

- UNDP, Human Development Report, various years.
- UNCTAD, Trade and Development Report, various years.
- UNCTAD, The Least Developed Countries Report, various years.
  World Bank, World Development Report, various years.
- World Bank, World Development Indicators, various years.
NOHA INTENSIVE PROGRAM

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.

<table>
<thead>
<tr>
<th>NOHA WINTER SCHOOL</th>
<th>“The Humanitarian-Development Nexus”</th>
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<tr>
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<td>Welcome</td>
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<td>Presentation of NOHA - International Association of Universities</td>
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<td>Presentation of the NOHA Winter School</td>
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<td>An introduction to the Humanitarian-Development Nexus</td>
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<th>Day 2: 28: Morning + Afternoon</th>
<th>Day 3: Morning + Afternoon</th>
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<tr>
<td>Crisis responses within the Humanitarian-Development Nexus</td>
<td>The Humanitarian-Development Nexus and resilience to food insecurity</td>
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<th>Day 4: Morning + Afternoon</th>
<th>Day 5: Morning + Afternoon</th>
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<tbody>
<tr>
<td>The Humanitarian-Development nexus: policies and interventions</td>
<td>Roundtable: &quot;The Humanitarian-Development Nexus: state of the art and future challenges&quot;</td>
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## 3.2 ECONOMICS MODULE

<table>
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<th>ECONOMICS</th>
<th>ECO1 Development economics</th>
<th>ECO2 Development policies and current issues</th>
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<tr>
<td>92h</td>
<td>44h</td>
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<tr>
<td></td>
<td>The status of Development economics (Missaglia, 20h)</td>
<td>Food security and agricultural development (Sassi, 16h)</td>
</tr>
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<td></td>
<td>Classical foundations of development economics (Vaggi, 8h)</td>
<td>Development Trajectories: a comparative analysis between alternative development processes (Botta 16h)</td>
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<td></td>
<td>Poverty, inequality and human development (Chiappero, 16h)</td>
<td>From financial crisis to finance for development (Vaggi, Petrina, 16h)</td>
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<td>6 ECTS</td>
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- **TERM:** WINTER (January –February)
- **EXAM:** 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.

- 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)

ECO1.1 THE STATUS OF DEVELOPMENT ECONOMICS
Marco Missaglia
20 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:
The course will be subdivided into 3 parts:

1. GROWTH
Economic development does not coincide with economic growth. However, economic growth has been a crucial element in shaping the development process since the industrial Revolution. The purpose of this section is to illustrate the basic facts and theories on economic growth;

2. STRUCTURAL TRANSFORMATION
In the course of economic development, the structure of the economy changes. In general, less agriculture and more industries and services, larger cities, etc. The purpose of this section is to illustrate the basic facts and theories on structural transformation.

3. INTERNATIONAL TRADE, INTERNATIONAL FINANCE AND GLOBALIZATION
A globalized world is a world in which, though to a different extent, commodities, capital and labor are traded and/or move worldwide. The purpose of this section is to illustrate the basic
facts and theories on trade and globalization, contrasting the opposite views on the desirability of a more and more globalized world.

References:
- Essential of Development Economics, by J.Edward Taylor and Travis J.Lybbert, University of California Press, 2015, Second Edition (the relevant parts of the text will be distributed by the teacher).

ECO 1.2 CLASSICAL FOUNDATIONS OF DEVELOPMENT ECONOMICS
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:
- Rostow W.W., Theories of economic growth from David Hume to the present-with a perspective on the next century, Oxford University Press, 1990.
- Liberti, Stefano, 2011. Land grabbing. Come il mercato delle terre crea il nuovo colonialismo, Edizioni minimum fax, Roma
ECO 1.3 MEASURING POVERTY, INEQUALITY AND HUMAN DEVELOPMENT
Enrica Chiappero Martinetti
16 hours

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

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

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

References:
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.
**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:**


**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 (Vaggi).

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 (Petrina).

**Program:**
First part:
   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
Second part:

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:

- 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
- “Engaging Diaspora as Development Partners for Home and Destination Countries: Challenges for Policy Makers” Dina Ionescu, IOM
- The Least Development Countries Report, UNCTAD
- http://www.growinginclusivemarkets.org/ (UNDP)
- http://www.ifc.org
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-ECDPM
- Rolf Traeger, Giovanni Valensisi, United Nations Conference on Trade and Development –UNCTCAD
- Rossella Bottone, World Food Programme-WFP
- Giorgio Andrian, UN Educational, Scientific and Cultural Organization-UNESCO expert
- Clara Capelli, African Development Bank-ADB
- 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

<table>
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<tr>
<th>PM1 DEVELOPMENT COOPERATION: institutional contest and main actors 22h</th>
<th>Development cooperation: from the beginning to nowadays (Raimondi, 10h)</th>
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<tbody>
<tr>
<td></td>
<td>European policies, strategies and funds (Bianchi, 6h)</td>
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<td></td>
<td>Institutional and public resources for international cooperation (Bianchi, 6h)</td>
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<tr>
<td>PM2 Concepts and tools for designing, implementing, monitoring and evaluating a development and humanitarian project 74h</td>
<td>Intro to the Logical Framework approach: the framework, basic principles and use of PCM, project formulation, budgeting (Dieci-Falcitelli, 20h)</td>
<td>7 ECTS</td>
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<td>Project implementation (Falcitelli, 12h)</td>
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<td>How to prepare a full formulation of the concept note on vocational training (Toscano, 12h)</td>
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<td>Monitoring &amp; Evaluation (Favaron, 12h)</td>
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<td>Current trends in emergency and humanitarian action (De Luca, 10h)</td>
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<td>Humanitarian crises and emergency in practice (Mussi, 8h)</td>
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<tr>
<td>PM3 Seminars and workshops 18h</td>
<td>Being change agents: advocacy, campaign and influencing work starting from a data set (Bacciotti, 4h)</td>
<td>4 ECTS</td>
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<td>Development &amp; human rights: between theory and practice (Carazzone, 8h)</td>
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<td>Cooperation challenges in External migration policy (Lotta, 4h)</td>
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**DURATION:** 116 hours  
**TERM:** WINTER (February- April)  
**EXAM:** April  
**COORDINATOR:** Mrs. Maura Viezzoli  
**ASSISTANT TO COORDINATOR:** Mrs. Gabriella Petrina
PM 1.1. 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 UN system, 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. International institutions: the UN system
IV. Main tools of International Cooperation (grants, loans)
V. The modern crises of international cooperation
VI. Development aid policies of OECD_DAC donors

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

PM 1.2. 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
PM 1.3. 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
CONCEPTS AND TOOLS FOR DESIGNING, MONITORING AND EVALUATING A DEVELOPMENT AND HUMANITARIAN PROJECT
74 hours

PM 2.1. INTRO TO LOGICAL FRAMEWORK APPROACH: THE FRAMEWORK, BASIC PRINCIPLES AND USE OF PCM, PROJECT FORMULATION, BUDGETING
Paolo Dieci, Gianluca Falcitelli
20 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

PM 2.2. 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.
PM 2.3. HOW TO PREPARE A FULL FORMULATION OF THE CONCEPT NOTE ON VOCATIONAL TRAINING
Ivan Toscano
12 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:
- GIZ, Developing a Project Concept Note Practical Manual
PM 4.4. 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:
- European Commission - EuropeAid Evaluation Methodology and Guidelines, 2006
- 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_Proyecto
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:
I. Current trends and challenges of the humanitarian action
II. The humanitarian environment and its actors: local communities, government institutions, international agencies, mono and multi-mandate organisations
III. The humanitarian system and 2016 World Humanitarian Summit.
IV. Humanitarian needs and complex environments: fragile /failed states and humanitarian action
V. Standards and processes in humanitarian action

References:
- Livestock Emergency Guidelines and Standards (LEGS) http://www.livestock-emergency.net/resources/download-legs/
• 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

PM 2.6. HUMANITARIAN CRISIS 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
PM3
SEMINARS AND WORKSHOPS (18 hours)

PM 3.1. BEING CHANGE AGENTS – ADVOCACY, CAMPAIGN AND INFLUENCING WORK STARTING FROM A DATA SET
Elisa Bacciotti
4 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. Starting from an evidence based data set.

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

• UNICEF_Strategic_Plan_2014-2017
• UNICEF_CSO procedures
  http://www.unicef.org/about/partnerships/index_81428.html
• IASC_Humanitarian Needs Overview
• IASC_Emergency Preparedness and Response Handbook
• USAID_Policy Framework 2011-2015
• Participatory Development Methods
  http://repiica.iica.int/docs/B1013l/B1013l.pdf
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:
- Council of the European Union, Council conclusions on a rights-based approach to development cooperation, encompassing all human rights, 19 May 2014.
- www.right-to-education.org
- UPR, National Report, 2013
- UPR, Compilation of UN recommendations, 2013
- UPR, Summary of other stakeholders’ information, 2013
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:
I. strategies and processes to address migration in all its dimensions;
II. actions to tackle root causes of migration;
III. channels for legal migration and regional/international mobility;
IV. international protection for migrants and asylum seekers;
V. prevention of irregular migration (migrant smuggling and human trafficking)

References:
- 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
- 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
- Migration and Remittances Factbook 20016 – 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
WEB SITES REFERENCES FOR PROJECT MANAGEMENT

www.developmentofpeoples.org
www.coopi.org
www.volint.it
www.ri.org
www.afdb.org
www.assifer.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

<table>
<thead>
<tr>
<th>DEVELOPMENT ISSUES AND TOOLS 72 hours</th>
<th>DEV1 Current development issues 36h</th>
<th>DEV2 Instruments for research, policy analysis and management 40h</th>
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<td></td>
<td>China’s re-emergence as a global actor and its impact on the international aid system (Andornino, 8)</td>
<td>Public policy analysis (Graziano, 12h)</td>
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<td>International development cooperation: an overview of the main current trends in the ages of sustainability (De Fraia, 4h)</td>
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<td>Dealing with the Past, Transitional Justice and Development. Comparative perspectives between Africa and Latin America (Bocco, 10h)</td>
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**TERM:** SPRING (April –June)

**EXAM:** June (to be confirmed)

**CREDITS:** 11 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
8 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:

- Evan Medeiros, *China’s International Behavior: Activism, Opportunism, and Diversification*, RAND Corporation, Santa Monica, 2009
DEV. 1.2 INTERNATIONAL DEVELOPMENT COOPERATION: AN OVERVIEW OF THE MAIN CURRENT TRENDS IN THE AGE OF SUSTAINABILITY
Luca De Fraia
4 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:

VI. Global Framework of international cooperation: from MDGs to SDGs
VII. New ambitions new financial needs
VIII. The Global Governance of international development cooperation
IX. Emerging players, from BRICS to the private sector
X. From ODA to the Other Official Flows
XI. 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

DEV 1.3 HOT ISSUES IN CONTEMPORARY AFRICA
Pierluigi Valsecchi
8 hours

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:

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

Riccardo Bocco

8 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:**

DEV 1.5 PEACEMAKING IN THE MIDDLE EAST: SELECTED EXPERIENCES
Andrea Merli
8 hours

Objectives:
In the early 1990s 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. While such a solution remains the mainstream model, other options have claimed attention in recent years. Moving from the analysis of the Israeli-Palestinian experience, the course will explore the challenge of peacemaking in selected contexts of contemporary Middle East, where the alleged “clash of civilizations” continues to polarize relations. The course 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. Built on the concept that conflict resolution is a collective effort sustained by individual commitment, the course will involve students in several activities and debates, and it will encourage them to share their views, inputs and opinions.

Program:
- The Middle East at a glance: selected indicators
- S. Huntington: The Clash of Civilizations (?)
A controversial paradigm of global relations.
Critical voices: E. Said, N. Chomsky, M. Khatami, B. Bhutto

- The great divide of the Middle East
  Masters of the Gulf and beyond: Iran vs Saudi Arabia
- Political cartoons: keys to capture perceptions
  Conflict Resolution in the Middle East
  J. Galtung: Violence, Peace and the Conflict Triangle
  Peacekeeping: Sinai, 1956
  Peacemaking: J. Burton: Basic needs vs negotiable interests (Camp David, 1978)
  Principled Negotiation
- The Israeli-Palestinian conflict
  The failure of the Oslo process
  Camp David 2000: why peacemaking failed
  Is the 2-state model still an option?
  The one-state solution / The Parallel states solution
- Oz: How to cure fanaticism

References:

- *in Israel and in the Diaspora*
- Ramsbotham, O., Woodhouse, T., Miall, H. (2011). *Contemporary Conflict*
DEV 2.1 PUBLIC POLICY ANALYSIS
Paolo Graziano

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:

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.


**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 governamental 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
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 is entitled to 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 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
tel. 0039-0382-375837
www.cdnpavia.net
## ANNEX 1: CURRICULUM

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<thead>
<tr>
<th>PRELIMINARY 70 hours</th>
<th>P1 Basic economic principles 44h</th>
<th>Microeconomics (Rampa, 22h)</th>
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<tr>
<td></td>
<td>P2 Introduction to the notion of development 26h</td>
<td>Macroeconomics (Missaglia, 22h)</td>
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<tr>
<th>ECONOMICS 92 hours</th>
<th>ECO1 Development economics 44h</th>
<th>The status of development economics (Missaglia 20h)</th>
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<tr>
<td></td>
<td>ECO2 Development policies and current issues 48h</td>
<td>Classical foundations of development economics (Vaggi, 8h)</td>
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<td>Poverty, inequality and human development (Chiappero, 16h)</td>
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|                | Food security and agricultural development (Sassi, 16h) | Development Trajectories: a comparative analysis between alternative development processes (Botta 16h) | 6 ECTS |
|                | From financial crisis to finance for development (Vaggi+Petrina, 16h) |                                                                 |        |

<p>|                  | Annalisa Primi (OECD Development Centre) | 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) | 8 ECTS |</p>
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<th>PROJECT MANAGEMENT</th>
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<tr>
<td>PM1</td>
<td>Global Framework of Development Cooperation 36h</td>
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<td>Development cooperation: from the early beginning through the international conferences (Raimondi, 10h)</td>
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<td>International development cooperation: an overview of the main current trends in the ages of sustainability (De Fraia, 4h)</td>
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<td>Current trends in emergency and humanitarian action (De Luca, 10h)</td>
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<td>European policies, strategies and funds (Bianchi, 6h)</td>
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<td>Institutional and public resources for international cooperation (Bianchi, 6h)</td>
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<td>PM2</td>
<td>Major tools for designing, implementing, monitoring and evaluating a project 52h</td>
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<td>Intro to the Logical Framework approach: the framework, basic principles and use of PCM, project formulation, budgeting (Dieci-Falcitelli, 20h)</td>
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<td>Project implementation (Falcitelli, 12h)</td>
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<td>Monitoring &amp; Evaluation (Favaron, 12h)</td>
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<td>Humanitarian crises and emergency in practice (Mussi, 8h)</td>
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<td>PM3</td>
<td>Seminars and workshops 28 hours</td>
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<td></td>
<td>Development &amp; human rights: between theory and practice (Carazzone, 8h)</td>
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<td>Cooperation challenges in External migration policy (Lotta, 4h)</td>
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<td>How to realize advocacy activities: Monitoring, learning, impact evaluation: an Oxfam case study (Bacciotti, 4h)</td>
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<td>How to prepare a full formulation of the concept note on vocational training (Toscano, 12h)</td>
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ECTS: European Credit Transfer System
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<tr>
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<td>Financial Accounting for non-profit organizations</td>
<td>(Majocchi+Kattan, 16h)</td>
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<td><strong>INTERNSHIP</strong></td>
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