Master Public Policy and Human Development

At the end of the fall semester, students choose one of the following areas of specialisation:

1. [Governance of Innovation](#) (in cooperation with [UNU-MERIT](#))
2. [Social Protection Policy](#)(in cooperation with the [ILO](#))
3. [Risk and Vulnerability](#) (in cooperation with [UNU-EHS](#))
4. [Migration Studies](#)
5. [Global Governance for Development](#)

The programme director and the specialisation coordinators are available to assist students with the selection of specialisations, taking into account preferences, career goals and previous training.

Specialisation videos

[Governance of Innovation -- Master's in Public Policy and Human Development (subtitles)](#)

Video of Governance of Innovation -- Master's in Public Policy and Human Development (subtitles)

The Governance of Innovation

The Governance of Innovation specialisation focuses on the rapid emergence of new and different technologies, and the challenges that arise from their integration into society.

Students will gain a systemic understanding of the economic, social, and political actors and structures that are impacted by new technologies, and develop skills to maximise their benefits and minimise social costs.

This specialisation covers the economic fundamentals of innovation, policy instruments, appropriate policy responses, and social impacts of new technologies. Theory is combined with practice, with opportunities to learn from recognised policymakers and staff from leading international organisations. Courses can also include field trips!

"*It's not just about the technologies themselves, it's much more about actually how technology has*

an effect and how it can help us in the future." - Ross Mudie, student

Social Protection Policy -- Master's in Public Policy and Human Development (subtitles)

Video of Social Protection Policy -- Master's in Public Policy and Human Development (subtitles)

Social Protection Policy

Poverty, vulnerability, inequality and exclusion are global challenges that require extensive policy intervention if effective and sustainable solutions are to be found. In particular, social protection policy has gained momentum as a necessary component for improving well-being and creating inclusive societies.

This specialisation provides an interdisciplinary, in-depth examination of social protection policies, frameworks, systems, interventions and instruments. It provides students with a toolbox to understand and tackle related public policy issues by applying traditional and emerging theories whilst incorporating local, regional and international contexts.

Students are exposed to real-life case studies and learn how to identify social challenges from a public policy lens and use methods and measurement techniques to design, evaluate and analyse intervention and implementation options.

This specialisation covers topics such as poverty and inequality; social risks and vulnerabilities; the political economy of social protection; policy interventions and instruments; the nature and economics of welfare state models; rights-based approaches; demographic, economic and social challenges; and social design and social budgeting.

"*I would like to reduce inequality in my country, which is one of the most important challenges that we are facing. Social protection is about improving the well-being of the most disadvantaged populations. The specialisation gives you the skills to formulate a proposal that is technically viable but also politically feasible. This is exactly what I was looking for.*" - Romina Rojas, student

Risk & Vulnerability -- Master's in Public Policy and Human Development (subtitles)

Video of Risk & Vulnerability -- Master's in Public Policy and Human Development (subtitles)

Risk & Vulnerability

Disasters, both natural and human-made, have significant impacts on people, communities, and economies worldwide. Sustainable Development Goal 13 calls for strengthening resilience and adaptive capacity to climate-related hazards and natural disasters in all countries.

This specialisation focuses on geospatial, governance, and social aspects of disaster risk assessment, resilience building, and crisis management, including the role of risk perceptions. Students learn about vulnerability and resilience dimensions, databases, assessment frameworks, and analytical

techniques, as well as how to select relevant indicators and construct composite indices.

This specialisation uses various quantitative and qualitative techniques, including geo-information platforms for visualising and analysing spatial data. Students also learn how to cost-efficiently and effectively manage crises through risk financing.

This specialisation is taught in collaboration with the United Nations University Institute for Environment and Human Security (UNU-EHS) in Bonn, Germany, and features practical sessions with disaster-risk experts and practitioners from various sectors.

"*Why do all this research if you don't then use the results? At UNU-MERIT, I have the feeling that results are taken into account in doing something in the field. What we definitely learned was to draw maps that could be used to visualise information which is very important for risk communication because it gives people more information in a shorter time frame. Then we learned to use them to focus on a geographical area, a specific type of risk, a specific population even. I want to do research with an impact.*" - Jana Bernhard, student

Migration Studies -- Master's in Public Policy and Human Development (subtitles)

Video of Migration Studies -- Master's in Public Policy and Human Development (subtitles)

Migration Studies

Migration is a pressing topic in development, welfare, and immigration policy with around 281 million migrants worldwide, making up approximately 3.5% of the world population.

Remittance transfers - the money that migrants send back to their home countries - exceeded USD 540 billion in 2020, surpassing foreign direct investment and official development aid in many countries. The impact of migration on migrants, their families, and their communities in both the origin and destination countries is controversial and must therefore be carefully examined.

This specialisation comprises four courses and introduces students to the essential components of migration studies, including trends, theories, causes and effects, data collection and analysis and migration policy and governance. Students will have the opportunity to explore migration studies by taking courses with a broad perspective on the prevailing theory and practice with a particular emphasis on practical fieldwork.

The Migration Studies specialisation prepares students for careers in policy advising, research, and other roles for governments, international organizations, or academic institutions.

"*I had professional experience in the field of migration but I needed to acquire the academic knowledge of the concept of migration and why people migrate. Maastricht University is one of the few universities that focuses on Migration as a specialisation. I want to contribute to achieve a safer environment for all.*" - Soha Youssef, student

[Global Governance for Development -- Master's in Public Policy and Human Development (MPP)](#)

Video of Global Governance for Development -- Master's in Public Policy and Human Development (MPP)

Global Governance for Development

The Sustainable Development Agenda 2030 (adopted by the UN) is a driving force behind the political, institutional, economic, environmental and security conditions necessary for social change and improving human life worldwide. However, globalisation poses increasing complexity due to various challenges, such as climate change, trade protectionism and human rights violations.

This specialisation offers advanced analytical knowledge and professional skills necessary for participating in the global governance of developmental policies. The course covers the 'five P' dimensions of the SDGs (people, prosperity, peace, planet and partnerships) and offers interdisciplinary study of international relations, political science, economics and law.

Through engagement with experts and practitioners from different international organisations, students will be prepared to begin their careers in international organisations, public administration, nonprofit entities, or the private sector as future professionals in global development.

What do our students and course coordinators say about their specialisation?

- **The Governance of Innovation**

- **Social Protection Policy**

- **Risk & Vulnerability**

- **Migration Studies**

- **Global Governance for Development**

Core Substantive Courses
Maastricht Graduate School of Governance

Public Policy

Full course description

This course serves as common ground for the MPP. It introduces students to the main concepts and dynamics of public policy that will be deepened further in the succeeding courses. The course introduces the policy process, the politics of public policy, the role of actors/stakeholders in the policy process and strategies to facilitate public policy success. The course draws from

contemporary case studies, examples from countries worldwide and adopts an interdisciplinary theoretical perspective in its delivery. Public policy is examined as a process, introducing students to the crux of problem framing, stakeholder analysis and a systematic way to understand public policy decisions while allowing insightful discussions. This course examines how policies are formulated, implemented and evaluated with emphasis on the roles of multiple actors along the policy process.

Course objectives

The goal of the course is to understand how and by whom public policy is made through the perspective of different theories. Additionally, the course aims at training students to improve their communication skills (verbal and written) and team performance.

Prerequisites

(none)

Recommended reading

- Recommended readings for each lecture will be reported in the course manual

MPP4301
Period 1
4 Sep 2023
29 Sep 2023
Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinators:

- J. Marotta
- V. Osei Kwadwo

Teaching methods:
Assignment(s), Lecture(s), PBL, Work in subgroups, Presentations
Assessment methods:
Participation, Final paper
Keywords:
Actors; Governance; Public Policy; Policy Process
Maastricht Graduate School of Governance

Public Economics

Full course description

This course analyses the public sector including the allocation of resources and the redistribution of income. It discusses the role of the public sector, the difference between private and public goods, public choice and externalities. Tax policy is introduced, relying on two broad principles: equity and

efficiency. The key public expenditure categories are analysed. Finally, the course looks at the situation of developing countries and the role of public finance in such a context.

Course objectives

The aim of this course is to allow students to understand the role of the government and the way public sector intervention influences individuals and the economy. This is achieved by applying the tools of microeconomic and macroeconomic analysis to government actions, both on the revenue and the expenditure side. After completing this course, students should be able to:

- Describe the key concepts in the field of public economics
- Identify and discuss problems of policy, explain situation of market failure and provide policy responses
- Analyse the functioning of key tax instruments and expenditure programmes
- Analyse and explain the impact of government intervention on development and socioeconomic indicators

Prerequisites

(none)

Recommended reading

- Gruber, Jonathan. 2015. Public Finance and Public Policy, 5th edition. Worth. ISBN: 978-1464143335.

- Students may use other editions (3rd or 4th) of the book. We provide the chapter/section titles below, so students can match them with the book they have.

- Additional recommended readings for each lecture will be reported in the course manual.

MPP4302
Period 1
2 Oct 2023
27 Oct 2023
[Print course description](#)
ECTS credits:
4.0
Instruction language:
English
Coordinator:

- [B. Martorano](#)

Teaching methods:
Lecture(s), PBL, Presentation(s)
Assessment methods:
Participation, Presentation, Written exam
Keywords:

Public Economics; Taxation; Public expenditure; Redistribution; Inequality
Maastricht Graduate School of Governance

Public Policy Analysis

Full course description

Formulation, implementation, and evaluation of public policies are an important responsibility of modern governments. Policy objectives and instruments are determined in the interactions between public authorities and stakeholders. Actors and institutions such as branches of government (including the executive, legislative, and judiciary), political parties, interest groups, regulatory agencies, non-governmental organisations and citizens are involved in policymaking to varying degrees, depending on the particular policy domain and phase of the policy process. In this course, students will explore ways in which public policies and their impact are analysed using quantitative and qualitative methods. The results serve as a basis to formulate informed evidence-based policies, or to improve existing policies.

The aim of this course is to provide a practical introduction to students to learn and understand how public policy is analysed and communicated. In particular, it is designed to develop the skills required to critically analyse policy issues, evaluate current programmes, and articulate relevant policy recommendations.

Course objectives

- Assess and apply different measures and concepts of poverty and inequality
- Explain basic concepts related to Survey Design
- Evaluate the advantages and limitations of impact evaluation analysis in terms of causality
- Select and apply experimental and non-experimental methods in their research problems
- Select and apply qualitative approaches used as stand-alone evaluation methods or complementary tools in impact evaluation
- Analyse results and translate into policy recommendations

Prerequisites

- Attendance of the course of Methods for Policy Analysis (SKL4105)

- Attendance of the course of Public Economics (MPP4302)

- Attendance of the course of Public Policy (MPP4301)

Recommended reading

- Gertler P., Martinez S., Premand P., Rawlings L. and C. Vermeersch (2016). Impact Evaluation in Practice, Second Edition. Washington DC: The World Bank.
- Haughton J. and S. Khandker (2009). Handbook on Poverty and Inequality. Washington DC: The World Bank.
- Stock, J. H. and M. W. Watson (2015), Introduction to Econometrics, Update, 3rd Edition
- Additional recommended readings for each lecture will be reported in the course manual.

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MPP4504
Period 2
30 Oct 2023
22 Dec 2023
[Print course description](#)
ECTS credits:
8.0
Instruction language:
English
Teaching methods:
Lecture(s), PBL
Assessment methods:
Assignment
Keywords:
Poverty and Inequality Analysis, Impact evaluation, Evidence- based decision making
Core Skills Courses
Maastricht Graduate School of Governance

Methods for Policy Analysis

Full course description

This course aims to familiarise students with the foundations of evaluating and designing academic, policy-relevant social science research. The course familiarises students with the process of designing their own research projects (such as their Master's thesis), leading them through the intuition behind specific research design approaches that will support alignment among components such as research questions, methodological approach, theory, data, and data collection/analysis methods. The course will combine theoretical knowledge and hands-on applications, with students encouraged to build up the intuition and reasoning behind specific research design choices through lectures and workshops focusing on study cases.

The study cases expose students to qualitative and quantitative methodological approaches, and students will focus in this course (which is the first of two skills courses) on building and consolidating knowledge related to quantitative methodological approaches. Hence, students will learn how to clean data and to describe its properties using statistics and visualization. The course also introduces basic forms of inferential statistics and ordinary least squares regression. Throughout the course, the Stata statistical package will be used, and students will build up hard skills related to this programme. The course prepares the student directly for Advanced Methods for Policy Analysis and Public Policy Analysis.

Course objectives

1. Describe the role of research in the public policy cycle and be able to explain the value of implementing an 'evidence-based policy approach' to address societal challenges
2. Describe and argue for the role of theory in informing the design and interpretation of policy-relevant research, and use theory to guide research choices
3. Understand and communicate potential challenges to quality analysis in quantitative and qualitative research designs
4. Formulate judgement on the potential methodological approaches that may be suitable to address specific policy-relevant research objectives

Master Public Policy and Human Development

5. Use Stata to extract relevant information from data using basic summary and inferential statistics
6. Estimate and interpret OLS models to test policy-relevant research questions

Prerequisites

None.

Recommended reading

- Punch, K. 2014. Introduction to Social Research: Quantitative and Qualitative Approaches, 3rd edition. London, UK: Sage Publishing.
- Smith, Gary. 2015. Essential Statistics, Regression, and Econometrics, 2nd edition. San Diego, CA: Academic Press

SKL4106
Period 1
4 Sep 2023
27 Oct 2023
[Print course description](#)
ECTS credits:
6.0
Instruction language:
English
Coordinators:

- [S. Dietrich](#)
- [Talitha Dubow](#)
- [Osei Kwadwo Victor](#)
- [M.T. Vanore](#)

Teaching methods:
Assignment(s), Paper(s), Research, Skills, Work in subgroups
Assessment methods:
Computer test, Presentation and paper, Written exam
Keywords:
Philosophy of science; Research design; Research paradigm; Research methodology; Case study; Qualitative and quantitative research; Operationalization; Measurement, variable and data; Data visualization; Descriptive statistics; Probability theory; Confidence intervals; Hypothesis tests; OLS regression; Stata; Triangulation; Truth value, applicability, consistency, and neutrality
Maastricht Graduate School of Governance

Advanced Methods for Policy-Relevant Research and Analysis

Full course description

This course aims to equip students with the methodological knowledge to start their thesis research and the specialisation track. Week 1 introduces students to how different types of data can inform different stages of the policy cycle. It then provides insights into how complementary data and the

use of multi- or mixed-methods approaches can deepen and refine analyses of complex phenomena. Weeks 2-4 of the course will focus on quantitative methodologies. During weeks 2-4, students will learn how to assess internal validity of a study and apply appropriate regression models to analyse various types of data. Students will also learn to model a nonlinear relationship and panel data. During Weeks 5-7, students will be introduced to qualitative methodologies and methods, with a focus on interviews and thematic analysis. Students will gain practical experience of designing and conducting interviews, and of analysing qualitative data using Atlas.Ti software. Students will also learn about research ethics and data management principles and practices. Week 8, the final week of the course, will be set aside for the preparation of the submission of an individual paper and for a final exam.

Course objectives

- Understand and apply appropriate research ethics principles
- Apply causal inference framework to critically assess validity of a study
- Apply appropriate regression technique and model frameworks for public policy analysis
- Choose from and evaluate different qualitative approaches for policy-relevant research
- Conduct and analyse qualitative interviews

Prerequisites

SKL4106 Methods for Policy Analysis.

Recommended reading

E-Reader.

SKL4205
Period 2
30 Oct 2023
22 Dec 2023
[Print course description](#)
ECTS credits:
6.0
Instruction language:
English
Coordinators:

- [P.H. Wong](#)
- [T.R. Mortimer Dubow](#)
- [V. Osei Kwadwo](#)

Teaching methods:
Lecture(s), PBL, Work in subgroups
Assessment methods:
Assignment, Written exam
Keywords:
Research ethics; Multi- and mixed-methods research; Internal and external validity; Endogeneity; Causality; Nonlinear effects; Probit; Panel data; Survey; Interviews; Thematic analysis; Atlas.Ti; Stata

Specialisation Migration Studies

Maastricht Graduate School of Governance

Introduction to Migration Studies

Full course description

This course serves to understand the basics of migration and migration studies. What really motivates people to migrate? This course gives an introduction into the field of migration studies. Preparing students for the more focused courses that will follow, the introduction covers such topics as the flows and t rends in migration and remittances, demography and historical developments, theories of migration from different disciplines such as economics and sociology, different types of migrants and generational issues, an internal migration and to forced migration . Each week in the course has a special theme.

Course objectives

This course aims at making sure students have a basic understanding of terms, definitions and concepts in migration studies. Specifically, students will be able to think critically about the different types of migrants and reasons for migration and well as knowing basic facts about where migrants come from, where they go and how money is sent from country to country by migrants. After completing this course, students should be able to work under pressure and have improved their time management skills using a rea l life scenario.

By the end of this course, students should be able to:

- Identify and critically reflect on different types of migrants and reasons for migration and recall basic facts about where migrants come from, where they go and how money is sent from country to country by migrants
- work under pressure and demonstrate effective time management skills using a real life scenario of completing a migration profile
- analyse the leading theories in the field of migration studies
- analyse forced migration in a historical and current context
- to undertake analytical and independent research

Prerequisites

None

Recommended reading

- Reader
- Hein de Haas, Castles, Stephen, and Mark. J. Miller. 2020. The Age of Migration: International Population Movements in the Modern World. 6th revised edition. Red Globe Press

Master Public Policy and Human Development

- Bastia, Tanja & Skeldon, Ronald. (2020). Routledge Handbook of Migration and Development. 10.4324/9781315276908.

MGR4105
Period 4
5 Feb 2024
8 Mar 2024
ECTS credits:
4.0
Instruction language:
English
Coordinator:

- M.J. Siegel

Teaching methods:
Paper(s), Assignment(s), Research, Skills, Work in subgroups
Assessment methods:
Final paper, Participation, Presentation, Assessment
Keywords:
Migration; Immigration; Emigration; Migrant; Refugee; Remittances, theory, Forced Migration
Maastricht Graduate School of Governance

Migration and Remittance Effects

Full course description

Is migration good or bad for the migrant receiving country and what effects does it have on the sending country ? What about the money sent by migrants back to their home countries? Does this have only positive effects? How can we understand and evaluate the effects of migration on development and development on migration? These are some of the issues that are touched on in this course . Special attention is paid to pov erty, inequality, labour markets, education, health, corruption and innovation. We will also zoom on specific effects of diaspora on peace and security These topics will be dealt with in a series called 'Migration &', which explores the linkages between migration and several other topics (i.e. poverty, health, corruption, etc).

Course objectives

This follows on the first course in the Migration Specialization. Now that students have a good idea of migration basics, in this course we will look at the effects of migration and remittances. Specifically, students will be able to think critically about the different (both positive and negative effects) of migration After completing this course, students should be able to work under pressure and have improved their time management skills using a real life scenario.

By the end of this course, students should be able to

- analyse how migration interacts with (affects and is affected by) other aspects of development and other public policy issues (health, education, poverty, inequality, corruption, labour markets, the welfare state, etc.)

Master Public Policy and Human Development

- describe how migration is connected to the sustainable development goals
- analyse the effects of migration on innovation and labour markets in countries of origin and destination
- describe how governments engage their diaspora through different types of policies
- evaluate the interventions of diaspora as peace wrecking or peacebuilding through the presentation of a specific case

Prerequisites

None

Recommended reading

- Reader
- Hein de Haas, Castles, Stephen, and Mark. J. Miller. 2020. The Age of Migration: International Population Movements in the Modern World. 6th revised edition. Red Globe Press

MGR4206
Period 4
11 Mar 2024
5 Apr 2024
[Print course description](#)
ECTS credits:
4.0
Instruction language:
English
Coordinator:

- [M.J. Siegel](#)

Teaching methods:
Assignment(s), Work in subgroups, Research, Presentations
Assessment methods:
Participation, Presentation, Oral exam, Assessment
Keywords:
Migration; Remittances; Development; Immigration; Emigration; Poverty; Inequality; Migration Effects
Maastricht Graduate School of Governance

The Migration Lifecycle: Journeys, Integration, Return

Full course description

This course provides a further examination of the migration lifecycle including the journey, integration, and return experiences. The first module explores irregular migration including irregular migrants' journeys and experiences en route and experiences of irregular stay in a destination country. The second module focuses on integration with an overview of integration theories and migrant experiences. The third and fourth modules explore return migration including decision-making, return policies, and reintegration experiences.

Master Public Policy and Human Development

Course objectives

1. Provide an overview of the main concepts that are part of the migration lifecycle: migration journeys, integration processes, and return migration
2. Understand the complexity of migration processes at different stages of, and throughout, the migration "lifecycle”
3. Identify the key theories and definitions related to migration journeys and irregular migration, integration and return migration
4. Compare and connect theoretical perspectives related to these concepts
5. Critique current policies concerning of irregular migration, integration and return migration

Prerequisites

None

Recommended reading

The recommended readings differ per week and topic. Students will find the recommended readings in the course manual and on Canvas.

MGR4309
Period 5
15 Apr 2024
8 May 2024
[Print course description](#)
ECTS credits:
4.0
Instruction language:
English
Coordinator:

- [T.R. Mortimer Dubow](#)

Teaching methods:
Assignment(s), Lecture(s), Presentations, Work in subgroups
Assessment methods:
Presentation and paper
Keywords:
Integration; Irregular Migration; Return Migration; Reintegration
Maastricht Graduate School of Governance

Comparative Migration Policy

Full course description

The final course in the migration specialisation deals with migration governance and policy.
Migration policy is a critical topic in many countries and of great importance to political parties and a feature of many elections. The course focuses on exploring migration policy from a comparative perspective through the examination of the policies and positions of different actors across different levels of governance on contemporary migration issues. Students learn about the history of global

migration governance, develop indicators to compare policies, and critically examine the different approaches of governments to key migration-related policies issues. Special emphasis is placed on developing and formulating evidence-based policy recommendations and preparing students to enter the labour market.

Course objectives

- Explore contemporary migration policy issues from a comparative perspective

Prerequisites

None

Recommended reading

Recommended readings will be provided in the course manual

MGR4408
Period 5
13 May 2024
7 Jun 2024
[Print course description](#)
ECTS credits:
4.0
Instruction language:
English
Coordinators:

- [M.J. Siegel](#)
- [E.W. Lebon - McGregor](#)

Teaching methods:
Assignment(s), Presentation(s), Paper(s), Research, Work in subgroups
Assessment methods:
Participation, Assessment, Final paper
Keywords:
Migration; Migration Policy; Migration Governance

Specialisation Global Governance for Development

Maastricht Graduate School of Governance

Global Governance and Human Development

Full course description

People around the globe are both protagonists and beneficiaries of development-related policy. This first course of the specialisation of Global Governance and Human Development focuses on the mechanisms enhancing people's participation and contribution to human development. Participants

Master Public Policy and Human Development

will adopt the perspective of citizens in development within different global partnership frameworks involving state, regional and local actors.

The attainment of the Sustainable Development Goals (SDGs) relies on a concerted effort by governments, international organizations, and citizens alike. Global governance institutions are key to fostering the development of human potential and equality. At the same time, local knowledge and individual initiative are essential for informing and supporting the SDG agenda. This course explores the constitutive role of international institutions as well as individuals in supporting human development in the context of the SDGs. It studies the opportunities, crises, and challenges to successful partnerships for human development. In doing so, the course is organised in several modules, each of which combines an analytical perspective with relevant skills training.

Week one will introduce the global governance system and its role in addressing development objectives. It will examine how human rights treaties address the concept of human development, and the responsibilities international organisations, governments, and citizens have in addressing human development. Several professional skills workshops will take place in the first two weeks of the course. Two workshops on international negotiations will equip students with the skills crucial for policy cooperation in a global multi-stakeholder context. A workshop on policy brief writing will offer practical tools for preparing background briefs. In the following weeks, students will put their newly acquired skills to a practical test in a series of mini-simulations of international negotiations in the context of global partnerships for development, which will be embedded in tutorial sessions.

In weeks two and three, the focus will shift to the topic of participatory global governance. This module will examine the role played by citizens and other non-states actors in the existing global, international, and transnational frameworks fostering human development in the context of the SDGs. Lectures will introduce a political perspective on human development and inclusive global governance whilst tutorials will take a case-study approach to investigating the role of citizens in the global development agenda and transnational partnerships for human development.

In week four, the course will explore some of the key pressures on the human development agenda which constrain the ability of international organizations as well as citizens to support the SDGs. Lectures will introduce some of the key challenges, including contested narratives on global development and undemocratic movements, and the concluding tutorials will bring together analytical considerations and insights from the negotiations and case study exercises.

Course objectives

1. Identify relevant global governance organisations and transnational efforts to address human development in the context of the SDGs and assess their participatory dimension
2. Use appropriate analytical and policy tools to explain, assess and design multi-stakeholder efforts to support human development in times of crises
3. Develop, plan, execute and reflect on the application of tailor-made negotiation strategies in an international environment
4. Find and use open source information to develop policy positions and prepare effective policy memoranda

Prerequisites

None

Master Public Policy and Human Development

Recommended reading

A reader will be prepared with the literature relevant for each class.

General literature:

- Browne, Stephen and Thomas G. Weiss (eds.) (2021) Routledge Handbook on the UN and Development, Routledge.
- Nelson, Paul (2021) Global Development and Human Rights: The Sustainable Development Goals and Beyond, University of Toronto Press.
- Ponzio, Richard and Arunabha Ghosh (2016) Human Development and Global Institutions: Evolution, Impact, Reform, Routledge.
- United Nations (2022) The SDG Partnership Guidebook: A Practical Guide to Building High Impact Multi-stakeholder Partnerships for the Sustainable Development Goals, United Nations.

GPO4105
Period 4
5 Feb 2024
8 Mar 2024
[Print course description](#)
ECTS credits:
4.0
Instruction language:
English
Coordinator:

- [T. Skripka](#)

Teaching methods:
Assignment(s), Coaching, Paper(s), Skills, Work in subgroups
Assessment methods:
Participation, Assessment, Presentation and paper, Final paper
Keywords:
Global governance; Human development; International organizations; Participation
Maastricht Graduate School of Governance

The Law and Policy of the World Trade Organization

Full course description

The second course of the specialization Global Governance of Development offers an introduction to the fundamental normative pillars of the multilateral framework for international trade. It focuses on the World Trade Organization (WTO) as the key multilateral framework establishing the norms and rules for trade relations around the globe.

There is a broad consensus among economists and policymakers that economic globalisation in general, and international trade in particular, may offer an unprecedented opportunity to eradicate poverty and hunger worldwide. However, to ensure that this opportunity is realised, economic globalisation and international trade have to be managed and regulated at the international level. If not, economic globalisation and international trade are likely to be a curse rather than a blessing to humankind, aggravating economic inequality, social injustice, environmental degradation and cultural dispossession. The World Trade Organization and its law are at the heart of the

international community's current efforts at managing and regulating economic globalisation and international trade.

This course introduces the institutional and substantive law of the World Trade Organization, based on discussion of true-to-life case studies. In doing so, it provides students with an understanding of the implications of this legal framework for the ability of governments to pursue their societal policy objectives, such as economic development and sustainability.

This four-week course addresses three main topics:

Week one covers institutional issues and dispute settlement in the WTO. It starts by introducing students to the phenomenon of economic globalisation, the role of law in international economic and trade relations and the history, objectives, structure, functions, decision-making and membership of the WTO. We then move on to examining the WTO dispute settlement system, discussing the principles, procedures and institutions of this system, and its current crisis.

In week two, we turn to the core substantive rules that govern trade relations between WTO members, namely the rules on non-discrimination for trade in goods and trade in services (known as the obligations of most-favoured nation treatment and national treatment) and the WTO rules on market access (which deal with tariff barriers and non-tariff barriers to trade in goods and services).

In week three we turn to the exceptions to WTO rules that allow WTO Members to balance free trade with other societal values and interests (such as general public policy objectives, national security objectives and economic policy objectives).

Week four brings all these aspects of WTO law together in a simulation exercise, where students take the role of disputing parties in a case brought to the WTO, and use the legal framework discussed in the course to build convincing arguments for the party they represent. This exercise aims to ensure that students understand the policy implications of the WTO legal framework as a whole and can build convincing arguments in this regard. A workshop on moot court simulations is provided to assist students in acquiring skills regarding preparing and presenting a country's position in a simulated trade dispute.

Aside from interactive lectures on the above topics to ensure a firm theoretical understanding of the WTO as an institution and its main rules, the course aims to ensure that students develop a practical understanding of the application of these rules and their effect on states' policy making, including on the possibilities to promote sustainable development. To this end, the course is built around a number of true-to-life international trade problems set out in tutorial assignments on each topic, involving a fictitious developing-country member of the WTO. Students are expected to solve these trade problems by applying their understanding of WTO rules to the fictional cases both in the form of papers and through active oral participation in tutorial classes. They will thereby acquire skills using the WTO legal framework to resolve practical issues that arise in international trade relations, and write briefs setting out their conclusions.

Weekly 'current developments lectures', , ensure that students are aware of and can engage in discussion of topical issues of relevance to the course materials. Finally, presentations by students based on the critical literature assigned for each topic ensure that students engage actively with these materials, deepen their understanding and develop their skills in presenting core ideas in an effective manner.

Master Public Policy and Human Development

Course objectives

This course aims to provide students with an overview of the institutional structure and main substantive rules of the World Trade Organization. After this course, students should:

1. Understand the role of law in governing international trade, be familiar with the institutional arrangements and core rules of the WTO, and grasp the key challenges facing the organization in light of current developments.
2. Be able to apply the legal framework of the WTO to analyse real-world problems.
3. Evaluate and critically assess the implications of the WTO legal framework for the regulatory autonomy of governments to pursue their non-trade objectives, including in the area of sustainable development.
4. Use the WTO legal framework to develop convincing arguments and formulate a well-motivated position for a WTO Member.

Prerequisites

None

Recommended reading

- Mandatory: Van den Bossche, P. & Prevost, D. Essentials of WTO Law, 2nd ed. Cambridge University Press 2021; or Recommended: Van den Bossche. P & Zdouc, W., The Law and Policy of the World Trade Organization. 5th ed. Cambridge University Press 2021;

- The WTO Agreements. The Marrakesh Agreement establishing the World Trade Organization and its Annexes (Cambridge University Press, 2017); or

  printouts of the WTO agreements, available from:
  https://www.wto.org/english/docs_e/legal_e/legal_e.htm

- Scholarly papers/articles/news items listed on Canvas.

GTD4206
Period 4
11 Mar 2024
5 Apr 2024
[Print course description](#)
ECTS credits:
4.0
Instruction language:
English
Coordinator:

- [M.D. Prévost](#)

Teaching methods:
Presentation(s), Paper(s), Work in subgroups, Assignment(s), Lecture(s)

Master Public Policy and Human Development

Assessment methods:
Presentation and paper, Written exam
Keywords:
World Trade Organization, international trade law; trade policy-making; economic globalisation
Maastricht Graduate School of Governance

Peacebuilding and Development

Full course description

The third course of the specialization of Global Governance of Development introduces the mechanisms and instruments developed by International Organizations with regional, state, and local actors to establish peace conditions for development.

Conflicts and violence are the main barrier for development. The first and second weeks of the course examine violent conflicts from an institutional, governance and development perspective.

The first week focuses on conflict onset. Here we explore various causes of wars through the economic and political perspectives. We also use case studies to explore how a conflict trap is formed and sustained. Tutorials will introduce the system dynamics approach to map different actors and structural conditions to address the complexity of war. GIS will be used to teach students the basics of spatial data visualisation and conduct elementary spatial analysis.

The next two weeks focus on UN peacebuilding paradigms driving international efforts of conflict resolution and peacekeeping. We look at the legal foundation of UN peacekeeping operations and its evolution. We also examine how peacekeeping operations and other instruments contribute to the reduction and termination of violent conflicts. Students will learn how to build a policy assessment framework to evaluate the success of a peacekeeping operation.

Throughout the course, students will acquire various skills and tools for policy and academic research.

Course objectives

By the end of the course, students should be able to:

1. explain the global governance of the interdependencies between conflicts, development, and sustainable peace;
2. list and evaluate policy options and partnerships that are available to actors to resolve a conflict;
3. produce a map to explore a policy issue, to describe a situation and /or to test a hypothesis about peacebuilding and development;
4. build a policy assessment framework for policy evaluation in the case of peacebuilding and development.

Prerequisites

None

Master Public Policy and Human Development

Recommended reading

- Bellamy, A. J., Williams, P. D., & Griffin, S. (2010). Understanding Peacekeeping. Polity.
- Chesterman, S., Johnstone, I., & Malone, D. (2016). Law and Practice of the United Nations: Documents and Commentary. Oxford University Press.
- Wallensteen, P. (2018). Understanding Conflict Resolution. Sage.
- Reader.

GPO4307
Period 5
15 Apr 2024
8 May 2024
[Print course description](#)
ECTS credits:
4.0
Instruction language:
English
Coordinator:

- [P.H. Wong](#)

Teaching methods:
Lecture(s), PBL, Work in subgroups
Assessment methods:
Presentation and paper, Participation
Keywords:
Causes of Wars; Development; Conflict Resolution; Peacekeeping; Transitional Justice; GIS; System Dynamics
Maastricht Graduate School of Governance

Global Governance of Planetary Challenges

Full course description

Development has detrimental effects on the natural conditions for human development around the globe. Therefore, the fourth course of specialisation Global Governance of Development, will scrutinise the governance of partnerships launched by different International Organizations with regional, state, and local actors to address contemporary energy and climate development challenges.

We live in the era of the Anthropocene in which humans profoundly impact Earth. During this period of expansive industrialisation propelled by fossil fuels, humans altered dangerously and unpredictably planetary conditions and processes on which human societies depend. The deterioration of ecological conditions endangers the accomplishment of SDGs.

This course offers a comprehensive introduction to the global governance institutions addressing Anthropocene challenges at the crossroad of climate change and energy transitions. During this course, students will acquire essential knowledge, analytical tools and professional skills related to the governance of Anthropocene challenges in partnerships with global, regional, national, and local actors. Planetary challenges of the Anthropocene era reflect global systemic connections and interdependencies between human activities and ecosystems. During this course, we will try to answer how planetary challenges are defined. Who has the authority to govern them in global

international institutions? What are the solutions proposed, and how are they implemented? Therefore, we will study global political aspects of controversies surrounding climate and energy and their societal consequences around the globe. In this way, we will also link governance with challenges with prospects of accomplishing SDGs. Therefore, we will also introduce project management tools allowing the design of practical solutions to some aspects of planetary challenges meeting SDGs ambitions in local partnership.

First week: during two introductory lectures, we will introduce the essential feature of the Anthropocene and the earth systems governance from the analytical perspective of Complex Social Systems and Global Regimes Complex. Using these analytical perspectives, students will understand the complexity of global environmental, climate and energy policies as an evolving system of overlapping and complementary institutions, organisations, and regimes. To understand the complexity of global planetary challenges and pathways to address them, we will simulate the developmental interdependencies through the Integrated Sustainable Development Goals (iSDG) model. After the introductory workshop on project management in International Organizations, during two tutorials, we will also initiate the assemblage of a project proposal contributing to tackling climate change challenges by defining the problem we want to tackle.

Second week: we will focus on the challenges and solutions related to human dependency on energy resources. We will study how international regimes promote the transition from fossil fuels to renewable energy sources. We will also analyse different international experiences and models of energy transitions from Asia, Africa, Europe and Latin America. We will continue our project design trajectory during two tutorials and focus on relevant stakeholders and project objectives.

Third week: we will analyse international institutions and actors involved in the global governance of climate change challenges and focus on the interplay between global commitments and state processes. After the introductory workshop, we will develop the theory of change and a plan for problem-solving actions during two tutorials and learn how to conceptualise and measure appropriate indicators.

Fourth week: we will discover practical examples of dealing with planetary challenges at the regional, national, and local levels. We will meet practitioners from international institutions to learn about their everyday work of policy design, implementation, and evaluation. Finally, we will also learn about various tools (briefs, blogs, podcasts) to disseminate our proposed project solutions and policy recommendations.

Course objectives

After completing this course, students should be able to:

1. Define and discuss the role of global governance institutions in tackling climate and energy challenges.
2. Identify and interpret the relations between the policies of global governance institutions tackling planetary challenges and accomplishing Sustainable Development Goals.
3. Identify and apply an appropriate analytical approach and research methods to analyse the complexity of the governance of planetary challenges.
4. Design a project-based solution to a real-life societal problem emerging from the climate-energy-environmental nexus and justify its contribution to accomplishing SDGs.

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Prerequisites

None

Recommended reading

Reader with selected readings and handbooks:

- Biermann, Frank and Rakhyun Kim (eds.) (2020) Architectures of earth system governance: institutional complexity and structural transformation, Cambridge: Cambridge University Press.
- Chasek, Pamela S. and David L. Downie, Janet Welsh Brown (2018) Global Environmental Politics. London and New York: Routledge.
- Harris, Paul G. (ed), (2014) Routledge Handbook of Global Environmental Politics. London and New York: Routledge.
- Morin, Jean-Frédéric, Amandine Orsini, and Sikina Jinnah (2021), Global Environmental Politics. Understanding the Governance of the Earth. Oxford: Oxford University Press.
- Stevenson, Hayley (2018) Global Environmental Politics. Problems, Policy and Practice, Cambridge: Cambridge University Press.
- Van de Graaf, T., Sovacool, B.K. (2020). Global Energy Politics. Cambridge: Polity.

GPO4408
Period 5
13 May 2024
7 Jun 2024
Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinator:

- M.K. Natorski

Teaching methods:
PBL, Lecture(s), Work in subgroups
Assessment methods:
Portfolio, Participation, Final paper
Keywords:
Anthropocene, global governance, climate change, energy transitions

Specialisation Governance of Innovation

Maastricht Graduate School of Governance

Innovation and Innovation Policy From A System Perspective

Full course description

Innovation plays a crucial role in promoting economic growth and how we understand and address

Master Public Policy and Human Development

global challenges relating to the Sustainable Development Goals (SDGs).

This course offers an overview of what innovation is and why it is important in various contexts and seeks to address key questions: who are the relevant actors involved in the innovation process? How can innovation contribute to socio-economic development? How can we guide policymakers globally to design, monitor and evaluate policy interventions aimed to enhance productivity, sustainable growth or social or environmental goals, depending on the specific objectives or given scope?

In the first week, students will be introduced to the fundamentals of innovation. They will be exposed to the key concepts to identify and describe the innovation characteristics: types of innovation (product and process), the impact of innovation (radical and incremental), sources of innovation (technological and non-technological), as well as bottlenecks and hampering factors. Students will develop knowledge of the 'innovation systems' approach and gain insights into the many and varied interactions between, and the roles of, different actors, institutions and contexts.

The second week will be dedicated to analysing cases where the market has failed to match incentives to the value of the innovation activity. This includes the problem of appropriability and the degree to which the returns from investment accrue to the innovator or to other market participants. Students will also learn about enhancing capability and catching up, innovation from a firm perspective, the role of the Intellectual Property Right (IPR), and open innovation.

The third week will focus on innovation indicators and innovation scoreboards. You will explore the challenging question of how to observe and measure innovation at the firm, industry and country levels. The objective is to familiarise students with tools and approaches such as innovation surveys, and to measure and interpret the appropriate quantitative indicators measuring innovation inputs and outputs.

The fourth week will consider global perspectives and students will reflect on the question: how does one country achieve rapid economic growth while others cannot? We will examine opportunities opened up by globalisation and the rise of emerging economies.

Throughout the course leading innovation and development experts will deliver guest lectures to establish credible connections between the material covered and their application including in the context of international organizations.

Course objectives

1. Understand the nature of innovation; types of innovation, impact and source of innovation.
2. Analyse new and emerging issues and types of innovation, e.g. social innovation, innovation for inclusive development, and public sector innovation.
3. Access the systemic nature of innovation systems, identifying actors of the system and their roles
4. Debate the incentives to innovate
5. Analyse the rationale behind innovation policy
6. Evaluate relevant policy instruments related to innovation.

As additional skills, students will acquire hands-on knowledge on a broad range of quantitative indicators to measure innovation performance (firm, industry, country) and learn how to apply them critically. You will also learn how to effectively debate policy-relevant issues.

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Prerequisites

None

Recommended reading

Greenhalgh, C., & Rogers, M. (2010). Innovation, intellectual property, and economic growth. Princeton University Press.

Local Knowledge, Systems and Policy

Full course description

Local economic systems do not innovate in the same way. They do not react and contribute in the same way to global challenges, technological change and globalisation. Within cities, industries, clusters and regions, technical change and innovation is governed through the interactions of various agents with different capabilities (e.g. individuals, firms, universities, policy makers, institutions). To understand innovation and innovation policy, we must understand how these various agents (as producers and users of knowledge) interact and develop their capabilities. New ideas about knowledge imply that knowledge transfer is not as easy as was once thought. The diffusion of a new idea or capability is a complex process. Not all knowledge can be codified, and the non-codified knowledge, which is by nature difficult to transmit, is extremely important for both innovation and diffusion. This implies that much knowledge creation and diffusion is geographically localised and policy must take this into account.

In the first week of this course, students will review local system approaches and examine how new ideas about knowledge and innovation affect our understanding of the processes of innovation and of innovation policy. The focus is on the systemic features of innovation and how they play out in a local context. In the second week, we concentrate on taxonomies of innovation and knowledge flows. In some regions knowledge transmission across buyer-supplier links in value-chains are central, in

other, science-based systems, innovation builds on scientific advances in university research. In some regions knowledge creation is key, in others knowledge absorption or adoption is central to the region's progress. Some regions are dominated by high tech, others by low tech, but innovation occurs in both. These axes all enter any taxonomy of regional innovation. One specific question we address is the role of universities in local development. Universities can be a source of novel knowledge and innovation, or a source of highly skilled labour. The role a university plays depends on what kind of local innovation is driving the region. In the third week, we concentrate on policies that attempt to build strong links among local agents in innovation chains or value chains (e.g. cluster policies, smart specialisation). For example, concerns about creating a critical mass of knowledge workers have led many regions to create "science parks", or "technopoles", hoping to generate new industries, or to become the next Silicon Valley. But less dramatic policies also exist. In the fourth week, we analyse the contents of successful policy. The main policy issue is how to create interactions among local knowledge actors that contribute to the performance of local economies. What can we learn from success stories from different local systems? For example, Italian industrial districts have often been considered paradoxical: small, relatively isolated regions in Italy, apparently poorly connected to the outside world, but they are world leaders in their fields. How does this happen, and could it be reproduced? Will smart cities be the new locus and focus of specialisation and growth? Has globalisation removed local effects or can local policy makers still influence their economies?

This course overall looks at how local agents interact in the innovation ecosystem. The goal is to analyse and understand how these local interactions and interventions contribute to the performance of the local economies, and to prepare policy recommendations for specific regional development strategies.

Course objectives

- Describe in detail the factors that feature in a local or regional innovation system;
- Understand policy considerations relevant to regional policy-makers.
- Be familiar with policy measures both actual and potential aimed at nurturing a regional innovation system;
- Understand the roles of different actors in the system.
- Generate ideas relevant to innovation policy design and improvement.
- Be comfortable with basic social network analysis using R and igraph software.

Prerequisites

None

Recommended reading

Course reader.

GID4206
Period 4
11 Mar 2024
5 Apr 2024
Print course description
ECTS credits:
4.0

Master Public Policy and Human Development

Instruction language:
English
Coordinators:

- [R. Cowan](#)
- [R.J.M. Wintjes](#)

Teaching methods:
Lecture(s), PBL, Skills, Presentation(s), Assignment(s)
Assessment methods:
Assignment, Attendance, Presentation and paper
Keywords:
knowledge, innovation, Regions, Networks, diffusion, Smart Specialisation, Smart Cities, Metrics and Indicators, Smart Growth
Maastricht Graduate School of Governance

Managing the Fourth Industrial Revolution

Full course description

New technologies associated with the Fourth Industrial Revolution hold out great promise in helping to achieve the Sustainable Development Goals (SDGs) by generating rapid, equitable and sustainable economic growth, by aiding the fight against climate change, and by improving health and education outcomes across the world. In equal measure, the development of this broad set of technologies - including 3D printing, nanotechnology, the internet of things, artificial intelligence and robotics, biotechnologies, neurotechnologies, virtual reality, energy capture, and blockchain - raises many economic, societal and ethical concerns. Concerns abound as to whether developing countries will be excluded from sharing the benefits of these technologies, for example, by limiting opportunities to develop through Global Value Chains, and to whether new technologies - and robotisation and artificial intelligence in particular - will deprive millions of their jobs, exacerbating inequality both within and across countries. Risks from big data also play a prominent role in the current debate. With the application of digitalisation technologies, many activities related to business and social lives can be captured and analysed and may lead to legal or political challenges.These developments suggest that attempts to maximise the benefits of these new technologies while minimising the social costs will involve a coordinated policy response.

This course identifies the opportunities and threats associated with emerging technologies and considers the appropriate policy responses to these new technologies. Week 1 will introduce the concept of the Fourth Industrial Revolution, identify the opportunities and threats from the associated new technologies, and discuss the emerging evidence on their impacts. In Week 2, the course will provide skill development sessions and discuss employment issues related to the emergence of new technologies. The first skill development lecture will demonstrate the collection and use of big data, and offer a general view on managing megadata in analysing science, technology and innovations. Week 3 continues with skill development lectures and also focusses on the dark side of innovation, discussing the "unintended" negative effects of new technologies and the risks and concerns of big data. The second and third skills development lectures will introduce machine learning and provide an overview of methods from natural language processing. Finally, in Week 4 the course concentrates on forward-looking strategies. We will look at different policies in both developed and developing countries and explore how countries find their own strategies towards coping with the challenges imposed by the Fourth Industrial Revolution.

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Course objectives

- Explain what is meant by the Fourth Industrial Revolution, the technologies that are involved and the potential opportunities and threats that these technologies have on society and development opportunities
- Develop skills of detecting and assessing emerging technologies (e.g. MySQL skills for exploring patent databases)
- Acquire knowledge on machine learning techniques
- Identify the set of policies that are relevant to encourage the appropriate development of new technologies
- Understand the impact of digitalisation on the economy and society
- Explain the role of policy as a development tool in the context of emerging technologies
- Identify the potential negative consequences to society and to individuals of emerging technologies and identify appropriate policy responses to mitigate these consequences

Prerequisites

None

Recommended reading

Course reader

GID4307
Period 5
15 Apr 2024
8 May 2024
[Print course description](#)
ECTS credits:
4.0
Instruction language:
English
Coordinators:

- [L. Wang](#)
- [N. Foster-McGregor](#)

Teaching methods:
Lecture(s), PBL, Presentation(s), Assignment(s), Paper(s), Research, Skills, Work in subgroups
Assessment methods:
Assignment, Written exam, Assessment, Final paper, Final take home exam, Presentation and paper, Take home exam, Participation
Keywords:
Fourth Industrial Revolution; Emerging technologies; Innovation policy; Labour markets; Risks of big data; Machine learning
Maastricht Graduate School of Governance

Innovation for Sustainability

Master Public Policy and Human Development

Full course description

For meeting the target of limiting global warming to 1.5oC and reducing air pollution, we need innovations and transitions in energy and mobility, whereas for reducing (unsustainable) resource use and waste volumes, we need to close material loops (e.g. transition to a circular economy). Achieving those systemic transitions is difficult because of sunk costs advantages of existing technologies, infrastructure needs of new technologies, emerging innovations, institutional rigidities, resistance from incumbents and entrenched practices. In this context, this course looks at the role of innovation for achieving a sustainable economy, with special attention to barriers, elements and drivers of transformation and the role of public policy from a multi-level perspective.

During Week 1, the course examines the notion of innovation for sustainability, the circular economy as a transformative challenge for society, government and business, and two successful transitions: hygienic sanitation and the shift to recycling and waste incineration (through policies to divert waste from landfilling). Week 2 consists of lectures and readings on technology innovation system coordination,, green industrial policy and the challenge of creating sustainable solutions in developing countries. In Week 3 the course looks at different perspectives on climate policy and the topic of an alternative economy, through a critical investigation of the global market economy and two alternatives for it: Kate Raworth's Doughnut model and Christian Felber's Economy for the Common Good.

The course will involve a group assignment in the form of a paper about an eco-innovation for which students should describe the producers and prospective users; the history of system building activities; the social and environmentally sustainability advantages (compared to relevant alternatives); the role of policy (with special attention to the interaction effects of policy mixes, whether they work in tandem or against each other, evidence of bad policies which are unnecessary or highly inefficient); the degree of supply chain change, organisational change, and social innovation; and the relevant institutional change needed for wider diffusion. This task will be done in groups of three to four people. There will be two outputs: a paper (of around 3000 words) and a 15 minute PowerPoint presentation which is presented by one or two of the students.

A hands-on skills development component is part of the course. This will take the form of a workshop on set theoretical comparative analysis and Q-methodology analysis in the field of innovation for sustainability and a training in causal analysis. Students can also participate in a one-hour workshop to determine the value network for a circular case.

Course objectives

- Explain why innovation is important for the economy and the SDGs.
- Describe the sources of the carbon lock-in and the lock-in to the take, make and waste paradigm.
- Assist policymakers to design better policies to support eco-innovation and a circular economy.
- Study the dynamics of specific eco-innovations and the need for new business models and alignment of multiple activities and strategies.

Prerequisites

None

Master Public Policy and Human Development

Recommended reading

Course reader.

GID4408
Period 5
13 May 2024
7 Jun 2024
ECTS credits:
4.0
Instruction language:
English
Coordinators:

- [R.P.M. Kemp](#)
- [S. Turkeli](#)

Teaching methods:
Assignment(s), Paper(s), Research, Skills, Work in subgroups, Presentations
Assessment methods:
Presentation and paper, Participation, Oral exam
Keywords:
innovation, Sustainability, lock-in, transition, circular economy

Specialisation Risk and Vulnerability

Maastricht Graduate School of Governance

Risk and Vulnerability Assessment

Full course description

This course serves as a general introductory course to the Risk and Vulnerability Specialisation. Students will be introduced to key concepts, frameworks and empirical methods to assess risk and vulnerability in the context of climate change and natural hazards. A major part of the course is dedicated to introducing students to GIS-based (Geographical Information Systems) methods for vulnerability and risk mapping through hands-on GIS-based workshops using geospatial data.

Course objectives

1. Comprehend and interpret key definitions and conceptual frameworks related to risk and vulnerability and its assessment

2. Conduct GIS-based data analysis

3. Analyse hazardous and vulnerable situations using both GIS techniques and conceptual frameworks

4. Connect vulnerability and risk assessment to policy developments and international agreements

5. Prepare a GIS- based risk map for individual case studies

6. Complete a well-structured report with proper references and critical analysis

Prerequisites

None

Recommended reading

- Course reader

RSK4105
Period 4
5 Feb 2024
8 Mar 2024
Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinators:

- Valerie Graw
- Davide Cotti
- Eleonora Nillesen
- E.E.M. Nillesen

Teaching methods:
Lecture(s), Presentation(s), Assignment(s), Work in subgroups
Assessment methods:
Presentation, Final paper, Written exam
Keywords:
Disaster risk mapping and trend analysis; key concepts, theories and frameworks related to disaster risks and vulnerability; multi-scale vulnerability and risk assessment at different levels; climate change and the global development agenda
Maastricht Graduate School of Governance

Building Resilience and Adaptive Governance

Full course description

The ability to identify and assess conditions at risk is not necessarily sufficient to avoid crises and disasters. As such, building resilience and promoting adaptive governance are key issues in the international discourse on how to respond to the increasing frequency and magnitude of geophysical

risks, disease epidemics, violent conflict, and extreme meteorological events. Earth observation data plays a crucial role in the monitoring of a disaster as well as during the emergency response cycle. In this course, students will learn about key concepts, theories and approaches in resilience building and adaptive governance. Based on the knowledge gained in RSK4105 on how to assess risk, this course will assess the concepts and options to manage different types of risks and that contribute to building resilience. In the second part of the course students will learn how disaster risk can be monitored using earth observation data, and how such data can support disaster risk reduction at multiple levels. Students will also learn how disaster monitoring can be linked to management strategies related to the Global Development Agenda, including the SDGs.

Course objectives

- Understand and apply relevant concepts and theories related to resilience and adaptive governance
- Understand the role of governance in contributing to reducing risk and adapting to climate change, including by coherence building
- Understand the range of risk management approaches, including specific local-level solutions and related opportunities and limitations
- Learn basic concepts of optical and radar remote sensing
- Work with Earth Observation (EO) data to conduct disaster risk monitoring with open source software and cloud-based platforms
- Understand the opportunities and challenges of EO for disaster risk monitoring and management

Prerequisites

None

Recommended reading

- Course reader

RSK4206
Period 4
11 Mar 2024
5 Apr 2024
[Print course description](#)
ECTS credits:
4.0
Instruction language:
English
Coordinators:

- Valerie Graw
- Dominic Sett
- Eleonora Nillesen
- [E.E.M. Nillesen](#)

Teaching methods:
Assignment(s), Lecture(s), Work in subgroups, Presentation(s)
Assessment methods:

Master Public Policy and Human Development

Risk Management in Crisis Situations

Full course description

What happens when crises and disasters materialise? What can be done to manage crises better? How can underlying trade-offs in crises management be identified and managed? Does regulation matter? Key variables such as perceptions, feelings, trust, and social amplification through, for example media and social media have been shown to affect individual beliefs and attitudes in the face of risky events. During this module, students will discuss these and other aspects of risk management while capitalising on social-scientific knowledge and analysis of crisis situations and will consider contemporary and post-trust societies as well as risks related to geophysical disasters, health, conflict, and cyber security.

Course objectives

- Identify different crises management methods and tools
- Explain the role of social and social media networks in shaping beliefs and attitudes related to risk management and the effect on policy responses
- Evaluate present-day crises management using cost-benefit and cost-effectiveness analysis

Prerequisites

None

Recommended reading

- Risk management in post-trust societies, Earthscan (Löfstedt, 2005).

- The Politics of Precaution. Regulating Health Safety and Environmental Risks in Europe and the United States. Princeton and Oxford: Princeton University Press (Vogel, 2012).

RSK4307
Period 5
15 Apr 2024
8 May 2024
[Print course description](#)
ECTS credits:
4.0
Instruction language:
English
Coordinators:

Master Public Policy and Human Development

- F.E. Bouder
- [E.E.M. Nillesen](#)

Teaching methods:
Assignment(s), Lecture(s), Presentation(s)
Assessment methods:
Presentation and paper
Keywords:
Acute hazardous events; Precautionary crises management; Crises regulation; Cost-benefit/Cost-effective analysis; Innovations in crisis management.
Maastricht Graduate School of Governance

Behavioral Insights for Policy Design in Risky and Vulnerable Situations

Full course description

The final course of the specialisation will put the concepts of risk, vulnerability, and risk management in a broader perspective. Risks are always to some extent "human-made" in terms of perceptions of facts and with relations between facts, and are thus subject to psychological and social dynamics. The extent to which possible future events are recognised, perceived, and labelled as risks, and the way they are framed, explained, and consequently managed depend on an interplay of social and psychological processes. This helps to explain the wide divergence in perceptions about what is, in essence, the same objective risk, as in the case of vaccinations, for example. By presenting relevant insights from the sociology, psychology, and economics of risk, this course intends to deepen students' understanding of risk as a social-behavioural phenomenon, and consequently increase the options for effective risk management.

Course objectives

- Introduce key concepts, insights. and perspectives from the sociology, psychology. and economics of risk
- Apply concepts, insights, and perspectives to a specific given risk.
- Develop skills for recognising and communicating relevant insights from academic research to policymakers in the area of risk.

Prerequisites

None

Recommended reading

- Course reader

RSK4409
Period 5
13 May 2024
7 Jun 2024
[Print course description](#)

Master Public Policy and Human Development

ECTS credits:
4.0
Instruction language:
English
Coordinators:

- R. Weehuizen
- [E.E.M. Nillesen](#)

Teaching methods:
Assignment(s), Lecture(s), Presentation(s), Work in subgroups
Assessment methods:
Participation, Written exam, Presentation
Keywords:
behavioural economics, Social psychology, policy design, communication skills

Specialisation Social Protection Policy

Maastricht Graduate School of Governance

The Global Social Challenge: Beyond Poverty & Inequality

Full course description

The evidence of mounting world poverty and inequality is compelling. The challenge globally is to move beyond sheer descriptions and consider holistic frameworks that can give poor and vulnerable populations sustainable access to the resources they need to be self-sufficient and to be able to contribute in their societies. There is a common perception that it is primarily developing countries which experience severe poverty and inequality but the problem also extends to developed and industrialised countries. This course presents students with a wide range of concepts, definitions, and theories of poverty and inequality. The main objective is to increase knowledge and understanding of the diversity and complexity of poverty and inequality, their forms and root causes and the linkages between the concepts of human development and the welfare state. Students will learn the basic technical skills required to measure poverty and inequality and consider a range of other topics including: social risks and vulnerability, patterns of economic and social development, sources of inequality, formal and informal labour markets, social impacts of growth, macro-economic (fiscal, monetary) policy, global governance, and the role of international institutions and their role in development.

Course objectives

1. Explain the translation of theory into conceptual and measurement options for poverty, inequality, and vulnerability.
2. Justify the selection of poverty and inequality measures within a given context, which requires:
   - Defining, comparing, and applying ways of understanding poverty measurements (uni-dimensional and multidimensional)
   - Examining, justifying, and applying different simple methods of measuring inequality.
3. Identify and explain more complex inequality and mobility measurement method
4. Explain the relationship between historical patterns of poverty, inequality and the welfare state

5. Appraise, negotiate, advocate, and recommend policy options relating to poverty reduction strategies for duty bearers.

Prerequisites

None

Recommended reading

- Deneulin, S., & Shahani, L. (2009). An introduction to the human development and capability approach: Freedom and agency. Earthscan.
- Haughton, J., & Khandker, S. R. (2009). Handbook on Poverty and Inequality. Washington D.C.: World Bank Publications.
- Course Reader

SPP4205
Period 4
5 Feb 2024
8 Mar 2024
Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinator:

- Z. Nimeh

Teaching methods:
Assignment(s), Lecture(s), PBL, Presentation(s), Paper(s), Research, Skills, Work in subgroups
Assessment methods:
Participation, Attendance, Presentation and paper, Final paper
Keywords:
poverty, inequality, Human Development, social justice
Maastricht Graduate School of Governance

Understanding Social Protection: From Justification to Intervention

Full course description

This course presents a comprehensive introduction to social protection policy and design. It provides an overview of the development of the main issues, theories, and practices regarding the design and the implementation of social protection and social safety nets in advanced economies, and contrasts them to emerging and developing economies. The course aims to equip the students with the knowledge that is needed to identify the range of policy options to address the global social challenge for developed and developing economies.

During the course, various social protection frameworks and contexts will be explored.   The course will build on a discussion of the welfare state, while conducting an in-depth overview of the range of

state interventions (i.e. types of benefits and interventions: social assistance, universal benefit schemes, social insurance schemes, mandated private insurance, the new generation of conditional, and unconditional cash transfers, and others). It will discuss the economic effects of welfare interventions, the political economy of government interventions, potential effects of benefits on poverty, and income distributions (static micro analytical practice) and stakeholder interest analysis. Various examples will be given on different levels of state interventions.

Course objectives

- Explain and examine the principles and frameworks of Social Protection and the different instruments and their design;

  - Contrast between developing countries' (Risk Coping: Non-Contributory...)   and developed countries' (Risk Mitigation: Pensions and social insurance...) country contexts

- Justify the selection of the different interventions and instruments based on actual contexts

- Understand the purpose of ex Post and ex ante analysis, the difference between them, and how they can be applied to assess the state of social protection in a given context.

- Appraise, negotiate, advocate, and recommend policy options relating to social protection systems in a given context while linking with a Poverty and Inequality Profile of that context.

Prerequisites

SP4205 Highly Recommended

Attending the offered skills premier in microsimulation prior to the beginning of the specialisation is recommended.

Recommended reading

- M. E., Del Ninno, C., Tesliuc, E. D., & Ouerghi, A. (2008). For protection and promotion: The design and implementation of effective safety nets. World Bank.

- Reader

SPP4206
Period 4
11 Mar 2024
5 Apr 2024
[Print course description](#)
ECTS credits:

Master Public Policy and Human Development

4.0
Instruction language:
English
Coordinator:

- [Z. Nimeh](#)

Teaching methods:
Assignment(s), Lecture(s), PBL, Presentation(s), Paper(s)
Assessment methods:
Attendance, Final paper, Participation, Presentation and paper
Keywords:
Social Protection Policy; The Welfare State; Safety Nets; Political Economy; Policy Microsimulation
Maastricht Graduate School of Governance

Quantitative Techniques for Social Protection Policy Design

Full course description

National social protection systems are designed to provide income as well as health security in times of need and to prevent people from falling into poverty. Many countries redistribute – through tax and contribution collections and benefit payments – significant portions of the national economy, usually expressed in terms of gross domestic product (GDP). Efficient governance supported by sound quantitative studies can make a lasting difference in peoples' lives. Quantitative specialists working for social protection systems must anticipate future uncertainties and complex interrelations between different systems. Effective quantitative analysis of current and projected social protection systems support policy decisions on the design and monitoring of social protection systems. This course will develop students' understanding of advanced quantitative studies and the actuarial modelling required for the sound financial governance of social protection systems, including social insurance pensions. The course provides knowledge and modelling tools needed for the effective design, management, and monitoring of national social protection systems.

Course objectives

1. Enhance knowledge of quantitative analysis and projection methodologies
2. Enable students to build simplified, country-specific models, primarily on social insurance pensions
3. Deepen understanding of policy and design of social protection schemes
4. Ability to discuss and analyse major policy reform options based on sound quantitative analysis
5. Equip students to participate in the financial planning of social protection schemes

Prerequisites

None.

Prior knowledge of Excel is highly recommended

Recommended reading

- Plamondon, P., Drouin, A., Binet, G., Cichon, M., McGillivray, W., Bédard, M., Perez M. & Hernando (2002). Actuarial Practice in Social Security. Geneva: ILO/ISSA, Part IV, chapters. 7.4, 8, 10, 11

- ILO (2021). World Social Protection Report 2020-22: Social protection at the crossroads – in pursuit of a better future. Geneva.

- ISSA, ILO (2016). ISSA-ILO Guidelines on Actuarial Work for Social Security. Chapter 1. ISS/ILO.

- Course reader

SPP4408
Period 5
15 Apr 2024
8 May 2024
[Print course description](#)
ECTS credits:
4.0
Instruction language:
English
Coordinators:

- [F. Gassmann](#)
- [Z. Nimeh](#)

Teaching methods:
Assignment(s), Skills, Presentations, Work in subgroups, Lecture(s), PBL
Assessment methods:
Participation, Assignment
Keywords:
National Accounts; Social Protection; Pensions
Maastricht Graduate School of Governance

Financing Social Protection

Full course description

Financing Social Protection is the fourth and concluding course of the specialisation. It brings together the issues that were covered by the previous three courses. It seeks to strike a balance between the introduction of concepts of social protection financing and the reinforcement of technical skills that every policy analyst in social protection should be familiar with and be able to

use. It builds on the concepts of poverty, inequality, social justice, social development and the need for social protection, the range of social protection interventions and their rationale as well as the range of existing quantitative costing techniques and impact analysis that were introduced in the preceding courses.

In any society, social transfers account for a substantial part of national income. Large-scale distributive mechanisms should be designed and operated with the utmost care to optimise social, economic, and fiscal outcomes. How should a social protection be financed? Should a given new benefit be funded by taxes. contributions or private payments? Who pays for what in social protection systems? What would be the likely effect of a new scheme or a new benefit on economic performance, the government's budget, other benefits in the system and income distribution? How can financial management and governance be organised in such a way that makes best use of scarce resources? This course, in line with the previous courses, seeks to provide and present future financial planners and decision-makers with the tools for good financial, fiscal, and economic governance of national social protection systems.

Course objectives

1. Provide a methodological toolbox for sound resource management in social protection
2. Design and maintain a system of financing of national social protection schemes to ensure an effective and efficient use of available resources on the community and at national and international levels
3. Understand the intricate financial linkages between the government budget and the social protection system
4. Conduct a fiscal space analysis for social protection programmes
5. Examine and review the political economy and governance aspects of social protection programmes, policy prioritisation and consolidation
6. Understand the complexities involved in the design and implementation of social protection programmes and policies

Prerequisites

None

Prior knowledge of Excel is highly recommended

Recommended reading

- Van de Meerendonk, A. (2021). Financing Social Protection in: Loewe and Schüring (eds). Handbook of Social Protection. Bonn.

- Fischer, A. M. (2017). Dilemmas of externally financing domestic expenditures: Rethinking the political economy of aid and social protection through the monetary transformation dilemma (No. 629). ISS Working Paper Series / General Series (Vol. 629, pp. 1–41). International Institute of Social Studies of Erasmus University (ISS).

- Pritchett, L. (2005). A lecture on the political economy of targeted safety nets. Social protection discussion paper series No. 0501. Washington, DC: World Bank.

Master Public Policy and Human Development

SPF4105
Period 5
13 May 2024
7 Jun 2024
[Print course description](#)
ECTS credits:
4.0
Instruction language:
English
Coordinators:

- [F. Gassmann](#)
- [Z. Nimeh](#)

Teaching methods:
PBL, Lecture(s), Assignment(s), Paper(s), Skills, Work in subgroups
Assessment methods:
Participation, Assignment
Keywords:
Social Expenditure; Fiscal Space; Financing Mechanisms; Taxes; Political Economy; Governance
Thesis

The master thesis is 16 ECTS.

Maastricht Graduate School of Governance

Master Thesis

Full course description

The Master's thesis forms an integral part of the overall Masters programming, accounting for one third of the overall degree. Students are required to write an independent Master's thesis that demonstrates their ability to conduct original research. In Period 1 and 2 (October-December), a number of events will take place in order to introduce students to research topics, potential supervisors, and potential methodologies. These are all voluntary events, designed to assist students with preparing for the thesis track.

The Master's Thesis is divided into three core components:

1. In Period 3 (January) students complete a thesis track targeted towards methodology. In this course, students will learn more advanced methods and how to implement the methods. The focus of this component of the thesis is to build skills and learn in sub-groups for developing the thesis.
2. Finding a Supervisor and Writing the Thesis Proposal – In the beginning of November, students are required to register a thesis supervisor and thesis topic. With input from their supervisor, students are expected to write their thesis proposal which is due in the first half of January.
3. Completion of the Thesis and Defense- From February to June, students are expected to work on their thesis under the supervision of their selected supervisor. The final thesis is due in June.

Master Public Policy and Human Development

Course objectives

By the end of the master's thesis, students should be able to:

- Match and apply theories, concepts, and knowledge learned in the programme to the thesis topic;
- Express and defend in-depth knowledge on a specific topic;
- Synthesize existing literature and identify research gaps on a specific topic;
- Develop relevant research design and implement applicable research methods for a specific topic;
- Evaluate results from data and the literature review to make contributions to the overall field of study;
- Consider policy recommendations based on the evaluation and synthesis of field of study.

Prerequisites

There are no specific prerequisites for this course.

MTH4911
Year
4 Sep 2023
7 Jun 2024
[Print course description](#)
ECTS credits:
16.0
Instruction language:
English
Coordinators:

- [Talitha Mortimer Dubow](#)
- [S. Fransen](#)

Teaching methods:
Research, Presentations, Skills, Work in subgroups, Assignment(s)
Assessment methods:
Attendance, Presentation and paper, Final paper
Keywords:
Philosophy of science; Research design