UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Laboratory 2

2223-2-F8701N062

Learning objectives

Development and International Cooperation

Luciano Carrino, psychiatrist, worked with Franco Basaglia to overcome the asylums. Then he led the experience of the Center for Social Medicine of Giugliano. He is currently President of KIP International School. He was Vice President of the OECD DAC Anti Poverty Network in 2010-11 and expert of the Central Technical Unit of the Directorate-General for Development Cooperation of the Italian Ministry of Foreign Affairs (1985-2011), where he dealt with the Italy/United Nations human development programs in Africa, the Mediterranean, Latin America and Eastern Europe. He has been a consultant to the World Health Organization, the European Commission, the United Nations Development Programme and the European Parliament. He teaches at several universities. He is the author, among other things, of the books “Perlas y piratas (Pearls and pirates)” (Published by Icaria, Barcelona, 2009) "Perle, Pirati e Sognatori (Pearls, pirates and dreamers)" (Franco Angeli, Milan, 2016), "The development of human societies, between nature, passions and politics" (Franco Angeli, Milan, 2014) and of the WHO Manual "Le Personnel Local de Santé et la Communauté face aux Catastrophes Naturelles" (1989), original in French translated into several languages.
Help students to:
• Thinking about development: what it is, how can it be defined, what it should be used for.
• Planning development: how can we move from current fragmented programming (centralist, sectoral, vertical, paternalistic and bureaucratic) to decentralized, participatory, integrated programming, which recognizes the active role of all social actors and which uses transparent and effective procedures.
• Realize development: how to understand and face the obstacles that arise in the current stratified and fragmented reality, characterized by the prevalence of the dynamics of exclusion and violence, to move towards actions that make the alliance of social actors grow in the implementation of practices that are always more consistent with the objectives of the 2030 Agenda.
• Know and use the field of international development cooperation; criticize their traditional, fragmented and low-impact approaches; promote its use to encourage co-development and to make it a laboratory of innovation and training for social actors.
• Contribute to train professionals capable of:
? have an integrated vision of development and cooperation, consistent with the objectives of the 2030 Agenda,

and criticize the current fragmented approaches
? help guide complex processes of territorial, integrated and participatory development planning by bringing together the different professions and different sectors towards the objectives of the 2030 Agenda.
? manage the contradictory processes of current development trying to progressively and realistically orient it towards objectives and methods of equitable and sustainable development; linking territorial development at the local level with the national one and with international opportunities.

Contents

• What is the development of human societies, how can it be defined, what should it serve.
• How development is planned: from current fragmented programming (centralist, sectoral, vertical, paternalistic and bureaucratic) to decentralized, participatory, integrated programming, which recognizes the active role of all social actors and which uses transparent and effective procedures.
• How to understand and face the obstacles that development processes encounter in the current stratified and fragmented reality, characterized by the prevalence of the dynamics of exclusion and violence, to move towards actions that make the alliance of social actors grow in the implementation of increasingly more practices consistent with the objectives of the 2030 Agenda.
• Take a critical approach to the fragmented and low impact traditional approaches of international cooperation; promote its use to encourage co-development and to make it a laboratory of innovation and training for social actors.

Detailed program

1. Crisis and prospects for development and international cooperation

Themes: a) The origin of the modern use of the idea of development of human societies and the contemporary birth of the idea of aid to the development of the poorest countries, after the Second World War. b) The different visions of current development (growth, social, human, sustainable development). c) Sustainable development, defined by the United Nations Bruntland Report as that capable of satisfying the needs of the present generation without compromising those of future generations, a concept taken up and integrated in 1992 at the UN Conference on Environment and Development in Rio de Janeiro. d) The reasons for the development and cooperation crisis, the 2005 Paris Declaration shared by all donor countries (criticism of the lack of appropriation, alignment, harmonization and attention to results). e) The prospects for development in the light of the political, cultural and technical revolution contained in the UN Agenda towards 2030.

2. Development and the mind

Themes: a) The development of human societies is a product of the creativity of the mind: the relationship between the functioning of the mind and that of development is studied. b) What are needs and how is their analysis possible and can it be the basis of participatory development planning processes? c) current methods of manipulating needs in unequal societies. d) The relationship between development imbalances (inequalities, poverty, violence, environmental degradation, etc.) and the mentalities that cause them, characterized by the prevalence of authoritarianism, verticalism, fragmented vision of roles and responsibilities, paternalism, formal and bureaucratizing approach to problem solving. e) Development education as a change of mentality.

3. Emergencies as a mirror of the daily reality of development

Themes: a) Humanitarian aid for emergency situations resulting from catastrophes or wars often reveals many limitations in the functioning of development and cooperation processes. b) Examination of current methodologies

on the basis of the best known experiences and highlighting of the concepts that guide them. c) The alternatives to authoritarian, paternalistic humanitarian interventions based on the needs of donors rather than those of the affected populations.

4. Factors of bad development and cooperation as a laboratory for change

Themes: a) Critique of the main methods by which societies produce the current unbalanced and dangerous development: centralism, top-downism, sectoralism, paternalism and bureaucratism. b) Indication of the ways for change based on the experiences of the last twenty years. c) The methodologies of needs analysis and participatory planning of development and cooperation.

5. Good and bad projects

Themes: a) How are cooperation projects born? b) Critical examination of the project cycle and of the logical framework for a more adequate use of these tools to the changing reality. c) From the fragmentation of current planning to projects framed in permanent development processes. d) From the sectoral approach to the territorial approach. e) Examination of good and bad projects on the basis of criteria consistent with the objectives and values of the 2030 Agenda.

6. Migration, development and cooperation.

Themes: a) Forced migration as indicator of the failure of development and also of cooperation. b) Is it possible to use cooperation to rationalize and humanize migratory flows? Good experiences and working hypotheses. c) The strategic role of local communities and decentralized cooperation. Thematic partnerships.

Conclusion: for a new kind of development professional

Themes: a) The professional qualities necessary for development operators. b) The trans-discipline of development and cooperation: how to know how to organize, direct and manage projects that are part of processes (in progress or to be stimulated) to respond to complex needs such as those that arise in situations of poverty, violence and degradation environmental? c) The necessary conceptual and operational tools. The networks and practical paths in place. d) The international dimension as an instrument of local change.

Prerequisites

Teaching methods

Teaching takes place interactively. Each seminar begins with an introduction to the topic by the teacher followed by group work and simulations.

Assessment methods

Participation to the course is *de facto* mandatory, as the asssessment is based on class participation and it will result in APPROVED/NOT APPROVED

Textbooks and Reading Materials

• UN Agenda 2030: can be found on many sites, for example: https://unric.org/it/agenda-2030/
• Works by Luciano Carrino

- “The development of human societies, between nature, passions and politics” Franco Angeli Editions, Milan 2014.
- “Pearls, pirates and dreamers. From development aid to new international cooperation ". Franco Angeli Editions, Milan 2016.
- Development and subjectivity, between authoritarianism and democracy by Luciano Carrino available for free on the electronic magazine http://www.universitasforum.org
- Développement humain et santé mentale: le grand défi pédagogique ”by Luciano Carrino, published in the French magazine Rhizome n. 45, October 2012.
- The training of development professionals in Universitas Forum Vol. 7 n.1 2019 (http://www.universitasforum.org/index.php/ojs/article/view/704)
  • On the territorial approach to development see the Manifesto for a World Cooperation System for the Development of Territories, available by typing this title on a search engine.
  • On cooperation, in addition to visiting the websites of the United Nations Agencies, the OECD-DAC and the numerous non-governmental organizations, not to be missed is "The dream of abundance" by Bruno Catenacci, available for free on the website https: / /www.fraternity.it/sites/default/files/2020-04/ilsognodellabbondanza.pdf
  • On cooperation in emergencies from natural disasters you can also read "The industry of solidarity" by Linda Polman (Mondadori, Milan, 2009).
  • On the preparation for emergencies see "Nosotros the People of the Volcan", by Attilio Aleotti, It is published by the Presidency of the Council of Colombia and can be downloaded for free from the website http://www.disaster-info.net/infovolcanes/pdf/ spa / doc142 / doc142.htm.
  • On the project cycle and the logical framework, consult the European planning manual available on the website: http://www.fondazionecariplo.it/static/upload/for/formez_pcm_completo.pdf.
  • On decentralized cooperation, you can read "La Cooperation Decentralized" by Nicolò Leotta (Edizioni Franco Angeli, Milan 2008).
  • On local development issues, visit the website www.ilsleda.org.
  • On the innovations for humanized development, one can consult the site www.ideassonline.org, well known and always full of news.
  • The website www.kipuniversitas.org and the electronic magazine Universitas Forum (www.universitasforum.org) work on the theme of research and training for humanized development.
  • KIP International School website: www.kipschool.org
  • On the criticism of development understood as economic growth I suggest consulting the UNDP 1990 Human Development Report, available like all the others on its website (http://www.UNDP.org)
  • On degrowth we can read, among other things, by Serge Latouche "For a frugal abundance. Misunderstandings and disputes on degrowth "(Bollati Boringhieri, Turin, 2012)
  • On the Prodere program you can type in a search engine “PRODERE program”. UNOPS recently published: "Prodere: reflexions on a revolutionary approach to development" available on the website: https://www.unops.org/english/News/UNOPS-in-action/Pages/PRODERE-Reflections-on- a-revolutionary-approach-to-development-.aspx
  • On the PDHL in Cuba, a good example of a framework program, you can type on a search engine: Programa de Desarrollo Humano Cuba.

Sustainable Development Goals

NO POVERTY | ZERO HUNGER | GENDER EQUALITY | DECENT WORK AND ECONOMIC GROWTH | REDUCED INEQUALITIES | PEACE, JUSTICE AND STRONG INSTITUTIONS | PARTNERSHIPS FOR THE GOALS