



Minutes of the Policy and Programme Coordination Meeting

Date: 15 February 2012

Subject: "Human Development Teaching" project proposal

1. Attendance

Name	Title
Mr. Jens Wandel	Deputy Regional Director & RC Director, Chair
Mr. Balazs Horvath	Poverty Practice
Mr. Andrey Ivanov	Human Development Advisor
Mr. Mihail Peleah	HD Programme and Research Officer
Mrs. Elena Danilova-Cross	HD and SE Policy Analyst
Mr. Louise Sperl	Gender Programme Specialist
Ms. Mao Kawada	Capacity Development Programme Officer
Mr. Kamil Wyszowski	National Officer, Head of the Office in Poland
Mr. Piotr Krosniak	Social Economy project manager, Office in Poland
Ms. Marina Ten	Programme Monitoring Analyst
Mr. Jan Harfdt	Division 3: Chief Division
Ms. Lene Jespersen	Division 1: Programme Manager
Ms. Oksana Leshchenko	Division 2: Chernobyl Coordinator
Ms. Rosemary Kalapurakal	Chief Policy and Operations Support

Concept Note is presented by: Andrey Ivanov

2. Background information on the concept note:

Title: "Support for Sustainable Human Development Teaching in the Europe and Central Asia region"

Related Outcome 3: By 2013, the capacity of public, private and civil society actors is increased to address human development challenges through evidence-based, inclusive and sustainable policies and through private sector-based pro-poor development (ERBM Platform)

Indicative Funding Requirements - Potential source of funding:

Total estimated budget:	1 109 thousands \$
Regional TRAC:	270 thousands \$
[Donor] co-financing:	592 thousands \$
Other Resources:	247 thousands \$ (CO TRAC, HQ TTF, etc.)

<u>Expected start date:</u>	September 2012
<u>Expected duration:</u>	3 years
<u>Implementing Partner:</u>	UNDP BRC
<u>Geographic Coverage:</u>	RBEC Region
<u>Practice:</u>	Poverty/MDGs and Human Development
<u>Submitted by:</u>	Andrey Ivanov, Mihail Peleah, UNDP BRC

3. Summary of PPC member comments

After project presentation and a round of debates, **project concept note has been supported** by all participants of the meeting and it has been agreed that **full-fledged project document should be prepared**.

***Capacity building.** Since the project is scaling up on previous 7 years of teaching experience, is it envisaged to go beyond presentations?*

First, in its teaching methods course goes far beyond simple presentations. Project proposal is scaling up on collective experience gained in past years and intends to bring along many new progressive and innovative elements of teaching HD in RBEC region. For example, our matured methodological techniques now include visualization of lecture materials, scrupulous selection of motivated participants through conduct of vibrant on-line discussions, review of test results and quality of case-studies.

Second, course itself is very different from individual trainings and represents capacity and network building effort. It brings together broader public audience of practitioners, academicians and representatives from various spheres of civil society. The course is increasingly self-sustained: our growing network of HD course alumni assists in forum discussions, UNDP staff participants deliver trainings upon return to their country offices etc.

***Partnership.** Is the course bringing together greater partnership endeavours (with NY, UNDP cross-practice & cross-region collaboration, other UN agencies)? The gender aspect is missing from the Project document. Why?*

In-residence course brings together broader public audience of practitioners, academicians and representatives from various spheres of civil society.

Starting this year more resource people from BRC and COs are engaged in teaching process, now including all UNDP practices (E&E, Democratic governance and Poverty Reduction) and the Virtual School in Latin America. Our methodological know-how was also shared with Indian colleagues in the spirit of South-South cooperation. Gender is the cross-cutting dimension and is part of any HD course topic.

***Strategic positioning of UNDP.** What is UNDP's specific role in such courses? Is it strategic use of our resources? Can't it be outsourced to, say, specialized organizations like the WB, UNESCO, UN Staff College or UN University? Couldn't UNDP Learning Resource Center facilitate this course?*

Human Development is the mandate of UNDP. Through such course we popularize and discuss our Human Development Reports, look into HD indices and their calculations, address real world problems at the regional and country-level contexts. As UNDP practitioners we maintain the skills of codifying and conveying our knowledge in real time, sharpen presentation skills and enhance dispute powers. In some aspects our course supersedes the quality of, for example, biannual Oxford HD training.

Conclusion of the debates is that project is strategic for UNDP, as it helps position UNDP much better, develop network of supporter, and cannot be outsourced.

Sustainability of the course and exit strategy. How do you expect to cooperate with Universities and integrate the course into their curricula? How and when do you expect to exit from course support?

With our main partner, the Central European University, this year we launch regular one semester credited Master course on Human Development. It is designed for the whole semester. Besides, at country levels we build capacities of local universities to integrate HD courses into their educational systems. Replications already exist in Uzbekistan, Tajikistan, Turkmenistan, Armenia, Azerbaijan and our long-standing partner in Russian Federation - The Moscow State University.

Rio+20 and post-MDG agenda. The Project document is not saying a word about the up-coming Rio + 20 initiatives. In fact, young leaders and participants of HD courses need to be better synthesized on principles of sustainability.

Each year the course is concentrating on most relevant and priority regional issues. In recent years we built HD summer schools around topics of economic crisis, new HD measurements and social inclusion. This year's course is dedicated to Rio + 20 and talks around Sustainable Development Goals.

Project document will make specific emphasis on Rio+20 and post-MDG reality. In fact, it is aimed at formation of network of experts, who will be able to shape post-MDG agenda in respective countries. Project document will be formulated in forward looking manner to anticipate demand after Rio+20.

Audience of the course. The course is organized in English language, how about building capacities to run identical courses in other languages?

We continuously focus on expanding capacities of conducting HD course in local languages through cooperation with university and other educational partners of country level. The most serious obstacle we face is proper usage of HD terminology, which doesn't exist in most languages spoken in RBEC region. To respond to this challenge we developed an HD Glossary in Russian, where core HD terms are translated and given definitions.

Evaluation of past experience. The HD summer course has a history of 7 years. Did it undergo any evaluation or assessment procedure?

We evaluate HD course every year to see how people find our teaching techniques, scope of topics, forum discussions. We keep track of how they are progressing in their career; improve their leadership, research and critical thinking skills. So far it was done for internal purpose of adjusting course teaching methods as appropriate. Traditional external evaluation of the course was not conducted, however this year we will take stock of our previous evaluation findings/lessons learnt and summarize in one document.


Final PPC recommendation:

- ***Capacity building:*** Project document will make capacity and community building focus of the course more explicit. It was agreed that project document will also consider leadership aspect of the course.

- **Gender:** Gender is the cross-cutting dimension and is part of any HD course topic. Project document will make gender components of the course more visible.
- **Sustainability of the course and exit strategy:** project document will have specific, scalable components aimed on cooperation with interested universities and transfer of course. Some project activities have a distinct nature of public goods, consequently success of project in these activities does not automatically mean full exit. It was agreed that project document will provide clear delimitation of such activities.
- **Rio+20 and post-MDG agenda:** Project document will make specific emphasis on Rio+20 and post-MDG reality. In fact, it is aimed at formation of network of experts, who will be able to shape post-MDG agenda in respective countries. Project document will be formulated in forward looking manner to anticipate demand after Rio+20.
- **Evaluation of past experience:** It was agreed that during project design we will conduct evaluation of previous experience in sustainable human development teaching (in CEU and beyond). Project document will be equipped with finding of such evaluation.

After project presentation and a round of debates, **project concept note has been supported** by all participants of the meeting and it has been agreed that **full-fledged project document should be prepared**.

Prepared by:

 9.03.2012

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Cleared by:



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PPC minutes are approved by:

Jens Wandel
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