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II LEVEL MASTER IN DEVELOPMENT ECONOMICS AND INTERNATIONAL COOPERATION (MESCOI)

AY 2013/2014

PROGRAM SYLLABUS



Partners and Sponsors



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Thematic Area 1 - Foundations: Theories, Factors and Development Policies

1.1 Conceptual Foundations of International Development Cooperation

Instructor

Name

Gianni De Michelis

Contact Info

Academic Hours: 20

CFU: 3

General Information

Course Objectives

At the end of the course participants will have an understanding of the current wider global, political and economic context of the Development Agenda

Description and Format

International Development cooperation is not independent of the geopolitical and global economic context. On the contrary, the international development agenda is and is shaped by the interaction of the policies of the states and other forces on the global stage. The course examines the recent history, current and probable future geopolitical and economic scenario and its impact on international development cooperation own trends. Examples of topics covered include:

- A brief history of international development cooperation from post WW II reconstruction
- The Cold War and the emergence of Human Rights
- The approach of UN vs the approach of the Bretton Woods Institutions
- The Millennium Development Goals and the New Millennium Goals
- The impact of Globalization and role of international finance
- Development and the War on Terrorism
- New players and approaches (Eg. the Chinese “cooperation with no conditions” policy)
- Development cooperation in the context of the Italian foreign policy

Course Readings

Suggested

- Gianni De Michelis “La Lezione della Storia” I Grilli, Marsilio Editore, 2013
- UN General Assembly Resolution 65/1, 2010 “Keeping the promise: united to achieve the Millennium Development Goals”
- Report of the Colloquium on “Finding Relevance in a Globalised World (Building a Post MDG Scenario)
- Michael Barrett “Humanitarianism Transformed”, Perspectives on Politics 2005
- HPG Policy Brief 43 “Counter-terrorism and humanitarian action Tensions, impact and ways forward” October 2011
- HPG Policy Brief 48 “New players through old lenses. Why history matters in engaging with Southern actors” July 2012

1.2 Theories of Economic Growth and Development

Instructor

Name
Andrea Micocci

Contact Info
ninopard@aliceposta.it

Academic Hours: 20
CFU: 3

General Information

Course Objectives

At the end of the course, participants will know why there is such an academic discipline as development Economics, and not simply theories of economic growth. They will have understood the historical development of the subject and its main theoretical models. Also, the course participants will have gained a critical view of the role of the subject in practice and of its future possible theoretical developments. Lastly, a special care will be taken to present development economics within the larger frame of the social sciences in general, in order not to miss on some topics that despite being not directly part of Economic theory, are nonetheless important to development practitioners.

Description and Format

The course is based on formal lectures delivered by the teacher, alternated with class discussions prompted by either a case study or by one of the assigned readings. Lectures are meant to be participative: students are required to intervene any time they feel they can, both to contribute and criticize, and to ask for clarifications. Class discussions are started by a presentation by one or a few students; in them the role of the teacher is that of stimulating discussion and of enlarging on the material supplied. It follows that students should come to the course with the day reading done.

Course Readings

Required

Grabowski, R., Self, S., Shields, M.P. (2013), *Economic Development A Regional, Institutional, and Historical Approach*, M.E.Sharpe, London

Additional material in pdf form supplied by the teacher (case studies and/or relevant selected pages from the work of classic scholars, e.g., Adam Smith and John Stuart Mill, P.T.Bauer)

Suggested

The Grabowski, Self, Shields textbook is fairly simple but complete in all respects; it is meant to serve as a basic text for economists and non-economists alike. Those course participant who feel they need a more technical presentation can read: Volpi, F. (2003), *Lezioni di Economia dello Sviluppo*, Franco Angeli, Milano, and Mellano, M., Zupi, M. (2007), *Economia e Politica della Cooperazione allo Sviluppo*, Laterza, Roma-Bari, Todaro, M.P., Smith, S.C. (2011), *Economic Development*, Pearson Ltd., Thirwall, A.P. (2011), *Economics of Development*, Palgrave Macmillan. Further bibliography is available on request from the teacher.

Program

Module	Topic	Format
I	Basic characteristics of development and underdevelopment; agriculture and industrialization; the informal economy; importance of institutions; Gerschenkron's approach; technology: appropriate, modern or alternative/sustainable? Supply and demand and its relevance for developing countries: the concept of invisible hand and the relevance of Adam Smith.	Lecture, Group discussion
II	Alternative explanations of underdevelopment and development: Modernization Theory (Almond and Huntington); Marxist theories of capitalist development and of the role of imperialism. The birth of development economics.	Lecture, Group discussion
III	The role of economic modelling (growth models in this case) in mainstream economics. The Harrod and Domar models, the Neoclassical model of Solow; the model of Kaldor	Lecture, Group discussion
IV	Multidisciplinary approaches, also known as political economy. Classical dualistic models (Lewis, Nurkse); Hirschman and entrepreneurship; Structuralist theories and the question of international trade (Prebisch, Singer). Import substitution industrialization.	Lecture, Group discussion
V	Radical development theories (Dependency Theory): their connections with the theories of imperialism and with Structuralism and Marxism. Marxist theories (e.g. Emmanuel's model of international trade); state or planning? The importance of the Soviet experience.	Lecture, Group discussion
VI	The arrival of the Washington Consensus, or neoliberalism. Its effects on development and in general on the world economy. The preponderance of finance. The misunderstanding of Adam Smith's invisible hand and its consequences.	Lecture, Group discussion
VII	Natural resources, sustainability and the environmental question. The question of peasant agriculture and of Chayanov's rational peasant. Back to agriculture vs. industry? The importance of the de-industrialization of the West and of the patterns of international trade.	Lecture, Group discussion
VIII	Non-economic questions that influence economic reasoning: culture, religion, nationalism, fascism, ethnicity. Is there an alternative to capitalist development, and if so, where can it find its bases? Governance, the developmental state, human capital: are they new ideas?	Lecture, Group discussion
IX	A brief history of international development aid. The USSR, its development and its downfall. A look at geographical differences.	Lecture, Group discussion

1.3 Endogenous Growth and Local Development

Instructor

Name

Davide Integlia

Contact Info

davide.integlia@gmail.com

Academic Hours: 24

CFU: 3

General Information

Objectives

At the end of the course, participants will be familiar with the main models of endogenous economic growth and their implications on economic policies. Students will also understand the variables of the process of local development, with a deep knowledge of the main determinants and their impact. Students will also be familiar with the main successful policies applied for local development through the analysis of selected case studies.

Course Description and Format

This course emphasizes the analysis of determinants of endogenous economic growth with the lens of theories and models, and with the analysis of key determinants of local development. After the study of Endogenous growth theory and analysis of related models, the course will focus on the role of determinant factors of local development like migration, agriculture, health, education, knowledge and R&D investment, Technological change, finance, entrepreneurship, international trade, energy and environment protection.

The course will be divided in two parts: Part I will consist of 4 modules on theories and models of endogenous economic growth and local development. Part II will be based on selected case study analysis and assigned readings, with specific focus on local development determinants; the Part II will be based on teaching lesson, class discussions and simulations for almost every module. Participants are encouraged to intervene any time they feel they can, both to contribute and criticize, and to ask for clarifications.

Course Readings

Required

- Todaro M.P, Smith S.C. (11th edition 2011), Economic Development (Selected part for theories of endogenous growth and determinants of local development - reference will be provided)
- Aghion P., Howitt P. (1998), Endogenous Growth Theory (Selected part for theories of endogenous growth and determinants of local development - reference will be provided)
- Articles and parts of books will be proposed to students during the lessons or beforehand. The aim is to have one or two Papers/Articles or part of books for each module that will help student on the topic

Suggested

- Hermes N, Lensink R (2013) Financial development and economic growth: theory and experiences from developing countries (Routledge) - reference on specific part to read will be provided
- Polanyi K (1944), La grande trasformazione (Einaudi) - reference on specific part to read will be provided
- Smith S (1997), Case Studies in Economic Development (Addison Wesley Longman) - reference on specific part to read will be provided
- Stiglitz J (2012), Il prezzo della disuguaglianza (Einaudi)- reference on specific part to read will be provided
- Yunus M (2008), Un mondo senza povertà (Feltrinelli) - reference on specific part to read will be provided

Program

Module	Topic	Format
I	PART I - <u>Endogenous growth theory: concept and models</u> - Analysis of concept of Endogenous growth and theoretical model both in a close and open economy (Neoclassical, Solow, Romer, Barro)	Lecture
II	Student will familiarize with stylized facts of endogenous economic growth, studying factsheet and simulations, and methodology of measurement of economic development.	Lecture
III	PART II - <u>Local development: concept, models and facts</u> Analysis of local development theories and facts that shows the impact of determinants of local development.	Lecture
IV	There will be a general analysis to all determinants, studying cases and facts of selected geographical territory	Lecture
V	FOCUS ON DETERMINANTS: <u>Population and Migration</u> - The teacher will introduce the relationship between population growth and economic development, theory and cases, trying to put a light in the complex debate about causes and effects.	Lecture and discussion
VI	<u>Agriculture</u> - The module will focus on the crucial importance of a solid agricultural program and its impact on local development. Teacher will bring at least one paper and case study in order to support a discussion session on this topic.	Lecture and discussion
VII	<u>Health and development</u> - It is widely known that health conditions is a key factor for social and economic development. Improving the investment for medical infrastructures like hospitals, medical centres, improving access to essential medicines, and enhance partnership with medical centre in developed countries with missions of physicians and telemedicine, are key factors to foster the healthcare system for underserved communities. A higher level of health conditions and wellbeing will affect productivity and local development.	Lecture/Discussion and Simulation
VIII	<u>Learning and Knowledge economy, R&D and Technological Change</u> - This module will investigate the role of knowledge and R&D in economic development. Taking in consideration that R&D and know how is brought from investment decision (both with profit and not profit intention) we will analyse its impact on the growth driven by technological change.	Lecture/Discussion and Simulation
IX	<u>Finance and Entrepreneurship</u> - Access to funds as donations, equity or lending, domestic funds or foreign investment, is crucial for local development. After a review of literature on relationship between finance and development at a global stage, the module will focus on the impact of different kind of funding on industrial development and local entrepreneurship, considering also the new way of funding (microcredit, crowdfunding, equity crowdfunding)	Lecture and Discussion
X	<u>International trade: role of emerging markets</u> - Teacher will discuss with student the general relationship between trade and economic growth, the benefits from trade, customs union an regional trade agreement. The	Lecture and Discussion

Module	Topic	Format
	discussion will be based on selected papers.	
XI	<u>Workshop: Energy, Environment and Local Development</u> Energy and environment quality has shown always a huge impact on global and local development, supporting life, absorbing waste, protecting consumers and their health conditions, and giving input on production. The last module will be held in the form of seminar, and we will host the President of Green Cross Italia, a global NGO founded by M.Gorbachev and R.L. Montalcini.	SEMINAR

1.4 Ethical Principles, Coherence, Standards and Operational Principles in Development Cooperation

Instructor

Name

Stefano Donati

Contact Info

s.donati@unilink.it

Academic Hours: 20

CFU: 3

General Information

Course Objectives

At the end of the course participants will be familiar with key ethical concepts and principles that are of fundamental reference and should guide their behavior as development practitioners, as well as facilitate their understanding of concepts discussed in subsequent courses.

Description and Format

The course is intended as compass assisting and guiding the decisions and behavior of participants as future development professionals. Once in the field, practitioners discover early enough that their technical knowledge alone is not sufficient to address the many issues and dilemmas they face on a daily basis and that inevitably lead to the fundamental question whether their actions are beneficial or harmful.

Development is a domain that is deeply value laden. Indeed, it is quite impossible to even define “development” or “progress” without making reference to a values system. Not surprisingly, a specific area of inquiry, Development Ethics, defined by David A. Crocker as “a moral reflection on the ends and means of development”¹ branched out of the general and economic normative discourse in conjunction with the evolution of development practice. In an effort to “do things right” as well as “doing the right thing”, this interaction has resulted in the formulation of principles, criteria and standards of significant practical importance and guidance for development actors.

The course first provides participants with a brief overview of Ethics in general and familiarizes them with ethical dilemmas. The second part discusses the evolution of development ethics, the challenges, various

¹ David A. Crocker “Ethics of Global Development”, Cambridge University Press, 2008

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approaches and propositions from the traditional mercantilistic/commodity logic to the most recent “Capability Approach” school represented by Sen and Nussbaum. Participants go on to discuss what relation there is, or ought to be, between the higher principles and the behavior of actors in the field: institutions, teams and individuals. The topic serves as an introduction to analyzing some of the main principles, approaches and guidelines and their relevance for the field of Development. The review covers, among others, the principle of Sustainability, the Human Rights and Democracy paradigms, the classic humanitarian principles, etc. Not to be forgotten, norms that are ethical and/or make good business sense in any context, such as “good faith”, efficiency, competence and expectations management. In this way, the course lays the foundation to several topics addressed in subsequent course.

The last parts of the course focus on practice with a twofold approach. On the one hand, participants are introduced on the steps and requirements for effectively implementing a values-based policy within institutions. On the other, participants analyze and discuss how actors actually behave, the trade offs of a principled approach and the degree of flexibility displayed in practice.

The course is based on a series of lectures combined with interactive group discussions and exercises.

Course Readings

Required:

- David A. Crocker “International Development Ethics” - PAIDEIA paper
- Amartya Sen “Development as Freedom” - Oxford Paperbacks, 2001. Chapters 1,2,3,4,6,10
- Humanitarian Principles: www.ifrc.org/en/who-we-are/vision-and-mission/the-seven-fundamental-principles/
- ICRC Code of Conduct
- UNICEF Humanitarian Principles
- Peter Hardi and Terence Zrdan “Assessing Sustainable Development: Principles in Practice” (Bellagio Principles), International Institute of Sustainable Development IISD, 1997
- Alan Fowler “International Development Frameworks, Policies, Priorities and Implications” Oxfam Canada, 2003
- OECD Paper: “FINAL POST-2015 global and local environmental sustainability”
- Thomaz Chianca “The OECD/DAC Criteria for International Development Evaluations: An Assessment and Ideas for Improvement”

Suggested:

- <http://www.un.org/en/sustainablefuture/sustainability.shtml>
- <http://www.iisd.org/publications/>
- Mary B. Anderson Dayna Brown Isabella Jean “Time to Listen. Hearing People on the Receiving End of International Aid” CDA Collaborative Learning Projects 2012.
- Braden Allenby “Industrial Ecology - Policy Framework and Implementation” Prentice Hall, 1998

Reference:

- The documents below are reference with the sole aim of illustrating examples of “international standards”. Participants are not necessarily required to know the contents of specific standards:
- Humanitarian assistance: <http://www.sphereproject.org/>

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- Anti-corruption: <http://www.rai-see.org/knowledge-base/international-anti-corruption-standards.html>
- Anti-money laundering: <http://www.fatf-gafi.org/topics/fatfrecommendations/>
- Elections: <http://www.osce.org/odihr/elections/66040>

Program

Module	Topic	Format	Academic Hrs
I	Introduction to Ethics: General definitions and approaches, Ethics and the Law, Ethical dilemmas	Discovery, Lecture, Discussion, Exercise	2
II	Ethics for the field of development: a. Overview of approaches: Mercantilistic and commodity, Utilitarian, Basic Needs Approach, Capability Approach, Rights Based Approach b. Areas of consensus and of debate	Discovery, Lecture, Discussion	3
III	Ethics and development practice: a. Field/Mandate/Institution/individual coherence b. Altruism or self-interest? c. Principles, Standards and Frameworks: Definitions and examples	Discovery, Lecture, Discussion	2
IV	a. Classic Humanitarian Action principles and their applicability to Development b. Sustainability and resilience: what do they mean in practice?	Discovery, Lecture, Discussion, Group exercise	3
V	a. OECD DAC and its criteria b. Other principles and values	Discovery, Lecture, Discussion	3
VI	Incorporating values in institutional behavior a. Mission statements b. Codes of Ethics and codes of conduct c. Implementation of effective ethics policies	Lecture, Group Exercise	3
VII	Overview and evaluation of actual practice: a. The pros and limits of Frameworks (MDG) b. How Institutions actually behave c. "When is the right time to cut cards with the devil?" a discussion of real life trade offs and dilemmas d. What about the money? Ethics in fundraising and Donors' policies	Discovery, Discussion, Group Exercise	4

UNIT 2 ISSUES: International Policies for Development and Co-operation Agenda

2.1 Emergency, Development and Complex Issues: Coordination and Integration of Relief, Early Recovery, Recovery, Peace Building and Risk Reduction.

Instructor

Name
Raj Rana

Contact Info
raj@theWolfGroup.org

Academic Hours: 15
CFU: 2

General Information

Course Objectives

At the end of the module, participants understand the complexity and interaction between under-development, conflict and humanitarian emergencies.

Description and Format

The module is intended to introduce participants to the complexity and inter-connectedness of under-development, conflict and humanitarian emergencies. The intent is to illustrate how much of the aid and development worlds work in grey areas, where little can be characterized as black and white. While experts, agencies and practitioners often delineate their contributions in very isolated and specific ways, there are inevitable links and overlaps across the response spectrum. The module will be an exploration that is divided into three phases, using a case study within which different perspectives can be applied:

Understanding the phases and their associated activities: This section will focus on defining and explore the following phases: Humanitarian action; Early Recovery; Development; Peace-Building; and, Disaster Management. Participants will work in sub-groups collectively defining the various phases and the potential tasks that are associated with them. Draws on the course readings.

Potentially competing policies/conceptual frameworks: Participants will explore different frameworks and synthesize the guidance and philosophies they dictate. Specifically the course will explore: UN Integrated Missions; Nation Building; and, the OSCE Concept of Comprehensive and Co-operative Security. The course will also look into the complex, often problematic relationship between security and development. Is security a necessary precondition for development, or is development functional to consolidating peace and stability? What is the approach and the result when the influence of national/political considerations are factored in?

What happens when worlds collide?: What happens when phases, activities, policies and conceptual frameworks are applied simultaneously in one place? We will collectively imagine the realities of Afghanistan since 2003.

The course is based on a series of lectures combined with interactive group discussions and exercises.

Course Readings

Required:

- Guidance Note on Early Recovery- UNDP
- Applying the Disaster Risk Management Cycle to the Syrian Crisis- Chris Piper
- Integrating relief, rehabilitation and development- IFRC Policy
- OSCE Concept on Comprehensive and Co-Operative Security- OSCE
- The humanitarian-development gap, Jonathan Moore, IRRC No. 833
- Fred Kaplan “The End of the Age of Petraeus: The Rise and Fall of Counterinsurgency”, Foreign Affairs 2013

Suggested and Reference:

- CSCE Helsinki Final Act
- A Secure Europe in a Better World - European Security Strategy 2003
- Report on the Implementation of the European Security Strategy, 2008
- David Galula “Counterinsurgency Warfare: Theory and Practice”
- DFID Practice Paper “Building Peaceful States and Societies”

Program

Module	Topic	Format	Academic Hrs
I	Introduction to the Module: Relief, Recovery, Development, Peace-Building- 50 Shades of Grey?	Lecture, Discussion	1.5
II	Understanding the phases and their associated activities: <ul style="list-style-type: none"> • Broad brush introduction to the following response phases: Humanitarian action; Early recovery; Development; Peace-Building; Disaster Management • Mapping tasks to phases- and identifying overlaps 	Discovery, Group Exercise, Discussion	3
III	Potentially competing policies/conceptual frameworks: <ul style="list-style-type: none"> • Taking stock of: UN Integrated Missions; Nation Building; and, the OSCE Concept of Comprehensive and Co-operative Security. 	Discovery, Group Exercise, Discussion	2
IV	What happens when worlds collide?: imagining what happens when phases/activities/policies/frameworks are applied all at once: Afghanistan.	Discovery, Discussion, Group exercise	2
V	Drawing conclusions: Where does this leave me as a practitioner?	Discussion	1.5

Module	Topic	Format	Academic Hrs
VI	National interest, security and development: which causal relation between security and development and what is the influence of national/political interests. Following up on III and IV and the Afghan scenario, the seminar will analyze further real life examples (eg. Hurricane Katrina) and conceptual frameworks (the EU Security Strategy and COIN)	Discussion/Seminar	5

2.2 The Role of the United Nations and Other International Organizations, Bilateral National Development Agencies and NGO's

Instructor

Name
Raj Rana

Contact Info
raj@theWolfGroup.org

Academic Hours: 20
CFU: 2

General Information

Course Objectives

At the end of the module, participants better understand the nature, roles and specificity of a sample of organizations working across the response spectrum.

Description and Format

This module is linked to and framed by: *2.1 Emergency, Development and Complex Issues: Coordination and Integration of Relief, Early Recovery, Recovery, Peace Building and Risk Reduction.*

The field of international development is increasingly crowded by a wide range of actors: intergovernmental international organizations (IGOs), national governments' aid agencies, international and local non-government organizations, foundations and, last but not least, private corporations. The nature and scope, legal regime, mandate and structures of these entities obey different rules and logic. Furthermore International Political, Development and Aid actors are increasingly undertaking similar roles- if not adopting multiple mandates. As illustrated in module 2.1, much of the aid and development worlds work in grey areas, where little can be characterized as black and white. While it is convenient for agencies to delineate their contributions in very isolated and specific ways, the overlaps and potential for duplication is high.

The course will first introduce a taxonomy of organizations and address some specific issues - such as the international legal personality - and their implications for operations and staff. The course will then benefit from three external speakers who will talk about what their organization does, what are the policies and challenges faced, especially when wearing several 'hats' simultaneously. These hats can be having multi-faceted mandates and/or working in contexts where various actors often focus on similar domains. Are we facing competition or complementarity? Is having all actors in all phases more efficient?

The course is based on a series of lectures and guest speakers combined with interactive group discussions. A simulation exercise ties together modules 2.1 and 2.2.

Course Readings

Required:

- A Partnership at Risk? The UN-NGO Relationship in Light of UN Integration- Norwegian Refugee Council
- Blurring of Lines in Complex Emergencies: Consequences for the Humanitarian Community- Marcos Ferreiro, JHA
- The Search for Coherence: UN Integrated Missions and Humanitarian Space- HPG
- “The Politics of International Development. Towards a New Grand Compromise?” Jean-Philippe Therien, in *Economic Policy and Law*, Special Issue 2004

Suggested and Reference:

- David Lewis and Nazneen Kanji “Non-Government Organizations and Development” Routledge Perspectives on Development 2008.
- 1975 Convention on the Representation of States in their Relations with International Organizations (Vienna Convention)
- Union of International Associations <http://www.uia.org/>: lists over 65,000 organizations in any field of activity.
- Ministero Affari Esteri: Organismi Internazionali e Missioni Speciali in Italia, March 2014
- List web links to different kinds of organizations and actors:

Program

Module	Topic	Format	Academic Hrs
I	Introduction to the Module: Different categories of actors according to their origin, legal nature, scope, structure, mandate. What are the implications in defining strategy and operations Brief illustration of key development organizations	Lecture, Discussion	4
II	Presentations by Guest Speakers	Lecture, Discussion	6
III	Simulation Exercise	Discovery, Group Exercise, Discussion	8
IV	Bringing it All Together: actors, roles, phases and frameworks. Convergence or divergence?	Lecture, Discussion	2

2.3 The European Union Cooperation and Development policies

Instructor

Name	Email	Accademic Hrs: 20
Paolo Prosperini	p_prosperini@yahoo.it	CFU: 2

General Information

Course Objectives

The course aims at increasing the participants' knowledge on theories and backgrounds necessary to understand the EU current and future *modus operandi* in order to become professional operators in the field of the development, within the EU system specifically.

At the end of the course, participants will be able to understand the evolution of the EU system of development cooperation and to analyze possible policy developments in this area.

Description and methodology

The European Union is today on the largest and most relevant public aid actor, both in terms of resources and policies.

This module is designed to provide professionals who are going to operate in international cooperation contexts with theoretical and practical knowledge of the following topics:

- The evolution of the EU development aid policy
- Theoretical and practical differences between emergency aid and development aid
- Analysis of the main topics
- Knowledge of the EU system: EU diplomacy
- Practical instruments of EU development cooperation
- European Territorial Co-operation

The course mainly consists of lectures. Group activities will also take place: reading of EuropeAid call for proposals and application of PCM techniques to EU development cooperation activities.

Course Readings

Required Will be provided by the instructor

Suggested Will be provided by the instructor

Course program

Module	Topic and specific training objective	Format	Academic Hrs
I	<u>Origins and development of EU development policies:</u> Participants are familiar with the evolution of the EU cooperation policy	Lecture	2
II	<u>Humanitarian aid:</u> Participants are able to distinguish the features of EU emergency policy from the features of development aid	Lecture	2
III	<u>Main areas of intervention:</u> Participants are familiar with the thematic actions of EU intervention	Lecture	3
IV	<u>EU diplomacy</u> Participants are familiar with the structure and activities of the European External Action Service	Lecture	3
V	<u>Main instruments of intervention:</u> Participants are familiar with the EU main intervention instruments	Lecture	3
VI	<u>The external dimension of policies and the European Territorial Cooperation (CTE):</u> Participants are able to link EU internal and neighboring policies, with specific reference to CTE	Lecture	3
VII	<u>Tools and access strategies:</u> Participants work on practical examples of “Calls for Proposals” linked to the EU external cooperation dimension	Practical Exercise	4

2.4 Development and the Rule of Law. Transparency and the Fight Against Corruption

Instructors

Name

Felice Ancora

Email

felice.ancora@fastwebnet.it

Accademic Hours: 30

Francesco Caruso

Francesco.caruso@osce.org

CFU: 3

General Information

Course Objectives

At the end of the course participants will understand the importance, the fundamental principles and the tools employed in fostering the Rule of Law.

Description and Format

Economic development is a process that can only take place if certain conditions are fulfilled, namely, an acceptable level of cohesion, coherence in people's behavior and solidarity among those potentially interested in the process. In fact, what constitutes the very essence of economic development - the planning of individual and collective conduct, the accumulation of material and immaterial goods as well as the concentration of common efforts and the achievement of common results - is only possible if people enjoy certainty and security regarding their own personal safety and health, the freedom to enjoy and accumulate available goods, and, finally, about the possibility to rely on the endurance of relationships over time. Rule of law, legal certainty, freedom, economic development and democratic development go hand in hand.

The first part of the course examines in detail the concepts of "Rule of Law" and "Legal certainty". The expression Rule of Law has a number of meanings which depend on different contexts. In three cases, however, these expressions have the same meaning: 1) binding decisions in compliance with legal rules (meaning that no one shall be deprived of its personal liberty and property rights except on the grounds of well-established and clearly defined rules and procedures); 2) legally binding decisions (meaning that no public organ is above the law and no public official can act arbitrarily outside the law); 3) binding decisions in compliance with a higher law (no written law may be enforced unless it conforms with certain unwritten, universal principles of fairness, morality, and justice)². The consolidation of Legal Certainty is the precondition for a process of qualification, accumulation and consolidation of human experiences (including the production and exchange of economic goods), a process that is open to evolution and adaptation. It is rare and unlikely that a "legally certain" right is not at the same time "lawful", or does crystallize as such. Legal certainty does not mean the automatic application under any circumstance of certain set rules, in order to seek a specific intended outcome. On the contrary, legal certainty means creating defined spaces for human action (or for the development of human personality) and, therefore, means bringing rules closer to reality and to the goals of society (it also can and must temper the rules themselves). A "legally certain" right cannot exist nor last unless it is also "right".

The second part of the course analyzes international cooperation in the area of Rule of Law and fight against corruption through the study of two specific cases in which lecturers and guest speakers have direct experience:

² on different formulations of this topic and related policies see: the acts and documents of the Venice Commission of the Council of Europe - For Democracy Through Law, see under "Rule of Law"

1) **The reform of the judicial system in Bosnia and Herzegovina.** The development of social identity and of non-abusive legal certainty is particularly complex in post-conflict societies that have been torn by armed or non armed conflicts which sharpened mutual distrust. In this sense, Bosnia and Herzegovina represents a model, as far as institutions and cooperation are concerned. The institutional structure of the country following the wars in the 90' and the breakup of Yugoslavia has been the result of two subsequent peace agreements: the Washington and the Dayton agreements. Bosnia's institutional architecture is the result of the ethnic-centered rhetoric which has accompanied the conflicts in the 90'; today's institutional system still endorses ethnic identity. It is a fragmented structure in which a number of juxtaposed juridical and constitutional systems coexist. There are in fact three constitutions, four civil and criminal codes and different procedure codes which are barely and only partially harmonized. Mistrust and immobility are the key elements of such an institutional order, which causes great damage to development perspectives and where important regulatory and legislative developments have been strongly conditioned by more or less direct international pressure.

The rule of law sector and its evolution in Bosnia and Herzegovina offers an overview of different international cooperation and technical assistance instruments, which can be observed in the context of today's Bosnia facing the perspective of European integration. The pre-accession process in particular offers different opportunities to think about the priorities and the instruments set forth by the international community and their effectiveness. In particular, the Judicial Reform Strategy will be analyzed during the course, together with the "Structured Dialogue on Justice" framework which comprehends different technical assistance instruments. Among them there are the Technical Assistance and Information Exchange Instruments (TAIEX), the Instrument for pre Accession (IPA) and the Venice Commission- the last chapter of the country's recent history which has been written also through the jurisprudence of the International Criminal Tribunal for the Former Yugoslavia (ICTY), the International Court of Justice (ICJ) and the European Court of Human Rights (ECHR).

2) **Corruption** in its many forms corrodes from the inside any notion of justice and equality and undermines economic efficiency, ultimately harming development perspectives. The course will briefly discuss corruption and its causes, effects and possible countermeasures. The course will then examine the efforts of the International community in assisting Serbia in the implementation of an anti-corruption strategy, analyzing the tools deployed, the problems encountered and the results achieved.

Course Readings

Required

- J. S. Migdal, "Strong societies and weak states", Princeton University press, 1988; Chapters 1,2,6, 7. Reading the whole book is recommended.
- L. A Berg e D. Desai, Background paper: "Overview on the Rule of Law and Sustainable Development for the Global Dialogue on Rule of Law and the Post 2015 Development Agenda." August 2013
- Edited by G. Palombella e N. Walker, "Relocating the rule of law" Oxford and Portland, Oregon, 2009; selected chapters
- Rasma Karklins "Typology of Post-Communist Corruption" in Problems of Post-Communism July/August 2002
- Susan Rose-Ackerman "Corruption and Policy Reform." Yale Law & Economics Research Paper No. 444, 2012
- Venice Commission of the Council of Europe - For democracy through law", as directed by course instructors

Suggested

- U. N. Security council “The rule of law and transitional justice in conflict and post conflict societies”, 2004
 - Rasma Karklins “The System Made Me Do It: Corruption in Post-Communist Societies.” Armonk, New York, and London, England: M. E. Sharpe, Inc., 2005
- U. Mattei & L. Nader “Plunder. When the rule of law is illegal”, Villey Blackwell

Reference Material These documents provide useful reference for the practical modules

- Bosnia and Herzegovina Justice Sector Reform Strategy 2008-2012
- EU Structured Dialogue on Justice in BiH: <http://europa.ba/Default.aspx?id=87&lang=EN>

Program

Module	Topic	Academic Hrs
I	Foundations: (Ancora) Institutions, legal assets and rights, custody and subsidiarity, the three basic functions of the State, political power, administrative discretion and jurisdiction, the law	5
II	The issue of corruption (Ancora) <ul style="list-style-type: none"> • Causes, effects and remedies • Transparency of public procedures 	5
III	The concept of rule of law, legal certainty and lawful right. The concept of transitional legal system. (Ancora)	4
IV	Conditions for strengthening state and democracy: (Ancora) <ul style="list-style-type: none"> • in general • presence of at least some efficient and significant institutions or sub-institutions • parts of bureaucracies and administrative structures which are efficient and which enjoy the trust of the society • a transitional judicial system 	3
V	Analysis of cases and problems: (Ancora) <ul style="list-style-type: none"> • in general • the causes of the weakening of social control • the negative settlement of local powers with a weak State 	3
VI	The issue of justice sector reforms in Bosnia and Herzegovina (Caruso)	7
VII	Experience of the Anti-Corruption Strategy in Serbia (Caruso)	3

2.5 Immigration, Refugees and Internally Displaced Persons

Instructor

Name

Renne Traicova

Contact Info

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Accademic Hours: 10

CFU: 1

General Information

Course Objectives

At the end of the course, participants will have a general understanding of the plight of refugees and IDPs in the context of current global conflicts and natural disasters.

CFU: 1

Description and Format

Almost daily there are news of massive movements of people attempting to cross borders, seeking integration, fleeing from conflict, deprivation or simply looking for better opportunities. Unfortunately, more often than not, news are tragic like, for example, the recurring shipwrecks of migrants trying to cross the Sicilian channel. In addition to afflicting severe hardship for affected families, massive migrations of people nationally and internationally can also pose significant economic and political challenges to national governments and deserves a serious attention in the policy-making community.

The course will be divided in two parts:

Part I will comprise Students will become familiar with the basic definitions of different types of migration, national and international legal norms and the various ways in which international organizations address the needs of displaced people. Through case-study examples, particular focus will be played on ways to ensure sustainable return and reintegration of displaced people into their original homes as the only permanent solution. Economic migrants and persons moving willingly for other purposes, such as family reunification, will not be examined in this course:

1. Understanding the difference in definitions between immigrants, refugees and internally displaced persons and the circumstances that lead to displacement; and
2. Gaining a basic understanding of international law and principles that define and guarantee the protection of displaced persons;

Part II will focus on selected case study analysis. The emphasis shall be in the return and reintegration process in the Former Yugoslavia and Bosnia and Herzegovina in particular. The devastating civil conflicts that ravaged the Federal Socialist Republic and marked by “ethnic cleansing” provoked massive displacements of population unseen in Europe since WWII. Following the peace accords of Dayton, a policy of return and reintegration has been high on the agenda:

3. Learn the responsibilities of national governments and the basis for international involvement; and
4. Understand various methods through which the international community addresses the immediate needs of displaced persons and designs subsequent strategies to ensure sustainable return and reintegration into the communities of origin.

Students will be encouraged to take active part in discussions through group work and class simulations.

Course Readings

Required

- “Handbook for Applying the Guiding Principles on Internal Displacement”. 1999. The Brookings Institution Project on Internal Displacement. <http://www.refworld.org/pdfid/3d52a6432.pdf>
- Manual on Field Practice in Internal Displacement”. OCHA Policy Paper Series 1. 1999. <http://www.refworld.org/pdfid/460ce2f72.pdf>
- UN Guiding Principles on Internal Displacement:
- <https://docs.unocha.org/sites/dms/Documents/GuidingPrinciplesDispl.pdf>
- UNHCR Mid-Year Trends 2013:
- http://unhcr.org.uk/fileadmin/user_upload/docs/Mid_year_trends_2013.pdf

Suggested Readings:

- Masses in Flight: The Global Crisis of Internal Displacement», by Roberta Cohen and Francis M. Deng, Brookings Institution Press, Washington, D.C., 1998, pp. 162-166, 176-181, 195-207, 254-289, 73-125.
- Protection of Internally Displaced Persons, by the Inter-Agency Standing Committee (IASC), XXIIInd Meeting, New York, December 6, 1999. Available at: <http://www.brookings.edu/fp/projects/idp/iascprotectionpaper.pdf>
- “Convention and Protocol: Relating to the Status of Refugees,” by UNHCR. Available at: <http://www.unhcr.org/3b66c2aa10.html>
- <http://www.ohr.int/plip/>
- International Organization for Migration (IOM): <https://www.iom.int/cms/en/sites/iom/home.html>
- The UN Refugee Agency: <http://www.unhcr.org/cgi-bin/texis/vtx/home>
- UN Office for the Coordination of Humanitarian Affairs (OCHA): <http://www.unocha.org/>
- The African Union (AU): <http://www.au.int/en/>
- Organization of American States (OAS): <http://www.oas.org/en/default.asp>
- Council of Europe (CoE): <http://hub.coe.int/>

Program

Module	Topic	Format	Academic Hrs
I	Definitions between immigrants, refugees and internally displaced persons; circumstances that lead to displacement	Class lecture/discussion	2
II	International law and principles that define and guarantee the protection of displaced persons;	Class lecture/discussion	2
III	Responsibilities of national governments and the basis for international involvement	Class lecture/discussion	2
IV	Methods through which the international community addresses the immediate needs of displaced persons and designs subsequent strategies to ensure sustainable return and reintegration into the communities of origin.	Class lecture/discussion	2

2.6 Human Rights, Gender Mainstreaming and Cultural Awareness

Instructor

Name
Gry Tina Tinde

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Accademic Hours: 20
CFU: 3

General Information

Course Objectives

At the end of the course participants will:

1. Understand basic concepts and contents of human rights, gender mainstreaming, diversity and inclusion, and how these issues have evolved over time. They will have read key international human rights conventions, declarations and other resources.
2. Know how to analyze human rights and diversity policies and interventions by governments, international organizations and NGOs.
3. Understand the foundations and components of a rights-based approach to development.
4. Understand international efforts where human rights, gender equality and diversity principles or goals were not integrated. They will have learned how to identify such failings and how to respond.
5. Learn how to detect subtleties in public documents, presentations and media that may serve to keep women and underrepresented groups away from power and financial benefits.
6. Understand the importance of community-based policies where those closest to the situation are most likely to have the best analysis and suggestions for solutions. Pitfalls in determining who key community leaders and participants are will be analyzed.

Description and Format

“The Master’s Tools Will Never Dismantle the Master’s House” [Audrey Lorde](#)

The course will guide the students in discovering and responding professionally to overt and covert discrimination, policy paradoxes and human rights violations in the day-to-day operations of governments and organizations. Classes will be interactive in style, where the students’ own experiences and analysis of issues will have a strong bearing on the character and contents of the conversations. To ensure enlightened and focused discussions from the outset, pre-readings include basic human rights instruments. Such instruments may be applied directly in a rights-based approach, gender mainstreaming and diversity integration. In-depth discussion in each module will be necessary for students to identify gaps between principles and practice.

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Diversity and gender mainstreaming in policy and operations faces a number of paradoxes in how it is approached by governments and organizations. The domain may be wrongly seen as “informal” and difficult to concretize and measure; yet the very reason for insufficient diversity and gender-disaggregated data and analysis may be that senior managers may view the area as too hazy and marginal to include in budgets and results planning. Centuries of calls for equality between the sexes and inclusion of under-represented groups in decision-making have not succeeded in ending inequality. Inequality is the biggest threat to the world and needs to be tackled now, writes one of the world’s leading economists, Jayati Gosh from India.

The leadership in governments and organizations globally remains male dominated, with 78,2 % of parliament members and 85% of UN ambassadors being male, and only 19 of over 200 governments being headed by women. It appears to be difficult for the global leadership to fully and systematically

Ironically, stringent demands for evidence of results are often put on practitioners of diversity and gender mainstreaming in order to justify a new intervention or follow-up, while funding allocations may have been lacking for years to fully analyze and document. It is common to refer to the job to advance diversity and gender as a Sisyphus task, as one is often required to start from scratch after having worked hard and getting close to a goal. It may have been a moving target, one that the leadership perhaps did not want to achieve and therefore changed the rules along the way. “Gender fatigue” is an ailment that may affect advocates if recommendations and findings are not implemented. On a positive note, integrating gender, diversity, human rights and cultural awareness into every step of a project cycle is not difficult if one has basic knowledge about how to do it. Solid data collection and analysis in these fields is often lacking, especially in low- and middle- income countries. However it is probably safe to say that sufficient research findings, surveys, literature and public discourse exist to justify and guide a much more systematic and results-oriented effort by governments and international organizations than what is happening now.

Through lectures and discussions, an awareness game, readings, exercises, case studies, student presentations, simulations, films and an individual analysis, students will become adept at finding and using relevant methods and resources to ensure a professional and fact-based approach.

Participants will consider several short papers, reports and articles on human rights and diversity and learn how to apply the knowledge to international policy work and diversity and human rights as they relate to the reporting on results of projects. Key discussion points are how to ensure accountability vis-à-vis stakeholders such as local women and other underrepresented groups when identifying a theory of change, outlining the baseline, objectives, activities and deliverables in the form of outputs and outcomes.

Course Readings

Required

Module I: Basic Knowledge of The [Universal Declaration on Human Rights](#), the [African Charter on Human and Peoples’ Rights](#), the [European Convention on Human Rights](#), the [Asian Human Rights Charter](#) and the [American Convention on Human Rights](#), the [Convention on the Rights of Persons with Disabilities](#) and the [United Nations Declaration on the Rights of Indigenous Peoples](#)

Module II: Code of conduct for employees of the Organization of Security and Cooperation in Europe (OSCE) <http://www.osce.org/secretariat/31781>

Report on women and UNICEF’s management culture (will be shared in pdf version)

United Nations Comprehensive Strategy on Assistance and Support to Victims of Sexual Exploitation and Abuse by United Nations Staff and Related Personnel
<http://cdu.unlb.org/Portals/0/Documents/KeyDoc13.pdf>

Module III: Labor force and diversity in Italy

<http://online.wsj.com/news/articles/SB10001424052702304073204579171840922681228>

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Italy Gender Stereotypes, statement by Claudia Signoretti of the Pangea Foundation at the UN Commission on the Status of Women, March 2013 <http://goo.gl/olZgRD>

Module IV: “The objective of the Women and Foreign Policy program is to bring the status of women firmly into the mainstream foreign policy debate.”
http://www.cfr.org/thinktank/csmd/publications_wfp.html

Women’s role in peace building <http://www.cfr.org/syria/syrias-crisis-global-response/p28402>

Portrayal of women by a western government representative:
<http://www.nybooks.com/articles/archives/2011/apr/07/why-we-must-talk/?pagination=false> (will be shared in pdf version)

Fix the women: <http://www.unwomen.org/en/news/stories/2013/11/in-myanmar-efforts-to-bring-women-to-the-centre-of-peacebuilding>

Or train the men? <http://www.unwomen.org/en/news/stories/2013/11/in-rwanda-men-work-to-change-attitudes-and-confront-violence>

Stop fixing the women and start fixing managers instead <http://blogs.hbr.org/2014/02/stop-fixing-women-and-start-fixing-managers>

Module V: Quick guide to rights-based approach to development <http://policy-practice.oxfam.org.uk/publications/quick-guide-to-rights-based-approaches-to-development-312421>

Module VI: How to learn from practices in low- and middle income countries - Case: Female genital mutilation <http://www.standard.co.uk/news/crime/uk-must-follow-africas-example-to-tackle-fgm-and-improve-chances-of-prosecution-9109334.html>

Module VII: [Images of Community: Discourse and Strategies in Property Relations](#), by Tania Murray Li, in *Development and Change*, Vol. 27, 1996, (pp. 501-527) (will be shared in pdf version)

[Editorial: Re-sounding the Alert - Gender, Resources and Community Action](#), by Bina Agarwal, *World Development*, Vol 25, 1997, Issue 9 (pp. 1373-1380) (will be shared in pdf version)

Accountability to affected populations, Central African Republic, by Barb Wigley, World Food Program <http://goo.gl/A2TqV9>

Module VIII: Annual letter from Bill and Melinda Gates <http://annualletter.gatesfoundation.org>

Lack of advancement in health, human rights and political representation for girls and women in the 50-60 poorest countries <http://www.montrealgazette.com/touch/story.html?id=9500865>

Suggested

In and above conflict - A Study on Leadership in the United Nations
http://www.hdcentre.org/uploads/tx_news/28InandaboveConflict-AstudyonLeadershipintheUnitedNations.pdf

African Development Bank Group Gender Strategy 2014-18
<http://www.afdb.org/fileadmin/uploads/afdb/Documents/Policy-Documents/2014-2018%20-%20Bank%20Group%20Gender%20Strategy.pdf>

Southern African Development Community Protocol on Gender and Development
http://www.sadc.int/files/8713/5292/8364/Protocol_on_Gender_and_Development_2008.pdf

A rights-based approach to gender equality <http://www.un.org/womenwatch/daw/news/savitri.htm> by Emeritus Professor Savitri Goneskerere of the University of Colombo, Sri Lanka
<http://www.cmb.ac.lk/about/vice-chancellor-2/past-vice-chancellors/emeritus-professor-savitri-goonesekere>

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Integrating a human-rights based and gender equality approach to national strategic plans on HIV
http://www.unaidsrstes.org/prvs/sites/default/files/workshop_report_-_nsp-integrating-gender_and_human_rights_0.pdf

A Refugee Woman's Perspective <http://www.neurope.eu/article/refugee-woman-s-perspective>

Top UN Peacebuilders and Advocacy for Women. Peace and Security, by Gry Tina Tinde
<http://rsq.oxfordjournals.org/content/28/1/140.full?keytype=ref&ijkey=BH13ZT1WKDXX3IW>

A Refugee Woman's Perspective, by Gry Tina Tinde <http://www.neurope.eu/article/refugee-woman-s-perspective>

Value of Diversity at the Workplace, by Gry Tina Tinde <http://www.slideshare.net/TinaTinde/value-of-diversity-at-workplace-presentation-by-tina-tinde-at-career-forum-in-toulouse-france-nov-10-2012>

Women and Law, book published in 2012 by the Southern and Eastern African Regional Centre for Women and Law (SEARCWL) http://www.searcwl.ac.zw/index.php?option=com_content&view=article&id=90:must-read-must-have-book-by-searcwl&catid=1:news

Maneuvers - The International Politics of Militarizing Women's Lives, by Cynthia Enloe
<http://www.amazon.com/Maneuvers-International-Politics-Militarizing-Womens/dp/0520220714>

Human Rights Based Approach - Common UN Learning Package <http://www.undg.org/index.cfm?P=1447>

The care connection: The World Bank and women's unpaid care work in select sub-Saharan African countries http://wider.unu.edu/publications/working-papers/2013/en_GB/wp2013-131

"When and Why Do States Respond to Women's Claims? Understanding Gender-egalitarian Policy Change in Asia"
[http://www.unrisd.org/unrisd/website/newsview.nsf/\(httpNews\)/4105D993F635876CC1257C220039BD03?OpenDocument](http://www.unrisd.org/unrisd/website/newsview.nsf/(httpNews)/4105D993F635876CC1257C220039BD03?OpenDocument)

Video of lecture at the UN Research Institute on Social Development (UNRISD) by Magdalena Sepúlveda Carmona, the UN Special Rapporteur on Extreme Poverty and Human Rights, on The Human Rights Approach to Social Protection
http://www.youtube.com/watch?v=l3zfV5UmtLY&list=UUDuWmsyvO2QdxTNp7_F2zyw&feature=c4-overview

Program

Module	Topic	Format	Academic Hrs
I	Introduction of participants to Human Rights instruments and Inclusion awareness	Interactive lecture Game, debriefing	3
II	Code of Conduct and Internal Change Management, culture and advancement of women and underrepresented groups	Group exercise	2
III	Representations of women and men in Italy's work force: Ambassadors, police officers, bankers, CEOs, politics, judges and professors	Film: Women and Politics in Sierra Leone Case studies Presentations by Students	3
IV	Inclusion of women and underrepresented groups in policy	Film: Who cares? Unpaid	3

Module	Topic	Format	Academic Hrs
	making and execution, and in research and media coverage on international affairs	care work Comparison of UN and other organizations' documents and media Op-Eds and coverage	
V	Rights-based development	Group exercise	2
VI	Marginalized topics: Forced marriage, female genital mutilation, infanticide, honor killing, gender-based violence, LGBT rights	<u>Film</u> about bride kidnapping in Kyrgyzstan Case studies	3
VII	Community-based approach and accountability vis-a-vis stakeholders	Literature analysis Class discussion	2
VIII	International discourse on inclusion and advancement of women and underrepresented Groups	Comparison of angles and facts presented by different "camps" among development actors	2

2.7 Business and Local Economic Development. Italy's Internationalization Policies and Instruments

The syllabus of the course will be provided at a later stage

2.8 The Role of the Banking System, Cooperation and Microcredit

The syllabus of the course will be provided at a later stage

2.9 Democratization, Representation and Civil Society

Instructors

Name

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Maurizio Zandri

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Accademic Hours: 30

CFU: 3

General Information

Course Objectives

At the end of the course participants will have a solid understanding of the relationship between democratization, stability and development as well as of the dilemmas of democratic representation. They will be familiar with various democracy programs conducted by international donor organizations, governments and non-governmental organizations. Participants will have gained an initial ability to design program responses in relation to real-world needs.

Description and Format

The course is divided in two Sections:

Section 1 (Maurizio Zandri) Explores the issues and dilemmas of democratic representation, participation and consensus building and the role of civil society.

Section 2 (Assia Ivantcheva) Focuses on the theory and practice of democratization with an emphasis on key areas such as media development; democratic oversight and parliamentary strengthening; elections and political processes. The section analyses programs and policies actually implemented by leading international organizations and discusses frameworks and tools for designing and implementing democratization programs.

Classes will be based on exploring key readings of the democratization literature, open discussions, participation of guest speakers, analysis of real life scenarios and projects, aimed at developing practical skills. The instructors will use interactive style, online media and examples from around the world.

Course Readings

Suggested

Section 1:

- Temi avanzati di economia e politica della Cooperazione internazionale allo sviluppo - Capp. 1,2,4,8,10,15,19 - a cura Biggeri/Canitano - Franco Angeli
- Critica della democrazia occidentale - Eleuthera - David Graeber , 2012
- Lo scettro senza il re: partecipazione e rappresentanza nelle democrazie moderne - Nadia Urbinati - Donzelli, 2009
- The European union, Civil Society and conflict transformation - Microcon Policy Working Paper 1 - Nathalie Tocci - IAI - 2008;
- Assessing European Union's Engagement in conflict resolution in the Neighbourhood - Tomas Weiss and others - 2011 - Mercury E-paper n.14
- In Zuccotti Park - Michael Greenberg , 10 November 2011
- La democrazia delle piazza spagnole - Manuel Castells, 5 giugno 2011
- Capire le primavere arabe - Manière de voir, Le Monde diplomatique/il Manifesto - a cura di Alain Gresh

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- Peacebuilding, a Caritas training Manual - Caritas Internationalis, 2002
- Da Corleone ai Gorilla: quando l'Assemblea non è tutto. Qualche questione su movimenti e sviluppo sostenibile - Rivista Link, 2011 - M.Zandri;
- Imparare a gestire i conflitti, Rivista Link 2011- M. Zandri
- Tahrir, Puerta del Sol, Zuccotti Park: le Piazze e la Democrazia. Quale? Rivista Link, 2012 - M. Zandri

Section 2:

The readings below are illustrative, and encompass various aspects of the democratization literature. They will be used as the basis for an interactive discussion, and divided into specific modules. Specific page numbers will be determined in advance of the class. Not all of the below, literature will be included.

- Robert Dahl, Democracy and Its Critics (Chapter 8 & pp. 135-56).
- Philippe Schmitter and Terry Karl, "What Democracy is . . . and Is Not," Journal of Democracy, 2:3 (Summer 1991), pp. 75-88.
- Steven Finkel, 2003. "Can Democracy Be Taught?" Journal of Democracy 14(4): 137 - 151.
- Adam, Przeworski, Michael Alvarez, Jose Cheibub and Fernando Limongi, Democracy and Development.
- Steven Knack, "Does foreign aid promote democracy? International Studies Quarterly, 48: 1 (2004), pp. 251-266
- Steven Finkel, Anibal Pérez Liñan and Mitchell Seligson, 'The Effects of U.S. Foreign Assistance on Democracy Building, 1990-2003.' World Politics 59: 3 (2007), pp. 404-440.
- Craig Burnside and David Dollar, "Aid, Policies, and Growth." American Economic Review 90:4 (2000): 847-868
- USAID DRG User guide
- National Democratic Institute (NDI) <http://www.ndi.org>
- Friedrich Ebert Foundation http://www.fes.de/intro/intro_uk.html
- IRI www.iri.org
- EuropeAid
- OSCE/ODIHR - www.odir.pl
- IDEA - Electoral Justice Database <http://www.idea.int/elections/ej/index.cfm>
- Inter-Parliamentary Union, Parliaments On-Line <http://www.ipu.org/parline-e/parlinesearch.asp>
- Comparative Study of Electoral Systems - <http://www.cses.org/>

Section 1

Module	Topic	Format	Academic Hrs
I	International Development Cooperation: the basic purpose of development, Local Development, the International Development Agreement; Sustainable development;	Lecture, discussion	4
II	Institutional Building and Decentralization: Efficient and accountable government; Better local development; Democracy and protection of civil liberties; Protection of minorities.	Lecture, discussion	4
III	Movement, democracy, decisions: from Tahrir to Zuccotti park; the decisional models and their interaction;	Lecture, discussion	3

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Module	Topic	Format	Academic Hrs
IV	Peace-building: conflicts, war and peace: the different types of conflicts; the framework of the conflict and its phases; factors escalating conflicts; factors promoting peace; the rule of International Community;	Lecture, discussion, role games,	4

Section 2

Module	Topic	Format	Academic Hrs
I	Introduction to basic concepts. Why is democracy important? Historic roots, relationship with economic development, conflict reductions	Lecture, discussion	2
II	Theory of democratic transition. Cycles and waves of democratization. Current state of democracy around the world	Lecture, discussion	2
III	International organizations promoting democracy and human rights. Frameworks for conducting strategic assessments.	Drawing on the participants experiences;	2
IV	International donor assistance, part I: to media, civil society; elections; How it is done in practice.	Analysis of Programs from around the world;	3
V	International donor assistance, part II: parliaments, and democratic oversight, political processes.	Analysis of various donor program documents; Discussion	3
VI	Critique of democracy promotion efforts. Suggestions for the future. Use of technology.	Analysis of literature open discussions; Use of online media	1
VII	Concluding session: skill set required for a career in international development;	Structured discussion	2

Unit 3 Tools: Planning, Design and Management of Development Projects

3.1 Policy Analysis and Formulation: Understanding the Context and process, Regulatory Impact Analysis.

Instructors

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Accademic Hours: 30

CFU: 3

General Information

Course Objectives

At the end of the course participants will have increased ability to appraise and evaluate development policies. They will be familiar with Regulatory Impact Analysis (RIA) as a methodology assisting policy design, implementation and monitoring.

Description and Format

The course will hone participants' policy analysis skills in general through a series of cases studies in which the goals, instruments, process and outcomes of actual development policies are examined, taking into consideration their broader historical, political and social context. A series of seminars and discussions will guide participants to consider the rise of China, Eastern Europe's transition to a Market economy, as well as the experience of other emerging economies.

The course will also focus on Regulatory Impact Analysis (RIA) as a specific ex ante and ex post analytical tool assisting policy makers in their decision-making. Initially developed in the USA, RIA is now adopted in OECD countries, the EU and in many emerging economies. Not infrequently the development practitioner is called to assist a process of regulatory reform and course will examine the scope of RIA, its key methodological aspects and contribution to good governance in terms of transparency and accountability. Finally, the course will discuss the practical experience and issues in RIA implementation in emerging economies.

The course is based on lectures, seminars, case studies and group discussions.

Course Readings

Required:

- Selected chapters of the following (more details shall be made available in due course):
- Linda Yueh "China's Growth: The Making of an Economic Superpower" OUP Oxford, 2013
- Liliana Rojas-Suarez "Growing Pains in Latin America: An Economic Growth Framework as Applied to Brazil, Colombia, Costa Rica, Mexico and Peru" Center for Global Development, 2009
- Tilman Brück , Hartmut Lehmann (Editors) "In the Grip of Transition: Economic and Social Consequences of Restructuring in Russia and Ukraine" Palgrave Macmillan, 2012.
- Qimiao Fan, Jose Guilherme Reis, Michael Jarvis, Andrew Beath, Kathrin Frauscher "The Investment Climate in Brazil, India, and South Africa: A Comparison of Approaches for Sustaining Economic Growth in Emerging Economies" World Bank Publications, 2008
- Clifford G. Gaddy, Barry Ickes "Bear Traps on Russia's Road to Modernization" Routledge, 2013

For the RIA part:

- OECD: <http://www.oecd.org/gov/regulatory-policy/ria.htm>:
 - Building an Institutional Framework for Regulatory Impact Analysis: Guidance for Policy Makers
 - Introductory Handbook for Undertaking Regulatory Impact Analysis
 - Ten good practices in the design and implementation of RIA

Suggested:

- William Easterly “The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics: Economists Adventures and Misadventure in the Tropics” MIT Press; New Ed edition 2002
- Abhijit Banerjee & Esther Duflo “Poor Economics” Public Affairs, 2011
- Program Stephen Smith “Case Studies in Economic Development”, 2003

Program

Policy Analysis Module (Alvi):

Module	Topic	Format	Academic Hrs
I	Bringing it together: <ul style="list-style-type: none"> - the goals, methods and results of growth policies - the relevance of the historical and political context and the aims of the political elite 	Lecture/Discussion	3
II	China’s Development policies	Lecture/Discussion	3
III	The difficult transition of the former Soviet bloc to a market economy	Lecture/Discussion	3
IV	Policies, performance and vulnerabilities of BRICS	Lecture/Discussion	3
V	What conclusions can be drawn?	Lecture/Discussion	3
VI	Presentation by participants of select case studies	Group exercises	5

RIA Module (Donati)

Module	Topic	Format	Academic Hrs
I	Introduction to RIA: Goals and key concepts	Discovery/Lecture	2
II	Defining the problem and baseline The importance of the process as well as of the outcome.	Discovery/Lecture	2
III	Assessment criteria: Cost/Benefit, Cost Effectiveness, Sustainability	Discovery/Lecture	2
IV	Practical cases and issues in RIA implementation	Lecture/Discussion	4

3.2 Communication and Advocacy; Participatory Governance and Accountability

Instructors

Names

Maristella Vicini
Thea Chiesa
Bay Fang

Contact info

Maristella.vicini@provincia.tn.it
Thea.chiesa@weforum.org
bayfang@gmail.com

Accademic Hours: 60

CFU: 3

General Information

Course Objectives

At the end of the course participants will have an initial ability to design and implement effective, participatory programme/project governance structures, ensure appropriate relations with institutions as well as the general public.

Description and Format

Successfully promoting a policy, a programme or a project requires the ability to influence, balance and promote the needs, expectations and interests of a variety of actors. Any initiative will necessarily interact with a number of “stakeholders”: promoters, partners, beneficiaries, other actors, institutions, individuals as well as the general public - who necessarily shape and influence implementation and cannot be ignored without jeopardizing the initiative itself. Development practice faces a distinctive as interventions often seek to benefit the more vulnerable sectors of society, the ones that by definition have the least ability to “participate”, to voice their interest and exert bargaining leverage. Sadly, only too often there are news of “Cathedrals in the Desert”: development projects that have failed to meet the needs of intended recipients, useless, abandoned if not downright harmful. The course intends to provide participants with the knowledge and skills to perform a thorough stakeholder analysis, implement an effective policy/programme/project governance structure and adopt specific manage relations and communications with two broad categories of stakeholders: institutions and the public.

The Course is divided in three sections. The first part discusses Multi-stakeholder governance in general, weighing the pros and cons of different models with specific reference to development practice, including the need to deploy appropriate measures ensuring participation and accountability. Section 2 is devoted to effective management of relations and communications with institutions. The last section focuses on “public diplomacy” and the highly critical aspect of influencing and managing the consensus of public opinion.

The course format is based on interactive lectures, real life case studies discussions, group exercises and simulation.

Section 1 (Thea Chiesa): Participatory Governance

At the end of this section participants will be able to perform well thought through stakeholder analysis; evaluate and comment on the pros and cons of different governance structures of any given project; design a multi-stakeholder coalition or project considering the balance between goals and different stakeholder needs; design effective accountability instruments and know how to use effective stakeholder analysis as effective risk management tool.

Module	Topic	Format	Academic hrs
I	Project Governance and multi-stakeholder theory: why is multi stakeholder engagement important for successfully leading a project or agenda?	Discovery, Video, Case Study	2
II	Structure and types of stakeholders: identifying the different kinds of structure and types of stakeholders, understanding their role, power and influence, and how to balance power and equity amongst stakeholders	Discovery, Lecture, Case Study	3
III	Governance in multi-stakeholder projects structures and procedures to manage change or conflicts between the stakeholders and create options that go beyond the single interest of the stakeholder enabling the attainment of the defined and common objectives. Designing a governance structure in practice	Case studies: - UNAIDS (government based model) - The Global Fund (participatory model) - WEF (strong and influencer model) Group exercise	4
IV	Participatory approaches - credibility of multi-stakeholder models: the trade-offs between maintaining objectives set out with the need to ensure buy-in from all stakeholders. Participatory tools in international development projects	Discovery, Lecture, Case Study, Video	2
V	Responsibility and Accountability in Multi-stakeholder models. How do development organizations address accountability in practice?	Discovery, Lecture, Case Study, Discussion	2
VI	Multi-stakeholder Models as a Risk Management Tool	Discovery, Lecture, Case Study, Discussion	2

Section 2 (Maristella Vicini): Institutional and Inter-institutional Relations

At the end of the section participants will be familiar with the notion and techniques of Institutional and Inter-institutional. The section addresses the issue of representation of interests and institutional relations. Il corso affronterà il tema della rappresentanza degli interessi e delle relazioni istituzionali individuandone, highlighting its scope and organizational aspects with reference both to private and public entities that interact with the European Union and/or the Development sector. A specific focus is devoted to analyzing lobbying strategies, tools and techniques.

Section 3 (Bay Fang): Public Diplomacy

This section will provide participants with an understanding of what public diplomacy means in a development context. By the end of the course, students will know what public diplomacy is, how it is used in a government/IGO/NGO context, and what the most effective tools are for communicating a development agenda.

Module	Topic	Format	Academic hrs
I	Introduction: what is public diplomacy and advocacy and how it works	Discovery, Lecture, Discussion	2
II	The steps an IGO or NGO should implement in order to develop a public diplomacy/advocacy in support of a development project or agenda	Discovery, Lecture, Discussion	3
III	Do's and Don't's: real life case study examples	Examples, Video, Discussion	3
IV	Conveying a residual message	Lecture, Group Exercise	3
V	Crisis communications: principles and techniques	Lecture, Group simulation,	9

Course Readings

Required

Section 1

- Sebastian Backup “Building Successful Partnerships: A Production Theory of Global Multi-Stakeholder Collaboration”, Springer-Gabler 2012 - Chapters 1,2,3,4
- “Localizing Development: Does Participation Work?” World Bank Policy Research Paper, 2013
- “A brief introduction to participatory approach”
- ALNAP “Participation Handbook for Humanitarian Field Workers” Chapter 1
- Andreas Kamm “Accountability: A Long and Necessary Journey”, 2012
- “Concerning Accountability of Humanitarian Action” HPN Network Paper n.58, 2007

Section 3

- J. Michael Waller, ed. The Public Diplomacy Reader (Institute of World Politics Press, Washington, D.C. 2007) http://jmw.typepad.com/political_warfare_class/files/public_diplomacy_reader.pdf
- Joseph S. Nye, Jr., “The Changing Nature of Power, Soft Power: The Means to Success in World Politics” (New York, Public Affairs, 2004), pp. 1-32.
- Hillary R. Clinton, “Leading Through Civilian Power,” Foreign Affairs, November/December 2010, pp. 1-10. <http://www.foreignaffairs.com/articles/66799/hillary-rodham-clinton/leading-through-civilian-power>
- Richard Holbrooke, “Get the Message Out,” Washington Post <http://www.washingtonpost.com/wp-dyn/content/article/2010/12/13/AR2010121305410.html>
- Bay Fang, Chicago Tribune July 2, 2007, “US Out to Buff Its Global Image.” http://articles.chicagotribune.com/2007-07-02/news/0707010357_1_public-diplomacy-pew-global-attitudes-project-michelle-kwan

Suggested

Section 1

- Frances Cleave “Paradoxes of Participation. Questioning Participatory Approaches to Development” Journal of International Development, 1999
- Monica Blagescu, Lucy de Las Casas and Robert Lloyd “Pathways to Accountability The GAP Framework”, 2005

Section 3

- Andrew F. Cooper “Celebrity Diplomacy “ Paradigm Publishers, Boulder, Colorado 2008 pp. 1-14, pp. 113-128.
- Don Cheadle and John Prendergast “Not on Our Watch: The Mission to End Genocide in Darfur and Beyond” Hyperion Books, New York 2007 pp. x-xi, pp. 1-15, pp. 214-223

3.3 Good Governance, Institution Building and Administrative Decentralization

Instructor

Name

Contact Info

Accademic Hours: 20

Maurizio Zandri

zandri@sudgestaid.it

CFU: 2

General Information

Course Objectives

At the end of the course participants will acquire skills related to the institutional reorganization after emergency phase. In particular the course will provide information about democratic recovery and institutional operation.

Description and Format

The focus is the Good Governance and the practical application of its principles. Through the analysis of case studies the course will put its attention on the actions and processes for the reorganization of the judicial system, administrative services, security, environment, urban planning, management of the social services. Different experiences of decentralization and the building of constitutional body shall be analyzed.

Course Readings

Suggested

- A new global partnership: eradicate poverty and transform economies... - United Nations, 2013

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- Dossier Capacity Building, l'evoluzione del concetto - Formez
- Governance and public sector management MENA - World Bank, Dina El Naggar
- Indicators for decision making - European Commission - Jochen Jesinghaus, 1999
http://esl.jrc.ec.europa.eu/envind/idm/idm_e_.htm
- The good governance standard for Public services - Independent Commission on Good Governance in Public services - Great Britain 2004-2005
- Supporting Decentralization and Local Governance in Third Countries - E.U Europe Aid - Jan.2007
- "Decentralized Governance and Poverty Reduction", UNDP, 4th Global Forum - Marrakech, Morocco, 10-13 December 2002, UN, New York 2002. www.unpan.org-www.globalforum.ma
- Decentralization in Lebanon: weakness and threats to be faced - Nota MAE - M. Zandri
- Decentralization in Iraq - UN Habitat - Amman 2011

Module	Topic	Format	Academic Hrs
I	CAPACITY and INSTITUTION BUILDING: the capacity building process and the relationship with sustainability	Lecture, discussion	5
II	The reconstruction of institutional capacity after emergency phase: rule of law, human rights, security, Public Administration reform, social services, decentralization;	Lecture, discussion	5
III	Case Study: Iraq / Lebanon	Lecture, discussion, role games,	5
IV	The complexity of the Good Governance: Standards for Public Services, Principles of good governance, relationships between governors and the public, transparency and accountability etc.	Lecture, discussion, role games,	5

3.4 Conflict Management and Negotiation Techniques

Instructor

Name:
Gerhard Botha

Contact Info
777gbotha@gmail.com

Accademic Hours: 35
CFU: 3

General Information

Course Objectives

At the end of the course participants will have initial negotiation skills to further their own positions and interests. Interaction between people aimed at reaching an agreement

Description and Format

Conflict, the antagonism of interests, ideas or feelings is inherent in human nature and per se is neither good nor bad. It is the effects of conflict and especially the means through which attempts at resolution are made that can be constructive or destructive. When thinking of conflict, especially in the context of development, one is tempted to conjure the image of major international crises, but conflict is routine in every day life. Conflict management and negotiation skills are essential tools for the development practitioner in a variety of situations like, for example, engaging stakeholders opposing a development project.

The course focuses on understanding the dynamics of conflict and development of effective negotiation skills, styles, and strategies. Through in-depth analysis of theory and practice with exercises and simulated negotiations, students will gain the necessary skills to become confident negotiators, overcome impasse in the negotiation process, and utilize strategic tactics. Specific topics covered are listed below and will be taught in a highly interactive format:

- Conflict systems and styles
- Conflict management, resolution and transformation
- What is negotiation and approaches to negotiations
- Preparing for negotiation
- Process and key stages of negotiation
- Analyzing positions, interests, options, and more
- Techniques and skills
- Exploring power and cultural dynamics
- Overcoming impasse
- Dealing with difficult negotiators
- Multilateral negotiation in international organizations and companies
- Verbal and Non Verbal Communication
- Crisis Negotiations
- Post Negotiation Evaluation

In the final module of the course participants engage in an articulated simulation of a negotiation scenario and the lessons learned from the exercise are discussed.

Course Readings

Suggested

Roger Fisher, William Ury “Getting to Yes: Negotiating An Agreement Without Giving In” Random House Business 2012

Harvard Negotiation Project: www.pon.harvard.edu/category/research_projects/harvard-negotiation-project/

Transconflict: www.transconflict.com

Program

Module	Topic	Format	Academic Hrs
I	<ul style="list-style-type: none"> • Conflict systems and styles • Conflict management, resolution and transformation • What is negotiation and approaches to negotiations 		5
II	<ul style="list-style-type: none"> • Preparing for negotiation • Process and key stages of negotiation 		5
III	<ul style="list-style-type: none"> • Analyzing positions, interests, options, and more • Techniques and skills • Exploring power and cultural dynamics 		5
IV	<ul style="list-style-type: none"> • Overcoming impasse • Dealing with difficult negotiators 		5
V	<ul style="list-style-type: none"> • Verbal and Non Verbal Communication • Crisis Negotiations 		5
VI	<ul style="list-style-type: none"> • Post Negotiation Evaluation 		5
VII	<ul style="list-style-type: none"> • Group simulation of negotiations • Post Negotiation Evaluation 		5

3.5 Programme and Project Design, Management, Monitoring and Evaluation

Instructors

Name

Sandrine Delattre

Raj Rana

Contact Info

sandrine@practical-intelligence.ch

raj@theWolfGroup.org

Accademic Hours: 50

CFU: 3

General Information

Course Objectives

At the end of the course, participants know how to plan and program a project and its monitoring system following the Result-Based Management approach and using the logical framework as a tools They are familiar with the way to design an evaluation and the practical considerations in commissioning and implementing evaluations and working with external consultants. They have been introduced to the Social Return on Investment (SROI) methodology.

Description and Format

This comprehensive course provides fast-track training on project management. More specifically, it covers all phases of the project cycle in a compact format:

1. Needs Assessment

Participants discuss why and how needs assessment is conducted.

2. Planning a project

The results of a needs assessment will then be used to plan a project. We will put a strong focus on the Results-Based Management (RBM) approach, a management strategy that focuses on performance and on the achievement of results.

We will see how to define objectives, activities, assumptions and indicators using the logical framework as a tool.

3. Programming the activities and preparing the management tools

Once the planning process achieved, we will look at the programming - or how to define and harmonize tasks, timing and resources. A certain number of tools, such as a GANTT chart will help us achieve this step.

4. Designing its monitoring and evaluation systems

The end of the course will focus on designing monitoring and evaluation systems. We will review all types of monitoring, from situation, to activities and results monitoring and look at how we can implement those. An introduction will also be made on evaluations. We will mostly discuss the evaluation process - including the nuances between internal and external evaluations.

The emphasis is put on practice/exercises. A case study is used to go through all the Project Cycle.

Course Readings

Required

- Presentation on SROI
- ToR ‘Consultancy for External Evaluation of the Rental Support Cash Grant Approach Applied to Return and Relocation Programs in Haiti’
- EOI for ‘External Evaluation of the Rental Support Cash Program Approach/Return and Relocation Programs in Haiti’
- Executive Summary of the report, ‘External Evaluation of the Rental Support Cash Program Approach/Return and Relocation Programs in Haiti’

Suggested:

- “Results Based Management in the Development Co-operation Agencies: a Review of Experience” OECD DAC Paper

Program

Module	Topic	Format	Academic Hrs
I	Introduction to Project Cycle Management - The steps of a project	Questioning / plenary	5
II	Linking needs assessment and project planning - Identifying and analyzing problems (problem tree) - Mapping stakeholders	Lecturette + Discovery group exercise + case study	5
III	The Result- Based Management - Why using RBM - Translating RBM into practice	Discovery / group exercises	5
IV	Planning a project using a logical framework as a tool - Defining the operational strategy - Designing the intervention logic (objectives) - Analyzing the risks (assumptions) - Designing the monitoring system (indicators)	Demonstration / pair exercises	10
V	Programming the activities - Defining the work plan: tasks, timing and resources allocation - Planning other management tools: Stakeholder analysis, Governance, Communication, Risk Management	Questioning / individual work + group exercises + case study	5
VI	6. Monitoring and Evaluation - Why measuring results? - Definitions and concepts	Questioning / individual work + group exercises +	10

Module	Topic	Format	Academic Hrs
	<u>Monitoring</u> - Types of monitoring - When and how to conduct an activity monitoring - When and how to conduct a situation monitoring - When and how to conduct a result monitoring <u>Evaluation</u> - Intermediary / final evaluations - Internal / external evaluations - Evaluation process	case study	
VII	Practical considerations in commissioning and implementing evaluations: rationale for undertaking evaluations, types of evaluations, practical examples and tips for design and commissioning Introduction to the Social Return on Investment (SROI) methodology: understanding value, change and measurement and practically employing the SROI impact map	Lecturette + Discovery group exercise + case study	10

3.6 Fund Raising Techniques and International Donors Policies

The program of the course will be made available at a later stage

3.7 Hostile Environment Awareness Training (Short course on behavioral field requirements in risk areas) and the problem of access

This course is structured on a 20 academic hours class module on negotiated access: analysis, management and security, followed by 2 days of practical exercises on security and emergency procedures.

A) Negotiated access: analysis, management and security

Instructor

Full name
Giulio Coppi

Email
giulio.coppi@gmail.com

Academic Hours: 20
CFU: 2

General information

Course Objectives

At the end of the course participants will have the necessary professional knowledge and skills for managing and coordinating projects in risk areas, in person or from remote.

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At the end of the course, students will be familiar with the history and developments of the "negotiated access" and with the key features of this practice. They will be able to apply the basic techniques of security context analysis and access negotiation, as well as measures of: general prevention, basic risk management and response to emergency situations.

In addition to the main content, the course will offer insights into specific topics, as detailed in the course program. For additional clarity, the specific objectives of this module are:

- Being able to contextualize the development of access and security strategies;
- Knowing and being able to identify the theoretical bases of the 7 safety principles;
- Being able to perform realistic and reliable analysis for the management of facilities and projects;
- Being able to identify the active and passive safety measures to be adopted against different types of risks;
- Knowing the principles regulating the use of networking for security purposes;
- Knowing the internal communication strategies used in risk contexts;
- Being able to identify problematic contexts in practical examples and suggest appropriate actions;
- Being able to prepare an access negotiation (profiling, objectives and strategy);
- Being able to negotiate access with different parts (community, army, militia);
- Being able to react to stressful and dangerous situations.

Description and Format

International cooperation, development cooperation and humanitarian action are today closely interrelated so that the professionals operating in those fields need to constantly upgrade and refine their skills in order to be able to overcome such an increasing complexity. In this changed scenario, development experts-including those holding high-ranking or management positions- non only have to operate in unstable areas with strong military presence and weak or collapsing state institutions, but also need to coordinate and interact with a number of actors present on the field, in order to reach common goals.

This module is designed to provide professionals who are going to operate in crisis areas with the necessary basic knowledge of the following topics:

- Access to risk areas ensuring personal and other people's safety;
- On field evaluation and monitoring of measures taken by third persons;
- Basic techniques for context analysis and security management in the negotiated access to war zones or areas of serious crisis.

The module combines lectures, group activities and practice activities in order to introduce participants to analysis and security management mechanisms, as well as to the techniques to create and maintain an effective network, helping them to start a career path leading to positions of coordination and management of working groups in risk situations.

The practical phase of the course will be completed by a Hostile Environment Awareness Training provided by an external agency specialized in hostile environment security.

Readings

Required

Humanitarian Access in situations of armed conflict-Handbook on the Normative Framework (Available online:

http://www.eda.admin.ch/etc/medialib/downloads/edazen/doc/publi/phumig.Par.0006.File.tmp/FDFA_Humanitarian%20Access_Handbook.pdf

Release 28 April 2014

Humanitarian Access in situations of armed conflict-Field Manual (Available online: http://www.eda.admin.ch/etc/medialib/downloads/edazen/doc/publi/phumig.Par.0005.File.tmp/FDFA_Humanitarian%20Access_Field%20Manual.pdf)

Patrick Brugger, ICRC operational security: staff safety in armed conflict and internal violence, ICRC <http://www.icrc.org/eng/assets/files/other/irrc-874-brugger.pdf>

Patrick Forsyth, *The Negotiator's Pocketbook*, Alresford Press (Alresford, 1993);

Mancini-Griffoli & Picot, *Humanitarian Negotiation: A handbook for securing access, assistance and protection for civilians in armed conflicts*, the Center for Humanitarian Dialogue (Geneva, 2004).

Suggested

Office of the United Nations Security Coordinator, *Security in the Field*, United Nations (New York, 1998);

Office of Human Resources Management, *Mission Readiness: Preparing for Field Work*, United Nations (New York, 2005);

Magone, Neuman and Weissman, *Humanitarian Negotiations Revealed: The MSF Experience* (Free e-book available online at: <http://www.msf-crash.org/livres/en/humanitarian-negotiations-revealed>, the paper version can be ordered online at: <http://www.hurstpublishers.com/book/humanitarian-negotiations-revealed>)

Daniel Toole, *Humanitarian Negotiation: Observations from Recent Experience*, Harvard Program on Humanitarian Policy and Conflict Research (Cambridge, 2001);

Kevin Avruch, *Culture as Context, Culture as Communication: Considerations for Humanitarian Negotiators*, Centre for Humanitarian Dialogue (Geneva, 2003).

Program

Class	Topic	Type	Specific objective	Academic Hrs
I	Origins and development of negotiated access	Class	Participants know the context and the evolution of security and access strategies	2
II	The pillars of security	Class	Participants know and are able to identify the theoretical bases of the 7 safety principles	2
III	Analysis of risk, context and actors	Class	Participants are able to perform realistic and reliable analysis aimed at managing facilities and projects	2
IV	Passive and active protection measures	Class	Participants are able to identify the correct active and passive safety measures to be applied to different types of risks	2
V	Creation of a contact network	Class	Participants know the principles regulating the use of networking for security purposes	2
VI	Internal communication during a crisis	Class	Participants know the most broadly used internal communication strategies in risk contexts	2

Class	Topic	Type	Specific objective	Academic Hrs
VII	Access techniques and strategies: case studies	Work on case studies	Being able to identify problematic contexts in practical examples and suggest appropriate actions	2
VIII	Prepare a negotiation of access	Practical seminar	Participants are able to prepare a negotiation of access (profiling, objectives and strategy)	3
IX	Negotiate access with armed actors and local communities	Practical seminar	Participants are able to negotiate access with different parts (militia, local community, army)	3
X	Hostile Environment Awareness Training	Practical seminar	Participants know how to react to stressful and dangerous situations	40
XI	Final test	Written test	Participants are able to present and discuss the key contents of the course	n.a.

B) HEAT Hostile Environment Awareness Training: Practical module

This module is organized in cooperation with STAM Solution. Details will be provided at a later stage

3.8 Career Development

The program of the course will be made available at a later stage

4. Grading System for exams of all courses

Grading system is on a scale from 0/30 to 30/30 cum laude:

- 30/30 cum laude is the highest grade
- 0/30 is the lowest grade
- 18/30 is the minimum pass grade