

CEU Summer University, UNDP Joint Summer Course on Human Development and MDGs – Regional challenges, national responses

The course is a continuation of the similar endeavor conducted in 2006-2010. The course will generally maintain its initial structure addressing major areas of sustainable human development from both academic and policy angles. The experience so far suggests that this combination of theoretical exposure and practical experience makes it unique and interesting for participants not just from Europe and CIS but also beyond the region.

In 2011 the main purpose of the course will be to **equip participants with a deep understanding of sustainable human development, MDGs and their policy relevance** in respective countries in a creative, out-of-the-box manner. An important objective of the course is to **expose its participants to different development paradigms, help them understand the rationale behind these and understand their relevance** in specific development contexts.

The course will consist of two modules – **on-line self-learning** module (conducted in March-April of 2011) and **in-residence** course at CEU (conducted at the beginning of July 2011). The self-learning module intends to familiarize the participants with the main theoretical approaches in the area of sustainable human development. Its major objective will be to provide the participants with basic information and knowledge of sustainable human development and provide a basis for an objective selection process for the in-residence module. The in-residence module intends to go in-depth into practical aspects of development issues and will be a combination of advanced lectures, practical exercises and role-play.

Module 1 will be structured by thematic areas moderated by individual Lead Lecturers. Each thematic area will have its electronic library, forum and blog as a vehicle for exchange of views and discussions among the participants. The Lead Lecturers will be moderating the on-line forums and will be assessing the quality of individual participants' contributions.

Participation in Module 1 and in the on-line discussions will be a precondition for attending in-residence Module 2. The selection of the participants in Module 2 will be made based on the following criteria:

- Results of the **on-line test** after completion of Module 1 (40% weight)
- Quality of individual **participants' activity** as assessed by the Lead Lecturers (30% weight)
- Case study on one of the topics of the course, based on own country experience (up to 800 words) assessed by the Course Directors with the participation of the Lead Lecturers (30% weight).

During the in-residence module through advanced lectures and practical exercises the participants will extend their knowledge acquired during Module 1 bridging it with practical dimensions using the experience of practitioners from the region. Each day of the in-residence course will be devoted to one topic (following the topics of Module 1) and will be structured in a dual pattern – one part devoted to theoretical aspects of the topic and the second addressing practical dimensions and experience (how theory translates or does not translate into policy practice). Broad involvement of participants is envisaged. They will present the case studies elaborated during Module 1. The studies submitted by the other (not selected) participants will be used as additional resources for the course.

While the core structure of the course remains unchanged, each year we make a special emphasis on certain issues in human development. This year's focus will be sustainability of human development - ecological, financial, etc.

Special attention will be devoted to practical work and interactive techniques such as role play, simulations, etc. During the two weeks in Budapest the participants will be assuming the role of the "development elite" of an imaginary country whose socioeconomic profile will be reflecting the major specifics of RBEC region. At the end of each thematic day the groups will be holding brainstorming sessions on how the particular topic relates to their case study, what its strengths and weaknesses are in that particular area vis-à-vis other models.

At the end of the in-residence module each group will present and defend their "case" advocating its particular "development model" to the country's President (Course Faculty not involved in group facilitation). This would involve also elaboration of "reform guidelines" – what needs to be changed in the imaginary country's governance structure so that the particular model maximizes its results in sustainable human development terms.

Course content

Module 1 – distance learning on-line course (March-April 2011) addressing theoretical basics of the topics to be addressed in Module 2. Assigning participants to “Development paradigm” groups.

Module 2 - In-residence course at CEU, July 2011*

Each day will consist of

- Lecture (maximum 2 lectures, 1½ hrs each)
- Practical work (role play, simulations, practical work with research instruments)
- “Wrap-up” working groups brainstorming (approx. 45 minutes), facilitated by course faculty

Day 1: **Conceptual Frameworks – sustainable human development concepts.** Relations between “human development” and “sustainable development”. Translation of both concepts into policy practice and different development policy agendas. Specifics of human development in transition environment. Sustainable human development as an alternative to neo-liberal paradigm.

Day 2: **Human Development Operationalized in Policy Frameworks.** Human development, human security and MDGs. Human development and vulnerable groups. Case studies from the region (Roma, people with disabilities, IDPs).

Day 3: **Measuring human development.** Indicators for Sustainable Development and Human Development – overlaps and complementarities, reliability, problems in computation, interpretation. Other related indicators.

Day 4: **Human Development and environmental challenges in Europe and CIS.** Sustainable human development and public participation; environmental discrimination with cases from the CEE.

Day 5: **Human Development and climate change challenges in Europe and CIS.** Climate change as human development challenge. Policy response to mitigate climate change. Multilateral environmental agreements and poverty reduction: opportunities for synergy and integration

Day 6: **Localizing MDGs; translating SHD agenda into “local development language”.** Localizing MDGs in countries of RBEC region. Translating national MDG targets into local level priorities: MDGs and regional development planning. Political reforms, political support and sustainable human development at local level.

Day 7: **Human development and social inclusion.** Conceptual approach to social inclusion, linkages to HD and HR and policy frameworks. Social Inclusion in practice - Beneficiary Perspectives of a Project in Eastern Slovakia.

Day 8: **Civil society, Social Inclusion and Human Development.** Civil Society Organizations – Who, What, and How in CEE and the CIS. Financial Viability of Sector: How to Sustain CSOs? Addressing the Credibility Gap – CSO Accountability Deficit. Supporting a Conducive Legal and Regulatory Environment for CSOs

Day 9: **Institutions and Human Development.** Reforming the Public Sector to Advance the MDGs: a capacity development agenda. The Human Factor in Management: what exactly do we mean? Human Resources Management and Human Resources Development (HRM&D): an institutional approach.

Day 10: **“Development Summit”** – work groups’ presentations, debates and assessment; next steps.

* The structure of the course may be fine tuned without prior notice, while the listed modules will be included in the final schedule.