

Building a new Generation of Sustainable Development Practitioners: The Masters in Development Practice at the University of Florida and the Global MDP Network

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Challenge of Sustainable Development

- ❑ Bruntland Report (1987) - proposed long-term environmental strategies for “achieving sustainable development to the year 2000 and beyond”
- ❑ How are we doing?
 - ❖ Almost 40% of the global population lives on less than US\$2 per day
 - ❖ Approx. 25,000 children die every day due to poverty, hunger or disease
 - ❖ Of 44,837 species that have been assessed, 38% are classified as threatened on the IUCN Red List (<http://www.iucnredlist.org/>)
 - ❖ Global emissions of GHG projected to grow 37% by 2030, resulting in global warming that will increase heat waves, droughts, storms and floods (OECD 2008)



The staggering magnitude of these figures is an appalling testimony to our past development efforts and reflects a global crisis which has far deeper implications to global sustainability and our life on earth than the recent global economic crisis.

The Millenium Development Goals

- Halve the number of people living in extreme **poverty** (less than \$1 per day)
- Ensure that all children receive primary **schooling**
- Promote **gender equality**
- Reduce **child mortality** by 2/3 and **maternal mortality** rate by 3/4



- Stop and *reverse the spread of HIV/AIDS*
- Reduce loss of **biodiversity** through sustainable development
- Establish a global partnership to promote '**good governance**,' debt relief and action programs to address needs of the least developed and most vulnerable countries (UNDP *no date*)

In September, 2000, some 189 nations met and adopted the MDGs.....

How to respond to this challenges?

- ❑ Key to ending poverty is to focus on the "poorest of the poor" and to provide them with the capacity to reach the lowest rung of "the ladder of development." (Sachs 2005, pg. 244).

*"A major obstacle to achieving the Millennium Development Goals (MDGs) is the **lack of a cadre of generalist professionals** trained across fields of **public health, agronomy, engineering, economics and environmental science** that can recognize these **interrelated challenges** and know how to **address them**, drawing from specialist expertise as needed." (ICESDP 2008, pg. i)*



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Philippines MacArthur

Assessment of Existing Development Programs

There is a need for a new type of “**generalist practitioner**” who has the capacity to “navigate across the intellectual and institutional silos of specialized disciplines to develop integrated policy solutions that are scientifically, politically and contextually grounded.”

Table 1 Coverage of Development Knowledge Area

Scan of Current Degree Programs

Gaps!!!

	Health Sciences	Natural Sciences	Social Sciences	Management	"Hands-on Skills"
Master's of Public Administration	○	○	●	◐	○
Master's of Development Studies	◐	○	●	○	○
Master's of Sustainable Development	○	●	◐	○	◐
Master's of Business and Administration	○	○	◐	●	◐
Master's of Public Health	●	○	◐	◐	◐
Medical Doctor (MD)	●	◐	○	○	●

○ low coverage
◐ some coverage
● more coverage

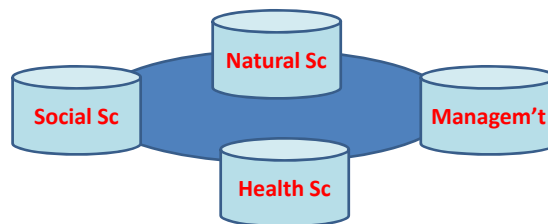
[Source: ICESDP , pg. 16]

New Masters in Sustainable Development Practice (MDP)

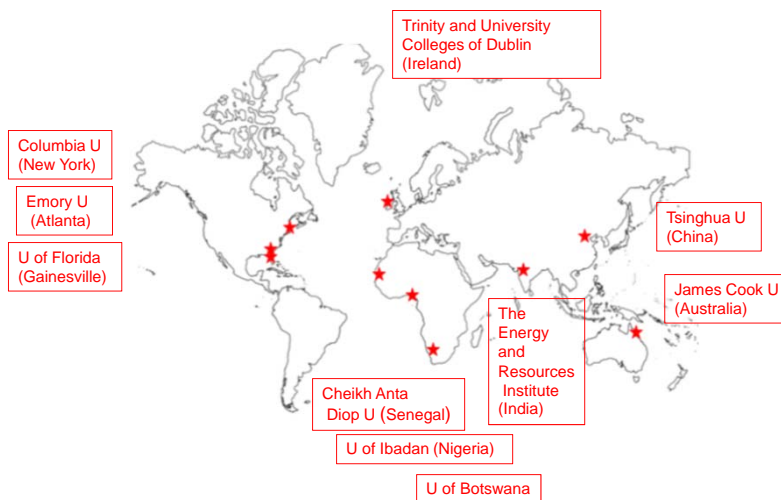
- ❑ The MacArthur Foundation committed \$12M in seed grant funding
- ❑ Plan was to create a network of +- 10 programs across the globe that would offer an MDP degree based on the ICESDP integrated model
- ❑ 140 universities submitted letters of intent, with 70 proposals ultimately received
- ❑ 10 universities in Africa, N. America, Europe, Asia and Australia funded
- ❑ Columbia U serves as the Secretariat

Objectives of MDP Network

- ❑ To educate innovative professionals with **analytical training** and **disciplinary breadth** and **management skills** to address the complex development challenges of the 21st century.
- ❑ To train practitioners who effectively **bridge scholarship and practice** with strong competencies in the **social sciences, natural sciences, health sciences** and the **skills to implement, manage and assess development programs**.
- ❑ To produce highly skilled development practitioners to **work with governments and non-state actors** to address crucial contemporary development challenges.



Global Network of MDPs

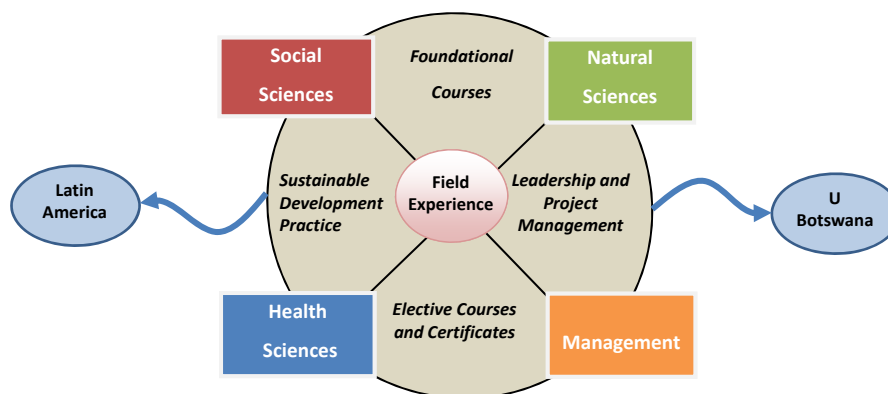


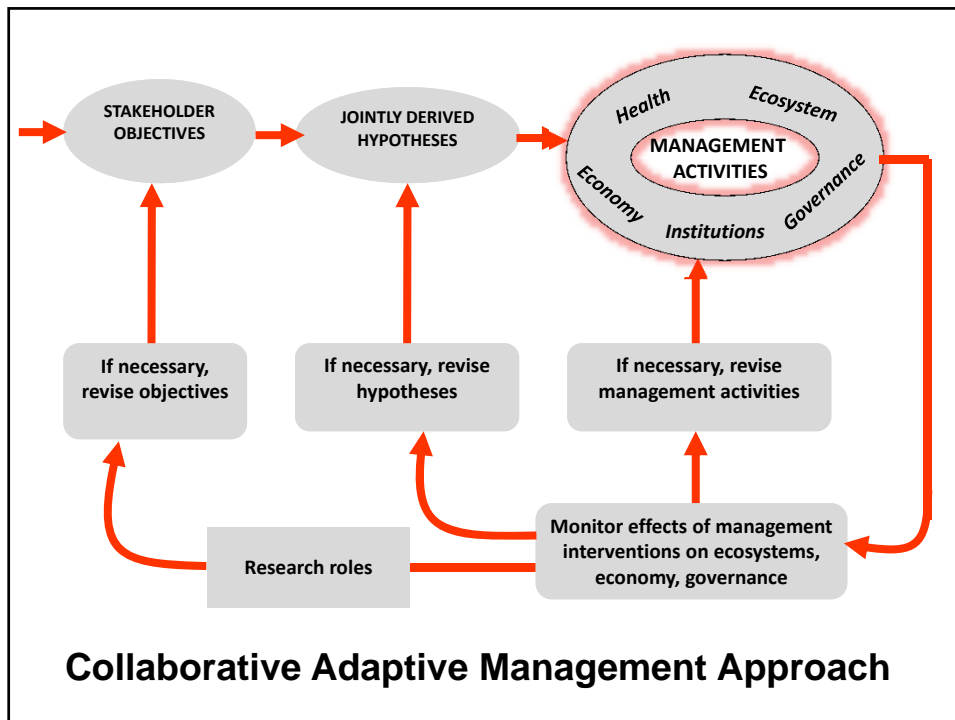
University of Florida

- ❑ Fourth-largest university in the US – began in 1853
- ❑ Enrollment approaching 50,000 students annually
- ❑ 16 colleges and more than 150 research centers and institutes



Integrated Framework of UF-MDP





UF-MDP Curriculum

	Social Sciences	Natural/ Biological Sciences	Health Sciences	Integrated Skills and SD Practice
SEMESTER 1 (Fall) 12 Credits	Global Classroom: Development Theory and Practice	Ecology and Development	Health and Development I	Communication and Leadership Skills
SEMESTER 2 (Spring) 12 Credits	Foundations of Economic Analysis for Sustainable Development OR Economics of Sustainable Development	Natural Resource Management and Innovation Systems	Health and Development II	Sustainable Development Practice Seminar/Workshop
SUMMER Practicum 6 Credits	Field School or Internships in Africa, or Latin America: Includes field skills, project design and evaluation; field project Assessment, Analysis, Write-up, and Presentation (through individual advisor).			
SEMESTER 3 (Fall) 12 Credits	Two Elective Courses (6 credits)		Politics, State, Development Administration and Governance	Sustainable Development Team Project
SEMESTER 4 (Spring) 12 Credits	Two Elective Courses (9 credits)			Management and Entrepreneurship

Summer Field School

The summer field program is designed to :

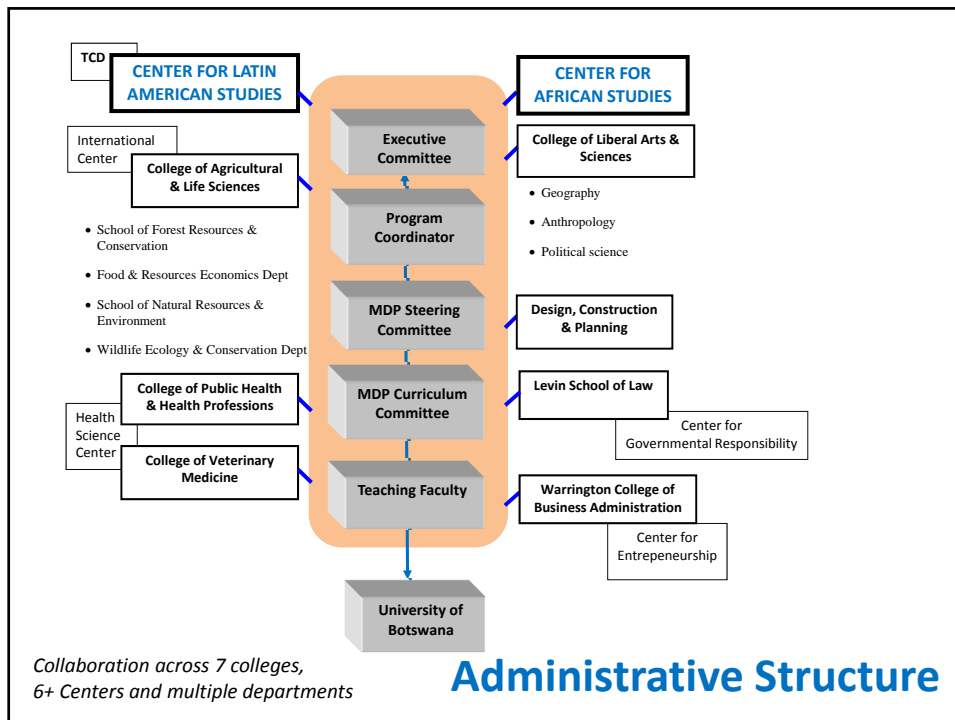
- Socialize** and train students to address development problems at multiple levels
- Teach students how to **interact** with government officials, NGOs and donors
- work with** district councils, communities and the private sector in a **hands-on** manner
- to develop appropriate **relationships**, to **negotiate** priorities with stakeholders
- collect, manage and analyze** macro-level data and policy about the sector/region
- Understanding of **contemporary issues** in sector planning, infrastructure, property rights, distributional equity, community development, biodiversity conservation and climate change
- work actively with **stakeholders** to assess the sector, develop policy, and implement priorities
- over several years we will be able to study and track development practices and SD indicators longitudinally

Elective Courses and Certificates

In their second year, there is space for MDP students to take elective courses that will lead to a graduate certificate in one of a dozen existing fields of specialization. Examples include:

- ✓ African Studies
- ✓ Latin American Studies
- ✓ Tropical Conservation and Development
- ✓ Environmental Health
- ✓ Epidemiology
- ✓ Public Health Management and Policy
- ✓ Urban Planning and Sustainability
- ✓ Gender and Development
- ✓ Interdisciplinary Concentration in Geographic Information Systems
- ✓ Climate and Climate Change

Students who complete the requirements receive a formal certificate in addition to the MDP.



Further Information

<http://www.africa.ufl.edu/mdp/index.html> UF MDP Program

<http://mdp.ei.columbia.edu/> MDP Secretariat – Columbia U

