

## Two-week course in Human Development

**!!!!Important Note:** This is a generic curriculum, which will have to be adapted to the public. Basic rule: 'Know your audience'. A way of contextualizing the course is through using a sectoral approach, and through different assignments.

**Public:** same as above, but mid-level

### Format:

- Extension of the two-day for specialized audience
- New introduction for mixed public that would benefit from exchanging experiences
- The two-week course (+-80 hours) can be taught in a semester-length course at the rate of 2 evenings a week (+- 150 hours allowing more time for discussion and for deepening topics, putting also more emphasis on practical issues)
- There should be a balance 50% teaching of concepts, and 50% discussion and interaction.

### Objectives:

- To teach participants about theoretical foundations of HD and the perspective HD offers on a wide range of key policy issues
- To raise awareness of the way HD applies to participants' work within their organizations and in their interactions with national and international policy makers and civil society.
- Providing the tools and practical skills for specific case based analysis and its presentation and dissemination.
- Providing a form of exchange of experience from different organizations

### Learning Outcomes:

- Better understanding of vision and concepts of HD
- Skills to apply HD concepts in their activities
- Having learned from each other's experiences
- Advocacy skills to advance HD, such as writing newspaper articles and others (for UNDP course: Skills to write a NHDR)

### Generic content:

- 1) Historical perspective on HD: where it comes from (HD within evolution of economic, political social thought), introducing multidisciplinary of HD, HD and MDGs and Human Rights and Human Security.
- 2) HD theoretical framework and concepts:
  - a) CA: Capability/Functioning: informational basis of value judgement, how CA is different from other economic approaches (resources, preferences, incomes, happiness, etc.)
  - b) Multidimensionality and open-endedness (list or not list; HD beyond HDI, contextualized lists, how to choose dimensions of poverty)
  - c) Notion of agency, empowerment and participation (civil society)
  - d) Public debate in CA
- 3) Measurement and HD indices
  - a) Role of HD indicator
  - b) HDI, HPI, GEM, GDI
  - 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) The lens of 'Equity, efficiency, empowerment and participation, and freedom' in given sectors (to choose according to context): Gender, education, health, HIV/AIDS, conflict, indigenous groups, environment, internal displacement, urban development, migration, inequality, governance, poverty, vulnerability, social protection, housing, informal sector. Case studies will be used to illustrate the difference that HD approach makes in the analysis.
  - 5) Relation between HD and local development: policy responses (link with PRSPs, MDGs, national development strategies)
  - 6) Practical exercises to reflect on how the HD framework applies in concrete situations (exercises will vary according to public)

### **Bibliography/Resources:**

(prior discussion about constraints of time available to reading)

- two or three readings per session according to topic
- one compulsory reading per topic
- Try to contextualize readings, and have local authors.
- Establishing a list of readings that instructors can choose from depending on context.

### **Pedagogy:**

- Distributing a 'reader' with 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
- Exercise done in team work
- Game/Role play
- To allow time to facilitate interaction and learning from each other.

### **Bibliography (Indicative)**

- Alkire, Sabina, 2002. 'Dimensions of Human Development', *World Development* 30(2): 181–205.
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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.
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- Robeyns, Ingrid. 2005. 'The Capability Approach: A Theoretical Survey', *Journal of Human Development* 6(1): 93–114.
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- \_\_\_\_\_. 1999. *Development as Freedom*. Oxford: Oxford University Press, chapters 1 and 3
- Stewart, Frances, Gustav Ranis and Alejandro Ramirez, 2000. 'Economic Growth and Human Development', *World Development* 28(2): 197–219.
- Stewart, Frances, Gustav Ranis and Emma Samman, 2006. 'Human Development: Beyond the Human Development Index', *Journal of Human Development*, 7(3): 323-58.

### **Audi-visual resources**

United Nations Development Programme, Video on Human Development,  
Various lectures video-recorded and available at [www.hd-ca.org](http://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