



COOPERATION
AND DEVELOPMENT
NETWORK



United Nations
Educational, Scientific and
Cultural Organization



Network on
International Cooperation
and Development



UNIVERSITÀ
DI PAVIA



IUSS

Scuola Universitaria Superiore Pavia



1501 PAVIA
ALMO COLLEGIO
BORROMEO

VOLONTARIATO INTERNAZIONALE
PER LO SVILUPPO



MASTER IN

COOPERATION AND DEVELOPMENT (C&D) PAVIA

STUDENT GUIDE

WITH THE FINANCIAL SUPPORT OF:



AGENZIA ITALIANA
PER LA COOPERAZIONE
ALLO SVILUPPO



KENYATTA UNIVERSITY
Ujuzi ni Amani



Bethlehem University



UNIVERSIDAD DE
SAN BUENAVENTURA
SECCIONAL CARTAGENA



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 Cooperation y Desarrollo (ELACID) **<http://elacid.usbctg.edu.co/>**

The Escuela Latino-Americana de Cooperaciòn 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 weekends.

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.

School of Advanced Studies IUSS - 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

Almo Collegio Borromeo
www.collegioborromeo.eu

Founded in Pavia in the XVI century, with more than 500 years of history, the Almo Collegio Borromeo is one of the most prestigious University Campus in Pavia.

From the very beginning, the Collegio Borromeo has always aimed to host deserving students of the University of Pavia without economic resources granting them the access to the highest level of Knowledge in any major. Students from all over the world have the possibility to share their experiences throughout cultural and social activities offered by the Collegio.

Selected students of the Master in Cooperation and Development are hosted with full-board scholarships granted by the Collegio, for the whole residential period.

CICOPS – Centre for International Cooperation and Development
www.unipv.it/cicops

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

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

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

- ✓ CISP - Development of peoples www.developmentofpeoples.org

The International Committee for the Development of Peoples (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

COOPI (International Cooperation) is a independent Non-Governmental Organization, founded in Italy, committed to fighting against social injustice and poverty in the global South and to building

a future that guarantees everyone adequate living conditions, equal opportunities and respect of their rights. Since 1965 COOPI has carried out more than 700 development projects and emergency interventions in 50 countries in co-operation with more than 50,000 local workers, this thus ensuring direct benefit to more than 60 million people.

- ✓ VIS - Volontariato Internazionale per lo Sviluppo
www.volint.it

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

University of Bethlehem (Palestine) **www.bethlehem.edu**

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

Universidad de San Buenaventura, Cartagena (Colombia) **www.usbcartagena.edu.co**

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

Mid Western University, Birendranagar (Nepal)

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

Kenyatta University, Nairobi (Kenya)

www.ku.ac.ke

Kenyatta University is 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:

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

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

Field Training & Thesis

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

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

1.6 INTERNATIONAL RESEARCH ACTIVITIES

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

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

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

Gianni Vaggi	CDN Director and Didactic Coordinator
Maria Benotti	CDN Organizational Coordinator, Contact person for the Master CD
Lorenzo Bianchi Carnevale	Internship coordinator
Maura Viezzoli	Project Management Area didactic coordinator
Gabriella Petrina	CDN coordinator and PM Didactic Coordinator

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	University of Pavia
Prof. Giorgio Rampa	University of Pavia
Prof. Enrica Chiappero M.	University of Pavia
Prof. Marco Missaglia	University of Pavia
Prof. Maria Sassi	University of Pavia
Prof. Alberto Botta	University of Greenwich
Mr. Alberto Forte	University of Pavia
Mrs. Maura Viezzoli	CISP
Mr. Lorenzo Bianchi	COOPI
Mr. Gianluca Antonelli	VIS
Mrs. Gabriella Petrina	VIS
Mr. Antonio Raimondi	Founding member
Mr. Alberto Lolli	Rector, Collegio Borromeo

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

Italian NGOs and other organizations
AIBI
AIFO
ACRA
CESVI
CIAI
CISP
COSV
COOPI
CUAMM
INTERSOS
Microfinanza srl - Milano, Italia
OXFAM Italia
VIS
WE WORLD onlus
Foreign NGOs and Foundations
Aida – Ayuda, Intercambio y Desarrollo - Spain
Foundation Assistance International - Switzerland
Sikanda – Mexico
Governments and International Organizations
African Development Bank
Economic Commission for Latin America and the Carribean (ECLAC) – Chile
European Commission DEVCO & ECHO – Belgium
European Parliament – Belgium
European Centre for Development Policy Management (ECDPM) - Maastricht, Holland
Food and Agriculture Organization (FAO) - Italia
Human Resources for International Cooperation/ United Nations Department of Economic and Social Affairs (UNHRIC/UNDESA) – Italia
International Labor Organization (ILO) - Italia
International Organization for Migration (IOM) – Switzerland
Ministero degli Affari Esteri Italiano (MAE) - Italia
AICS (Agenzia Italiana per la Cooperazione allo Sviluppo)
Office of the High Commission for Human Rights (OHCHR) – Switzerland
Organization for Economic Co-operation and Development (OECD) – France
United Nations Children's Fund (UNICEF)
United Nations Conference on Trade and Development (UNCTAD) - Switzerland
United Nations Development Programme (UNDP)
United Nations Economic Commission for Africa (UNECA) – Ethiopia
UNESCO - Venezia, Italia
World Bank (WB) - Rome, Paris and Washington
World Health Organization (WHO) - Switzerland
World Food Programme (WFP) - Rome

Italian Universities
Università di Bologna
Università di Firenze
Politecnico di Milano
Università di Urbino
Università dell'Insubria
Università di Torino
Università Bocconi, Milano
Centro Studi Luca d'Agliano – University of Milano
Istituto Agronomico per l'Oltremare
Foreign Universities and Research Institutes
Bethlehem University - Palestine
Centro Studi di Politica Internazionale (CESPI) – Roma, Italia
International School of Advanced Studies (ISAS) – Kathmandu, Nepal
Kenyatta University – Nairobi, Kenya
Mid-Western University –Birendranagar, Nepal
School of Oriental and African Studies (SOAS) - London, UK
Universidad de San Buenaventura, Cartagena de Indias- Colombia

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, Agenzia Italiana per la Cooperazione allo Sviluppo AICS, University of Pavia, Scuola Universtaria Superiore IUSS Pavia, Almo Collegio Borromeo, 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 month and is divided in two main parts:

Residential part (from November to June)

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

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 shared drive folders, 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, Marco Missaglia

Economics

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

Development Issues and Tools

- Bethlehem University: Fadi Kattan
- Graduate Institute (Geneva): Riccardo Bocco, Oliver Jutersonke
- Italian Agency for Development Cooperation: Andrea Merli
- University of Pavia: Antonio Majocchi
- University of Genova: Giorgio Musso
- University of Turin: Giuseppe Gabusi

Project Management

- ASSIFERO: Carola Carazzone
- CISP, Rome: Sandro De Luca, Gianluca Falcitelli, Paolo Dieci
- COOPI, Milan: Lorenzo Bianchi, Andrea Mussi
- Experts: Silvia Favaron, Antonio Raimondi
- VIS, Rome: Ivan Toscano, Nico Lotta, Emanuela Chiang

Conferences and Training Seminars

- Annalisa Primi, OECD Paris
- Annalisa Prizzon, ODI U.K.
- Clara Capelli, AICS Jerusalem
- Claudio Viezzoli European Bank
- Egidio Dansero, University of Turin
- Francesco Rampa, ECDPM Maastricht
- Francisco Carranza, FAO Kenya expert
- Giorgio Andrian, UNESCO expert
- Julia Barrera, World Bank, Rome
- Gianbattista Parigi - University of Pavia

- Granmenos Mastrojeni, Italian Ministry of Foreign Affairs and International Cooperation
- Luca de Fraia, ActionAid
- Luca Fraschini, Save the Children, Milano
- Maria Gallotti, International Labour Organization, Turin
- Maura Viezzoli: CISP Rome
- Claudio Valsangiacomo, Centro competenze SUPSI Cooperazione e sviluppo
- Claudio Viezzoli, European Bank for Reconstruction and Development
- Emanuela Colombo, UNESCO CHAIR in Energy for Sustainable Development, Politecnico di Milano
- Hiba Qasas, United Nations Entity for Gender Equality and the Empowerment of Women -UN Women - New York
- Luisa del Turco, University of Padova
- Rolf Traeger, Giovanni Valensisi, UN Conference on Trade and Development-UNCTAD, Geneva
- Stefano Piziali, WE WORLD

3. COURSE SYLLABUS MASTER C&D

3.1 PRELIMINARY MODULES

PRELIMINARY 84 hours	P1 Basic economic principles 56h	Microeconomics (Rampa, 28h)	10 ECTS
		Macroeconomics (Missaglia, 28h)	
	P2 Introduction to the notion of development 28h	Development and demographic indicators (Vaggi, 28h)	5 ECTS

- DURATION: 84 hours
- TERM: FALL (November-December)
- EXAM: December
- CREDITS: 15 ECTS
- COORDINATOR: Prof. Gianni Vaggi
- OBJECTIVES:
 - ✓ To provide all Master's students, regardless of past academic studies, with the standard background knowledge required to understand economic issues
 - ✓ To equip students with basic 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:

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

P 1.1 MICROECONOMICS

Giorgio Rampa
22 hours

Objectives:

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

Program (provisional):

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

- X. *Externalities. (a) Definition. (b) Efficiency problems. (c) Remedies (Pigou and Coase).*
- XI. *Public goods. Conclusions on Microeconomics, Cooperation and Development*

References:

- *Lecture notes released by the lecturer*

P 1.2 MACROECONOMICS

Marco Missaglia
22 hours

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:

- Libby Rittenberg and Timothy Tregarthen (2012) "Principles of Macroeconomics, v. 2.0" <http://2012books.lardbucket.org/pdfs/macroeconomics-principles-v2.0.pdf> (from chapter 1 to chapter 16)

P2 A MAP OF THE WORLD: DEVELOPMENT AND DEMOGRAPHIC INDICATORS

Gianni Vaggi
26 hours

Objectives

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

Program

- I. Session 1: Development and its analysis: the method
 - a. Complexity a typical problem in development
 - b. A process of structural change: economics and society
 - c. The Comprehensive Development Framework of the World Bank(1998); the holistic approach. Empowerment
 - d. The three dimensions: space, time, depth.
- II. Session 2: Demographic Indicators
 - a. World Population and its trend
 - b. Population Density
 - c. Growth rates of population
 - i. Fertility rates
 - ii. Infant mortality
 - iii. Life expectancy
 - d. The changes in fertility rates and the demographic transition
 - e. Population structure by age
 - f. The relationships between population growth and development
 - g. Mortality and morbidity rates
- III. Session 3. Wealth and poverty indicators

- a. GDP per person in \$
 - i. North-South differences
 - ii. Income distribution at the world level: the UN quintiles
 - iii. GDP per person in PPP, Purchasing Power Parity
 - b. Growth rates of GDP per person from 1980
 - i. Trends in recent decades
 - ii. Areas in growth, areas in decline
 - c. Economic growth and various aspects of human development
 - i. GDP per capita and life expectancy
 - ii. Income distribution
 - iii.** Social indicators, human development and economic growth: GDP per capita, PPP and Human Development Index
- IV. Session 4: On the causes of growth and stagnation
- a. Economic growth in an open economy
 - i. World trade and export growth
 - 1. Development in an open economy
 - 2. Export and import composition
 - b. The composition of GDP
 - i. The economic structure of GDP and export diversification
 - ii. The different growth rates 1960-2000 by different exporters
 - iii. Dependence from 'commodities'
 - iv. The international prices of 'commodities'
 - c. Capital accumulation
 - i. Private and public Investments
 - 1. Infrastructures
 - 2. Education: human and social capital
 - d. External Finance
 - i. Development Aid
 - ii. The DAC, Development Assistance Committee
 - 1. Aid as a share of GDP in high income countries
 - iii. Foreign Direct Investments
 - 1. Their concentration
 - iv. Remittances
- V. Session 5: The environment
- a. Environmental conditions and economic growth
 - i. Energy consumption per capita
 - ii. World consumption of energy
 - iii. Energy intensity of GDP
 - b. The special case of oil
- VI. Session 6: International Organizations
- a. The UN System
 - b. The different "bodies" and their activities
 - c. The International Financial Institutions
 - d. The IMF and the World Bank
 - e. The suggested reforms

References :

- Maddison A., *Dynamic forces in capitalist development : a long run comparative view*, Oxford University Press, 1991.
- UNDP, *Human Development Report*, various years.
- UNCTAD, *Trade and Development Report*, various years.
- UNCTAD, *The Least Developed Countries Report*, various years.
- Vaggi G. 2015 Development and the post-2015 challenges: making the Sustainable Development Goals work, University of Pavia, Department of Economics and Management, Working Paper Series, WP n. 107, October.
- <http://economia.unipv.it/docs/dipeco/quad/ps/RePEc/pav/demwpp/DEMWP0107.pdf>
World Bank, *World Development Report*, various years.
- World Bank, *World Development Indicators*, various years

3.2 ECONOMICS MODULE

ECONOMICS 92h	ECO1 Development economics 44h	The status of Development economics (Missaglia, 20h)	6 ECTS
		Classical foundations of development economics (Vaggi, 8h)	
		Poverty, inequality and human development (Chiappero, 16h)	
	ECO2 Development policies and current issues 48h	Food security and agricultural development (Sassi, 16h)	6 ECTS
		Development Trajectories: a comparative analysis between alternative development processes (Botta 16h)	
		From financial crisis to finance for development (Vaggi, Petrina, 16h)	

- TERM: WINTER (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.

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

ECO1.1

THE 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:

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

References:

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

ECO 1.2**CLASSICAL FOUNDATIONS OF DEVELOPMENT ECONOMICS**

Gianni Vaggi
8 hours

Objectives:

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

Program:

- I. Mercantilism: wealth as a stock of precious metals
- II. Enlightenment and the analysis of historical trends
- III. Quesnay and the modernisation of French agriculture

- IV. Adam Smith and the progress of society
- V. Malthus and the principle of population
- VI. Ricardo and income distribution: decreasing returns and comparative advantages and the fall of the profit rate through time
- VII. Marx and the crisis

References:

- Ha-Joon Chang, R. Rowtorn, *The Role of the State in the Economic Change*, Clarendon Press, Oxford, 1995.
- Rostow W.W., *Theories of economic growth from David Hume to the present-with a perspective on the next century*, Oxford University Press, 1990.
- Sen A., *On Ethics & Economics*, Blackwell, Oxford, 1987.
- Stathakis g. and Gianni vaggi .g. 2005, *Economic development and social change; the classical view and the moderns in stathakis g. and gianni vaggi .g. (editors) economic development and social change: historical roots and modern perspectives*, routledge,, london and new york, forthcoming.
- Vaggi G., excerpts from *A Concise History of Economic Thought – From Mercantilism to Monetarism* (with Peter D. Groenewegen), Palgrave Macmillan, Basingstoke, 2003.
- Landes, David, 1986. "What Do Bosses Really Do?", *Journal of Economic History*, 46(3): 585-623
- Liberti, Stefano, 2011. *Land grabbing. Come il mercato delle terre crea il nuovo colonialismo*, Edizioni minimum fax, Roma
- Marglin, Stephen, 1974. "What Do Bosses Do? Part I", *Review of Radical Political Economy*, 6: 60-112
- Perkins, John, 2004. *Confessions of an economic hit man. The shocking inside story of how America really took over the world*, Berrett-Koehler Publishers, San Francisco
- Polanyi, Karl, 1944. *The Great Transformation. The Political and Economic Origins of Our Time*, Holt, Rinehart & Winston, New York
- Robinson, Joan, 1970. *Freedom and Necessity. An Introduction to the Study of Society*, George Allen and Unwin Ltd, London

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:

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

ECO 2.1**FOOD SECURITY AND AGRICULTURAL DEVELOPMENT**

Maria Sassi
16 hours

Objectives:

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

Program:

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

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

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

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

III. Food security: basics

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

IV. Food security actors, strategies and policies

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

V. The safety net schemes

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

VI. Food aid

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

References:

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

Additional references will be provided during classes

ECO 2.2

DEVELOPMENT TRAJECTORIES: A COMPARATIVE ANALYSIS BETWEEN ALTERNATIVE DEVELOPMENT PROCESSES

Alberto Botta
16 hours

Objectives:

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

Program:

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

References:

- Botta A., (2016) – “**Dutch Disease-cum-Financialization** Booms and External Balance Cycles in Developing Countries”, Forthcoming on *Brazilian Journal of Political Economy*.
- Botta A., Godin A., and Missaglia M., (2016) – “Finance, Foreign (Direct) Investment, and the Dutch Disease. The case of Colombia”, ***Economia Politica***, vol. 33 (2), pp. 265 – 289.
- Bresser Pereira C. (2012) – “Structuralist Macroeconomics and the New Developmentalism”, *Brazilian Journal of Political Economy*, vol. 32 (3), pp. 347 – 366.
- Camara Neto A.F., Vernengo M., (2004) – “Fiscal Policy and the Washington Consensus: A post-Keynesian Perspective”, *Journal of post-Keynesian Economics*, vol. 27 (2), pp. 333 – 343.
- Cimoli M., Holland M., Porcile G., Primi A., Vergara S. (2006) – “Growth, Structural Change and Technological Capabilities in Latin America in a Comparative Perspective”, LEM Working Paper n. 2006/11.
- Frenkel R., Rapetti M. (2009) – “A Developing Country View of the Current Global Crisis: What should not be forgotten and what should be done”, *Cambridge Journal of Economics*, vol. 33, pp. 683 – 702.
- Ostry J.D., Loungani P., and Furceri D. (2016) – “Neoliberalism: Oversold?”, *Finance and Development* (June 2016), pp. 38 – 41.
- Palma J.G. (2013) – “How the full opening of the capital account to highly liquid financial markets led Latin America to two and a half

cycles of Mania, Panic, and Crash", in Wolfson H.M., and Epstein G.A. (2013) – *The Handbook of Political Economy of Financial Crises*, Oxford University Press, pp 248 - 295.

- Sachs J. (1985) – "External Debt and Macroeconomic Performance in Latin America and East Asia", *Brookings Papers on Economic Activity*, vol. 1985 (2), pp. 523 – 573.

ECO 2.3

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:

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

3.3 HOT ISSUES IN THE GLOBAL AGENDA- THE VOICE OF UN AGENCIES AND INTERNATIONAL EXPERTS

THROUGHOUT THE WHOLE YEAR THE MASTERS COURSE OFFERS CONFERENCES/SEMINARS ON RELEVANT TOPICS, CROSSCUTTING AND HOT ISSUES IN THE FIELD OF DEVELOPMENT AND COOPERATION HELD BY INTERNATIONAL EXPERTS.

THESE CONTRIBUTIONS ARE VERY IMPORTANT TO ALLOW STUDENTS MEETING PROFESSIONALS AND ACADEMICS FROM ALL OVER THE WORLD, FOSTER DEBATE ON CONTROVERSIAL ISSUES AND HAVE PRECIOUS INDICATIONS ON PROFESSIONAL OPPORTUNITIES AFTER THE MASTER COURSE. ATTENDANCE TO THIS SEMINARS IS COMPULSORY AS FOR ANY OTHER PART OF THE PROGRAM (REFER TO ASSESSMENT CRITERIA).

Below the list of external contributions:

- Annalisa Primi, Organisation for Economic Co-operation and Development - OECD Development Centre
- Maria Gallotti, International Labour Organization-ILO
- Annalisa Prizzon, Overseas Development Institute-ODI
- Francesco Rampa, European Centre for Development Policy Management-ECDPM
- Rolf Traeger, Giovanni Valentini, United Nations Conference on Trade and Development –UNTCAD
- Rossella Bottone, World Food Programme-WFP
- Giorgio Andrian, UN Educational, Scientific and Cultural Organization-UNESCO expert
- Clara Capelli, AICS Jerusalem
- 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
- Luca de Fraia, ActionAid
- Maura Viezzoli, CISP

3.4 PROJECT MANAGEMENT MODULE

PROJECT MANAGEMENT 112 h	PM1 DEVELOPMENT COOPERATION: institutional contest and main actors 22h	Development cooperation: from the beginning to nowadays (Raimondi, 10h)	5 ECTS
		European policies, strategies and funds (Bianchi, 6h)	
		Institutional and public resources for international cooperation (Bianchi, 6h)	
	PM2 Concepts and tools for designing, implementing, monitoring and evaluating a development and humanitarian project 74h	Intro to the Logical Framework approach: the framework, basic principles and use of PCM, project formulation, budgeting (Dieci-Falcitelli, 20h)	9 ECTS
		Project implementation (Falcitelli, 12h)	
		How to prepare a full formulation of the concept note on vocational training (Toscano, 12h)	
		Monitoring & Evaluation (Favaron, 12h)	
		Current trends in emergency and humanitarian action (De Luca, 10h)	
		Humanitarian crises and emergency in practice (Mussi, 8h)	
	PM3 Cross Cutting Issues 16h	Development & human rights: between theory and practice (Carazzone, 8h)	5 ECTS
Cooperation challenges in External migration policy (Lotta, 8 h)			

DURATION:

112 h

TERM:

WINTER (February-April)

EXAM:

April

COORDINATORS:

Mrs. Maura Viezzoli (CISP), Mrs. Gabriella Petrina (VIS)

PM1
**DEVELOPMENT CO-OPERATION: INSTITUTIONAL CONTEST AND
MAIN ACTORS**

22 hours

**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:

The Italian Ministry of Foreign Affairs and Development Cooperation and the Italian Agency for Development Cooperation
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:

- EC – Aid Delivery Methods – Vol. 1: Project Cycle management guidelines, 2004
- GIZ, Developing a Project Concept Note Practical Manual
- COMMUNICATION FROM THE COMMISSION “A DECENT LIFE FOR ALL” - COM(2013) 92 final
- COMMUNICATION FROM THE COMMISSION: Increasing the impact of EU Development Policy: an Agenda for Change COM(2011) 637 final
- Shanghai Consensus: Recommendations of the Third International Congress on Technical and Vocational Education and Training ‘Transforming TVET: Building skills for work and life (UNESCO -2012)’
- Education, skills development and the informal sector (Richard Walther – Association for the Development of Education in Africa (ADEA)
- Building Skills in the Informal Sector (Richard Walther EFA GMR – 2011)
- Skilling Africa: The Paradigm Shift to Technical and Vocational Skills Development (ADEA – 2014)
- Position Paper VIS-TVSD
<http://www.volint.it/vis/files/Position%20Paper%20VIS-SCTP.pdf>

PM 2.4. 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:

- FORUM SOLINT, Monitoring and Evaluation for NGO Projects, Development Researchers' Network, Roma, 2003

http://coopi.org/repository/pagine/manuale_m_e-solint_coopi_2003.pdf

- Bakewell, O., and J.Adams, B. Pratt, INTRAC, Sharpening the Development Process: A Practical Guide to Monitoring and Evaluation, PRAXIS Guide, No.1. Oxford, 2003
- European Commission - EuropeAid Evaluation Methodology and Guidelines,2006http://ec.europa.eu/europeaid/evaluation/methodology/index_en.htm
- Berumen Milburn J., ELACID, Monitoreo y Evaluación de Proyectos, Cuadernos de Cooperación para el Desarrollo No. 3, Cartagena, 2010 http://www.academia.edu/1636820/Monitoreo_y_Evaluacion_de_Proyecto

PM 2.5. CURRENT TRENDS IN EMERGENCIES AND HUMANITARIAN ACTION

Sandro De Luca
10 hours

Objectives:

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

Program:

- 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:

- Global Humanitarian Assistance - Report 2016 <http://www.globalhumanitarianassistance.org/wp-content/uploads/2016/07/GHA-report-2016-full-report.pdf>
- ACAPS - Crisis Overview 2016: Humanitarian Trends and Risks for 2017 <https://www.acaps.org/special-report/crisis-overview-2016-humanitarian-trends-and-risks-2017>
- The Sphere Handbook and Humanitarian Charter, 2011 <http://www.sphereproject.org/resources/download-publications/?search=1&keywords=&language=English&category=22>

- Minimum Standards for Education: Preparedness, Response, Recovery by the Inter-Agency Network for Education in Emergencies (INEE). http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1012/INEE_GuideBook_EN_2012%20LoRes.pdf
- Livestock Emergency Guidelines and Standards (LEGS) <http://www.livestock-emergency.net/resources/download-legs/>
- Minimum Economic Recovery Standards, by the Small Enterprise Education and Promotion (SEEP) Network http://www.seepnetwork.org/filebin/Minimum_Econ_Recovery_Standards_2_web.pdf
- Minimum Standard for Child Protection in Humanitarian Action (2012) <http://cpwg.net/?get=006914%7C2014/03/CP-Minimum-Standards-English-2013.pdf>
- Using the Sphere Standards in Urban Settings <http://www.sphereproject.org/silo/files/using-the-sphere-standards-in-urban-settings.pdf>
- Sphere standards in national humanitarian response Engaging with National Disaster Management Authorities <http://www.sphereproject.org/silo/files/sphere-standards-in-national-humanitarian-response.pdf>
- Buchanan-Smith, M., Cosgrave J. and Warner , A. ALNAP Evaluation of Humanitarian Action Guide, 2016 <http://www.alnap.org/resource/23592.aspx>
- <https://www.worldhumanitariansummit.org>
- One humanity: shared responsibility. Report of the Secretary-General for the World Humanitarian Summit, 2016 <https://consultations.worldhumanitariansummit.org/bitcache/e49881ca33e3740b5f37162857cedc92c7c1e354?vid=569103&disposition=inline&op=view>
- States of Fragility 2016: Understanding Violence, OECD 2016 <http://www.oecd-ilibrary.org/docserver/download/4316101e.pdf?expires=1486831312&id=id&accname=guest&checksum=7B741244F4ACD23A6530354ECE340D69>
- Sarah Collinson, Samir Elhawary, Robert Muggah, States of fragility: stabilization and its implications for humanitarian action, HPG Working Paper, May 2010 <https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/5978.pdf>
- Jan Egeland, Adele Harmer and Abby Stoddard, To Stay and Deliver. Good practice for humanitarians in complex security environments, OCHA 2011 https://docs.unocha.org/sites/dms/Documents/Stay_and_Deliver.pdf
- B. Ramalingam (et al.) Exploring the science of complexity: Ideas and implications for development and humanitarian efforts, ODI Working Papers 285, 2008 <https://www.odi.org/publications/583-science-complexity>
- Christina Bennett, Time to Let Go: Remaking Humanitarian Action for the Modern Era, ODI HPG 2016 <https://www.odi.org/sites/odi.org.uk/files/resource-documents/10422.pdf>

PM 2.6.

HUMANITARIAN CRISES AND EMERGENCY PROGRAMS

Andrea Mussi

8 hours

Objectives:

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

Program:

- I. Rapid Needs Assessment and Project Planning in emergency situations
- II. Practical methodologies and practical simulations
- III. Humanitarian Aid: Focus on Education in Emergency response.
- IV. UNICEF: how to prepare and submit a project proposal. Practical simulation foreseen

References:

- OCHA_SF 2014-2017 Strategic Plan
- MIRA_ https://www.humanitarianresponse.info/en/system/files/documents/files/mira_revised_2015_en_1.pdf
- UNICEF_Strategic_Plan_2014-2017
http://www.unicef.org/strategicplan/files/UNICEF_Strategic_Plan__2014-2017_e-version.pdf
- UNICEF_CSO procedures
http://www.unicef.org/about/partnerships/index_81428.html
- IASC_Humanitarian Needs Overview
- IASC_Emergency Preparedness and Response Handbook
https://www.humanitarianresponse.info/system/files/documents/files/Emergency_preparedness_guidance-24Oct2014.pdf
- USAID_Policy Framework 2011-2015
<https://www.usaid.gov/sites/default/files/documents/1870/USAID%20Policy%20Framework%202011-2015.PDF>
- Participatory Development Methods
<http://repiica.iica.int/docs/B1013I/B1013I.pdf>

PM3
CROSS CUTTING ISSUES

16 hours

**PM 3.1. DEVELOPMENT AND HUMAN RIGHTS: BETWEEN THEORY
AND PRACTICE**

Carola Carazzone
8 hours

Objectives:

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

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

Program:

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

References:

- Interagency Workshop on Human Rights based Approach in the context of UN reform, Human Rights Based Approach to Development Cooperation Towards a Common Understanding Among UN Agencies, 3-5 May, 2003.
- United Nations Development Group, Mainstreaming human rights in development: stories from the field, 2013.
- European Commission, Toolbox: a rights-based approach, encompassing all human rights for EU development cooperation, 30 April 2014.
- Council of the European Union, Council conclusions on a rights-based approach to development cooperation, encompassing all human rights, 19 May 2014.
- CESCR, Implementation of the International Covenant on Economic, Social and Cultural Rights, General Comment No. 13, The right to education (article 13 of the Covenant), 1999.

- GLOBAL CAMPAIGN FOR EDUCATION, Education Rights: A guide for practitioners and activists, 2011.
- OHCHR, Human Rights indicators: a guide to measurement and implementation, 2012.
- UNICEF- UNESCO, A Human Rights-Based Approach to Education, 2007.
- www.right-to-education.org
- Kishore Singh, Report of the Special Rapporteur on the right to education, Mission to Senegal, 2011.
- UPR, National Report, 2013
- UPR, Compilation of UN recommendations, 2013
- UPR, Summary of other stakeholders' information, 2013

PM 3.2. COOPERATION CHALLENGES IN EXTERNAL MIGRATION POLICY

Nico Lotta
8 hours

Objectives:

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

Program:

- I. strategies and processes to address migration in all its dimensions;
- II. migration – development nexus;
- III. migration and human rights;
- IV. international protection for migrants and asylum seekers;
- V. prevention of irregular migration (migrant smuggling and human trafficking)

References:

- International Migration Report 2017 - UN Department of Economic and Social Affairs
- Human Development Indices and Indicators, 2018 statistical update – UNDP, NY
- Human Development Report 2016. 'Human Development for Everyone' – UNDP, NY
- Stewart F. (2016) - The Dynamics of Horizontal Inequalities – UNDP, NY
- Transforming our World: the 2030 Agenda for Sustainable Development - Resolution adopted by the General Assembly on 25 September 2015

- 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
- International Migration and Development (A/73/286), Aug. 2018 – UN General Assembly. Report of the Secretary-General
- Global Compact for Safe, Orderly and Regular Migration (A/RES/73/195), Dec. 2018 – UN General Assembly
- UNODOC – Global Report on Trafficking in Persons 2018
- UNHCR Global Trends – Forced Displacement in 2017.
- Communication from European Commission - A Decent Life for All: From vision to collective action. COM (214) 335, June 2014
- Norwegian Refugee Council - Global Report on Internal Displacement 2018
- Public good or private wealth? – Oxfam Report 2019
- Migration and Remittances - Migration and Development Brief 30 (2018) – World Bank Group

WEB SITES REFERENCES FOR PROJECT MANAGEMENT

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

3.5 DEVELOPMENT ISSUES AND TOOLS

DEVELOPMENT ISSUES AND TOOLS 64 hours	DEV1 Current development issues 36h	China's re-emergence as a global actor and its impact on the international aid system (Gabusi, 8h)	6 ECTS
		Hot issues in contemporary Africa (Valsecchi, 8h)	
		Dealing with the Past, Transitional Justice and Development. Comparative perspectives between Africa and Latin America (Bocco, 10h)	
		Peacemaking in the Middle East: selected experiences (Merli, 8h)	
	DEV2 Instruments for research, policy analysis and management 28h	Undertaking Social Research in Development Studies: Methods, Approaches, Applications (Jutersonke, 12h)	5 ECTS
		Financial Accounting for no-profit organizations (Majocchi-Kattan, 16h)	

TERM: SPRING (May –June)

EXAM: June

CREDITS: 11 ECTS

COORDINATOR: Prof. Gianni Vaggi

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

Giuseppe Gabusi

8 hours

OBJECTIVES

Starting with a historical overview of politics, political economy and foreign policy of the People’s Republic of China, the course will show how China in the past forty years has become a global player, ready to engage the liberal order in ways that raise questions in the West about the resilience of the American-led order we have lived with since the end of WWII. Understanding how China’s past shapes its future is crucial for any government and private international business, as the Belt and Road Initiative – Xi Jinping’s grand vision for the XXI Century – has now become part of the public debate almost in any country.

QUESTIONS

Questions tackled during the course will include the following:

What has been the path followed by China’s economy since 1978? How can it be explained? What this tells us on how countries can develop?

What is the Belt and Road Initiative? Why is it generating tensions, especially with the European Union and the US?

Is China a revisionist power? Is the Asian Infrastructure Investment Bank – the first multilateral institutions led by Beijing – evidence of China’s revisionism.

REFERENCES

- Caffarena, A., Gabusi, G. (2019), 'China's Belt and Road Initiative in Eurasia: Space-Shaping as Odering', in S. Giusti, I. Mirkina (eds), *The EU in a Trans-European Space: External Relations Across Europe, Asia and the Middle East*,

- London: Palgrave Macmillan, pp. 65-85. Online: <https://www.palgrave.com/us/book/9783030036782?fbclid=IwAR3wXbAANqw9lhkxirUOQNGjbuZnEPvDpkGQk8w3NvWqUkSfYhh7O9N6gE#reviews>
- Fuchs, A., Rudyak, M. (2019), 'The Motives of China's Foreign Aid' (with Andreas Fuchs), in Zeng, Ka. (ed.) Handbook of the International Political Economy of China, Cheltenham, UK; Northampton, MA: Edward Elgar Publishing. Final draft at: <https://heibox.uni-heidelberg.de/f/b0a0c9b8c0/>
 - Gabusi, G. (2017), 'Crossing the river by feeling the gold: The Asian Infrastructure Investment Bank and the financial support to the Belt and Road Initiative', in China & World Economy, vol. 25, no. 5, pp. 23-45. Online: <http://onlinelibrary.wiley.com/doi/10.1111/cwe.12212/full>
 - Gabusi, G. (2017), 'The reports of my death have been greatly exaggerated': China and the developmental state 25 years after Governing the Market, in The Pacific Review, vol. 30, no. 2, pp. 232-250. Online: <http://www.tandfonline.com/doi/full/10.1080/09512748.2016.1217254?scroll=top&needAccess=true>
 - Naughton, B. (2018), The Chinese Economy: Adaption and Growth, Cambridge (MA), MIT Press
 - Shambaugh, D. (2013), China Goes Global: The Partial Power, Oxford: Oxford University Press.

DEV. 1.2 INTERNATIONAL DEVELOPMENT COOPERATION: AN OVERVIEW OF THE MAIN CURRENT TRENDS IN THE AGE OF SUSTAINABILITY

DEV 1.3 KEY ISSUES IN CONTEMPORARY AFRICA

GIORGIO MUSSO

8 hours

Objectives:

The course aims to provide a broad overview of the main political and economic issues at stake in contemporary Africa, with a particular focus on those topics that could be of interest for practitioners engaged in development cooperation. An in-depth analysis of the way Africa is represented on the mass media, development project and mainstream narratives will lay the background for subsequent analyses. The challenge of economic development, as it appeared in the post-independence period and evolved in the following decades, will be the central theme of the seminar. Finally, the recent idea of "Africa rising", proposed in the last ten years by investment funds and consultancy firms, and echoed by

international magazines such as "The Economist" will be critically analyzed in order to shed light on its merits and pitfalls.

Program:

INTRODUCTION

- 1) How (not) to talk about Africa
- 2) Africa since independence and the elusive quest for development

CONCLUSION

- 1) "Africa rising": lights and shadows of a new stereotype
- 2) Final debate session of the seminar

References:

- Bates, R.H., *When Things Fell Apart: State Failure in Late-Century Africa*, Cambridge University Press, Cambridge, 2008.
- Bayart, J.F., *L'Etat en Afrique : La politique du ventre*, Fayard, Paris, 2006 (2nd edition);
- Bayart, J.F., Ellis, S. & Hibou, B., *The Criminalization of the State in Africa*, International African Institute, Bloomington IN, 1999;
- Chabal, P. & Daloz, J.P., *Africa Works. Disorder as a Political Instrument*, International African Institute, Bloomington IN, 1999;
- Chabal, P., *Africa. The Politics of Suffering and Smiling*, Zed Books, London-New York, 2009;
- Cooper, F., *Africa Since 1940. The Past of the Present*, Cambridge University Press, Cambridge, 2002;
- Ellis, S., *Season of Rains. Africa in the World*, Hurst & Company, London, 2011;
- Englebort, P. & Dunn, K. C. , *Inside African Politics*, Lynne Rienner, Boulder-London, 2013;
- Herbst, J. 2000, *States and Power in Africa: Comparative Reasons in Authority and Control*, Princeton University Press, Princeton NJ.
- Mamdani, M., *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*, James Currey, London, 1996.
- Nugent, P., *Africa Since Independence: A Comparative History*, Palgrave Macmillan, Basingstoke, 2004.
- Thomson, A., *An introduction to African Politics*, Routledge, Oxon, 2016;
- Van de Walle, N., *African Economies and the Politics of Permanent Crisis*, Cambridge University Press, Cambridge, 2001.
- Young, C., *The Postcolonial State in Africa. Fifty Years of Independence, 1960-2010*, The University of Wisconsin Press, Madison, 2012;

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:

- ADDISON, T., 2009, « The Political Economy of the Transition From Authoritarianism », in : *Transitional Justice and Development*, P. De Greiff and R. Duthie (eds.), New York, Social Science Research Council, pp. 110-141.
- BADARO, M. & FORNE, A. (eds.), 2011, *Memories of repression in Argentina and Uruguay: narratives, actors and institutions*. Special issue of « *The Stockholm Review of Latin American Studies* », n°7.
- BUCKLEY-ZISTEL, S., 2009, 'Nation, narration, unification? The politics of history teaching after the Rwandan genocide', in: *Journal of Genocide Research*, vol. 11, no. 1, p. 31-53.
- BURT, J.-M., 2010, *Political Violence and the Authoritarian State in Peru: Silencing Civil Society*. New York, Palgrave Macmillan.
- CLARK, P., 2014, 'Negotiating reconciliation in Rwanda: Popular challenges to the official discourse of post-genocide national unity', *Journal of Intervention and Statebuilding*, vol. 8, n°4, p. 303-320.
- COBIAN, R.A. & REATEGUI, F., 2009, « Toward Systemic Social Transformation : Truth Commissions and Development », in : *Transitional Justice and Development*, P. De Greiff & R. Duthie (eds.), New York, Social Science Research Council, pp. 142-169.

- DENISSEN, M., 2010, "Reintegrating Ex-combatants into Civilian Life: The Case of the Paramilitaries in Colombia", in: *Peace and Change*, vol.35, n°2, pp. 328- 352.
- GREADY, P., 2010 '“You're either with us or against us”: Civil society and policy making in post-genocide Rwanda', in: *African Affairs*, vol. 109, n°437, p. 637-657.
- HAYNER, P., 2011, *Unspeakable Truths. Transitional Justice and the Challenge of Truth Commissions*. London, Routledge, 2nd edition.
- HINTON, A. L., 2010 'Introduction: Toward an Anthropology of Transitional Justice', in: *Transitional Justice: Global Mechanisms and Local Realities after Genocide and Mass Violence*, London, Rutgers University Press.
- KAPLAN, O. and NUSSIO, E., 2015, "Community Counts: The Social Reintegration of Ex-combatants in Colombia", in: *Conflict Management and Peace Science*, pp.1-22.
- LA ROSA, M. J. and MEJIA, G. R., 2012, *Colombia. A Concise Contemporary History*. New York, Rowman & Littlefield Publ.
- LESSA, F. & DRULIOLLE, V. (eds.), 2011, *The Memory of State Terrorism in the Southern Cone*. New York, Palgrave Macmillan.
- PETERSEN, S. S., SAMSET, I., and WANG, V., 2009, 'Foreign aid to Transitional Justice: The cases of Rwanda and Guatemala, 1995-2005', in Ambos, K., Large, J. and Wierda, M. (eds.), *Building a Future on Peace and Justice: Studies in Transitional Justice, Conflict Resolution and Development*. Berlin, Springer, pp.439-467.
- THOMSON, S., 2011, 'The Darker Side of Transitional Justice: The Power dynamics behind Rwanda's Gacaca courts', in: *Africa*, vol. 81, n°3, p. 373-390

DEV 1.5 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:

- Beinun, J., Hajjar, L. (2014). *Palestine, Israel and the Arab-Israeli conflict – A Primer*. Washington, DC: Middle East Research and Information Project.
- Neufeldt, R. et. al. (2002-2006), *Peacebuilding: A Caritas Training Manual*, Vatican City: Caritas Internationalis.
- Burton, J. (1988). *Conflict resolution as a political system*. Fairfax, VA: George Mason University.
- Fox, J. (2001). Two Civilizations and Ethnic Conflict: Islam and the West. *Journal of Peace Research*, 38(4).
- Della Pergola, S. (2011) *Jewish Demographic Policies - Population Trends and Options*. Jerusalem: The Jewish People Policy Institute.
- *in Israel and in the Diaspora*
- Galtung, J. (1969). Violence, Peace and Peace Research. *Journal of Peace Research*, 6(3).
- Gause, F. G. (2014). *Beyond Sectarianism: the new Middle East Cold War*. Doha: Brookings Doha Analysis Paper.
- Goldstein, J., Pinker, S. (2011). War is really going out of style. *The New York Times*, 17 December 2011.
- Fisher, R., Ury, W., Patton, B. (2012). *Getting to Yes: Negotiating Agreement without Giving In*. New York, NY: Penguin Random House.
- Heidelberg Institute for International Conflict Research. (2016). *Conflict Barometer 2016*. Heidelberg.
- Hedges, C. (2002). *War is a force that gives us meaning*. New York, NY: Public Affairs.

- Huntington, S. (1993). The clash of civilizations? *Foreign Affairs*, 72(3).
- LeVine, M., Mossberg M. (2014). *One Land, Two States – Israel and Palestine as Parallel States*. University of California Press.
- Maalouf, A. (2000). *In the name of Identity – Violence and the need to belong*. New York, NY: Arcade Publishing.
- Mearsheimer, J., Walt, S. (2006) *The Israel Lobby and U.S. Foreign Policy*. Harvard University.
- Oz, A. (2006). *How to cure a fanatic*. Princeton, NJ: Princeton University Press.
- Ramsbotham, O., Woodhouse, T., Miall, H. (2011). *Contemporary Conflict Resolution* (3rd ed.). Cambridge and Oxford: Polity.
- Ramsbotham, O. (2005). The analysis of protracted social conflict: a tribute to Edward Azar. *Review of International Studies*, 31(1).
- Said, E. (2001). The clash of ignorance. *The Nation*, 22 October 2001. <https://www.thenation.com/article/clash-ignorance/>.
- Salem, P. (2007). A critique of Western conflict resolution from a non-Western perspective. *Negotiation Journal*, 9(4).
- Salem, P. (2008). *The Middle East: Evolution of a Broken Regional Order*.
- Shlaim, A. (2001). *The Iron Wall: Israel and the Arab World*. W.W. Norton.
- Verdoolaege, A. (2008). *Reconciliation Discourse: The Case of the Truth and Reconciliation Commission, Amsterdam*, Amsterdam: John Benjamins Publishing Company.
- Wallensteen, P. (2014). *Understanding conflict resolution: war, peace and the global system* (4th ed.). New York, NY: SAGE.

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

Oliver Jütersonke

12 hours

Objectives:

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

Program:

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

- 1.Wednesday, 22 May, 14:00-15:20 – Introductions and course overview

- 2. Wednesday, 22 May, 15:40-17:00 – Social science, applied research, and public knowledge
- 2. Thursday, 23 May, 09:00 -10:45 – Situating the research: disciplines, debates, and sources
- 4. Thursday, 23 May, 11:15 -13:00 – Research design: questions, cases, and samples
- 5. Thursday, 23 May, 14:00-16:00 – Accessing the field and observing social settings
- 6. Friday, 24 May, 09:00-10:20 – Talking to people: interviews, group discussions, and surveys
- Friday, 24 May, 10:40-12:00 – Notes, transcripts, and memos: coding and analysis

References:

- Below is a list of required readings. Additional readings will be suggested during the course.
- John Harriss, "The Case for Cross-Disciplinary Approaches in International Development", *World Development* 30:3 (2002), 487-96.
- Cameron G. Thies, "A Pragmatic Guide to Qualitative Historical Analysis in the Study of International Relations", *International Studies Perspectives* 3 (2002), 351-372.
- Mario Luis Small, "'How Many Cases Do I Need?' On Science and the Logic of Case Selection in Field-Based Research", *Ethnography* 10:1 (2009), 5-38.
- Maysoon Sukarieh and Stuart Tannock, "On the Problem of Over-researched Communities: The Case of the Shatila Palestinian Refugee Camp in Lebanon", *Sociology* 47:3 (2012), 494-508.
- Joseph C. Hermanowicz, "The Great Interview: 25 Strategies for Studying People in Bed", *Qualitative Sociology* 25:4 (2002), 479-499.
- Joel D. Aberbach, & Bert A. Rockman, "Conducting and coding elite interviews", *PS: Political Science & Politics* 35:4 (2002), 673-676.
- Cindy M. Bird, "How I stopped dreading and learned to love transcription", *Qualitative Inquiry* 11:2 (2005), 226-248.

DEV 2.4 FINANCIAL ACCOUNTING

Antonio Majocchi and Fadi Kattan

16 hours

Objectives:

The goal of this section is provide students with the fundamental tools for a good recording of the transactions they will carry on with non-profit organizations and for a sound programming of the organization activities. The section will be developed along three main lines. Firstly, the main topics will

be introduced. The second part is designed to give students a thorough understanding of the purpose and content of the Financial statement. In the third part, cases and exercises will be discussed with students

Program:

- I. Introduction to the financial statement: goal and functions
- II. The main items of the financial statement
- III. An analysis of:
- IV. Costs and Revenues
- V. Asset and Liabilities
- VI. The role of investments
- VII. The distinction among fixed costs and variable costs and the different effects on organisation management
- VIII. Introduction to foreign exchange risk and exposure
- IX. Exercises: case studies

References:

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

ASSESSMENT CRITERIA

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

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

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

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

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

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

EXAMS - the exams will take place at the end of each of the four modules (Preliminary, Economics, Project Management, Development Issues and Tools,) 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, Project Management, Development Issues and Tools,) 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 WRITING

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.

1. Paper based on the student's internship

In this case, the structure of the thesis should be as follows:

a) Short description of the internship: what the student is going to do, objectives of the project, means at your disposal, explanation of the kind of issue the project is working on, etc. The explanation of the kind of issue the project is working on must be done at two different levels: a general explanation (which might include some literature review) and an explanation offered with specific reference to the specific context of the project.

b) Description of the specific strategy implemented by the project. Why is it that the organization you are working with decided to go through that

strategy instead of another one? Were some alternatives available? What are the pros and cons of the currently implemented strategy (compared to available alternatives)? Is funding enough given the purpose of the project? And so on and so forth. In developing this kind of analysis, do not forget to use as much as possible (and in a critical and personal way) the conceptual categories you learnt in the classroom.

c) Analysis of the macro context. Here, the basic idea is to understand whether there is consistency between the project you are working on and the general policies of the country, at the national or local level.

d) Conclusions and proposals. Try to be something in between the pure practitioner and the academician. Above all, give emphasis to your own ideas and proposal. Try to understand what works, what does not and why. Give your own contribution of intelligence and creativity.

2. Paper based on some development issues considered to be particularly relevant or remarkable

This is the case of a more traditional, academic thesis. It is generally (even if not necessarily) the outcome of internships with some international organizations (for instance, the CEPAL Summer School).

Here, the structure of the thesis is standard: introduction, fully developed literature review, personal contribution.

GENERAL SUGGESTIONS

Whatever the case might be – a traditional thesis or a paper based on the internship – do not forget that the general expectation is to avoid many pages of copy and paste. Your original thoughts are very important and must be emphasized. Do not forget that the thesis is neither the daily report of your internship activities nor a formal report to be sent to a donor. The thesis is your intellectual contribution, your own way to put experience, books, classes and field-relations together to think a better world to live in. Also try to be sufficiently clear and “pedagogical”: assume the readers do not know anything of the topic at hand and you should help them understand.

FORMAL REQUIREMENTS

Thesis form submission: The Master Secretariat will send you the Thesis Form asking you to fill it out and return it to cdn@unipv.it by mid-October. This is the step where students must decide the title of the thesis.

Supervisor: Once the Thesis Front Page is submitted, the school will assign you a supervisor from the Scientific Committee of Pavia. The supervisor will be in

charge to read the thesis. In most cases, given the nature of the internship, the supervisor will not be able to collaborate during the writing of the thesis: his/her role basically coincides with that of a reader. During the writing of the thesis, in case students need some help and the supervisor is not available, they will have to get in touch with professor Marco Missaglia (marco.missaglia@unipv.it or marcomissaglia@gmail.com), the person in charge to overview the whole process.

Length of the paper: minimum 6.000, maximum 10.000 words (remember: "better" is better than "more"). Please remind to use the Thesis Front Page provided by the Master Secretariat.

Final submission (in electronic format): the final thesis is due by mid-December at the school's secretariat cdn@unipv.it. This must be a final, complete draft. After having read the final draft, the supervisor may ask the student to make some adjustment and the complete, revised and approved thesis is due by mid-January at the school's secretariat cdn@unipv.it.

Discussion: Second half of January. Students are expected to be physically present at the discussion. In specific and motivated cases, students can arrange with the school a Skype videoconference. Students are supposed to prepare a Power Point presentation of their thesis. Ten to fifteen slides are more than enough: once again, the originality of the presentation and the personal proposals or considerations of the students are what really matters. Students' ability to elaborate on the topic at hand using the conceptual categories learnt during the year is highly appreciated.

Credits: 5

Overall evaluation: the final grade will consider several aspects: the contents of the dissertation, the discussion, the evaluation of the supervisor concerning the thesis and the grades obtained on the exams taken during the residential part of the Master program.

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

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:

CDN Secretariat
Maria Benotti
cdn@unipv.it

Cooperation and Development Network
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ANNEX 1: CURRICULUM

PRELIMINARY 84 hours	P1 Basic economic principles 56h	Microeconomics (Rampa, 28h)	10 ECTS
		Macroeconomics (Missaglia, 28h)	
	P2 Introduction to the notion of development 28h	A map of the world: development and demographic indicators (Vaggi, 28h)	5 ECTS
ECONOMICS 92 hours	ECO1 Development economics 44h	The status of development economics (Missaglia 20h)	6 ECTS
		Classical foundations of development economics (Vaggi, 8h)	
		Poverty, inequality and human development (Chiappero, 16h)	
	ECO2 Development policies and current issues 48h	Food security and agricultural development (Sassi, 16h)	6 ECTS
		Development Trajectories: a comparative analysis between alternative development processes (Botta 16h)	
		From financial crisis to finance for development (Vaggi+Petrina, 16h)	

<p>HOT ISSUES in the global agenda- the voice of NGO's, UN agencies and international experts</p>		Annalisa Primi (OECD Development Centre)	6 ECTS
		Francisco Carranza (World Food Program)	
		Maria Gallotti (ILO)	
		Francesco Rampa (European Centre for Development Policy Management)	
		Annalisa Prizzon (Overseas Development Institute-ODI)	
		International development cooperation: an overview of the main current trends in the ages of sustainability (De Fraia, 4h)	
		Granmenos Mastrojeni (Italian Ministry of Foreign Affairs and International Cooperation)	
		Giovanni Valensisi United Nations Conference on Trade and Development - UNCTAD	
		Gian Battista Parigi: Global Health (University of Pavia)	
		Egidio Dansero: A geographical perspective for development cooperation (University of Turin)	
		Giorgio Andrian (UNESCO expert)	
		Clara Capelli (AICS – Jerusalem)	
		Emanuela Colombo: Global energy challenges and sustainable development (Politecnico di Milano)	
<p>PROJECT MANAGEMENT 112 hours</p>	<p>PM1 DEVELOPMENT COOPERATION: Institutional contest and main actors 22h</p>	Development cooperation: from the beginning to nowadays (Raimondi, 10h)	5 ECTS
		European policies, strategies and funds (Bianchi, 6h)	
		Institutional and public resources for international cooperation (Bianchi, 6h)	
	<p>PM2 Concept and tools for designing, implementing, monitoring and evaluating a development and humanitarian project</p>	Intro to the Logical Framework approach: the framework, basic principles and use of PCM, project formulation, budgeting (Dieci-Falcitelli, 20h)	9 ECTS
		Project implementation (Falcitelli, 12h)	
		How to prepare a full formulation of the concept note on vocational training (Toscano, 12h)	

	74h	Monitoring & Evaluation (Favaron, 12h)	
		Current trends in emergency and humanitarian action (De Luca 10h)	
		Humanitarian crises and emergency in practice (Mussi, 8h)	
	PM3 Cross Cutting Issues 16 hours	Development & human rights: between theory and practice (Carazzone, 8h)	5 ECTS
		Cooperation challenges in External migration policy (Lotta, 8h)	
DEVELOPMENT ISSUES AND TOOLS 64 hours	DEV1 Current Development issues 36h	China's re-emergence as a global actor and its impact on the international aid system (Gabusi, 8h)	6 ECTS
		Hot issues in contemporary Africa (Valsecchi 8h)	
		Peacemaking in the Middle East: selected experiences (Merli, 10h)	
		Dealing with the Past, Transitional Justice and Development. Comparative perspectives between Africa and Latin America (Bocco, 10h)	
	DEV2 Instruments for research, policy analysis and management 28h	Undertaking Social Research in Development Studies: Methods, Approaches, Applications (Jutersonke, 12h)	6 ECTS
		Financial Accounting for no-profit organizations (Majocchi+Kattan, 16h)	
	INTERNSHIP		
THESIS			5 ECTS
TOTAL			75 ECTS