

Human Development Short Course Curriculum

One-day/Two-day course

!!!!Important note: This is a generic curriculum, which will have to be adapted to the public. Basic rule: 'Know your audience'.

Format:

- Half a day or one day during existing training professional programme
- One weekend (about 10 hours teaching spread over two days)

Public (senior level):

- NGO staff
- Government officials (police, justice, parliamentarians, education and health ministries, etc.)
- Statisticians
- Local governments
- Civil Society Organisations (media, journalists, etc.)
- Country representatives of official donors (UN, USAID, WB, etc.)
- Community leaders

Objectives:

- To make people aware of what HD is about and how it can be translated into their practical experiences
- To provide conceptual framework and tools that they can apply to their own strategic and priority policies.

Learning Outcomes:

- Enhanced complementarity between their own way of policy analysis and HD approach
- Better understanding of vision and concepts of HD
- Skills to apply HD concepts in their activities

Generic content:

- 1) Introduction with case studies that present empirically why HD approach makes a difference. For example: a) presentation of National Human Development Report; b) something that describes an analysis of the national situation from HD perspective; c) take a particular theme such as trade and present it through HD lens; d) take an example of NGO practices that contradict HD approach and how HD improves NGO practices.
- 2) HD theoretical framework: What is HD? Why is it relevant? What are the basic concepts?
 - a) Neo-liberalism vs HD
 - b) Objective of HD: promote people's wellbeing
 - c) Notion of Capability/Functioning: example of bike, from commodity to capability (conversion factors): income, utility, resources, freedom (why capability is different from GDP, happiness, etc.)
 - d) Multidimensionality and open-endedness (list or not list; HD beyond HDI, contextualized lists, how to choose dimensions)
 - e) Notion of agency and participation

- f) environment
- 3) Measurement and HD indices
 - a) Role of HD indicator
 - b) HDI, HPI, GEM, GDI (good for advocacy)
 - c) Disaggregating of social indicators: race, gender, region: when are national indicators disaggregated and what is their meaning.
 - d) Which indicators for impact assessment
- 4) How HD has made a difference in a specific country/region, contrast HD lens with other approaches (Basic Needs, Neo-liberalism, human capital/resources) in a concrete situation,
- 5) Related concepts: MDGs, Human Rights, Human Security, Sustainable development

Bibliography (Indicative)

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- Jolly, Richard. 2003. 'Human development and neo-liberalism', in S. Fukuda-Parr and S. Kumar (eds), *Readings in Human Development*, Delhi: Oxford University Press.
- Klamer, Arjo. 1989. 'A Conversation with Amartya Sen', *Journal of Economic Perspectives* 3: 135-150.
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- Stewart, Frances, Gustav Ranis and Alejandro Ramirez, 2000. 'Economic Growth and Human Development', *World Development* 28(2): 197–219.
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Audi-visual resources

United Nations Development Programme, Video on Human Development,
Various lectures video-recorded and available at www.hd-ca.org ('Resources')

Pedagogy

- Distributing a 'reader' with summary of major readings prior to the event
- Taught lectures about concepts and ideas
- Case studies to illustrate usefulness of HD approach by contrast with other approaches: Case studies will be different according to different audiences
- An exercise session in working groups sharing their own experience and challenges, and about what can be done better in their work (this can be used as empirical material for future courses)
- Game/Role play

