

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

- Governance of Innovation (in cooperation with UNU-MERIT)
- Social Entrepreneurship and Public Policy (in cooperation with UNU-MERIT)
- Social Protection Policy (in cooperation with the ILO)
- Risk and Vulnerability (in cooperation with UNU-EHS)
- Migration Studies
- 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. For the academic year 2022-23 we are running six specialisations having merged two specialisations (*Foreign Policy & Development & Regional Integration & Multi-Level Governance*) from the previous year into one specialisation: *Global Governance for Development*.

For a detailed description of each specialisation, [request our brochure](#).



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

Ross Mudie, student: "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."

Social Entrepreneurship & Public Policy -- Master's in Public Policy and Human Development

Video of Social Entrepreneurship & Public Policy -- Master's in Public Policy and Human Development

Social Entrepreneurship & Public Policy

Master's student Alex Lim: "Social entrepreneurship at the end of the day is not all about engaging in deep academics, it is actively improving the world through practical means. I always believe that effective policymaking, aside from requiring one foot in official policymaking bodies, requires policymakers to have another foot actively engaging in civil society."

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

Romina Rojas, student: "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."

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

Jana Bernhard, student: "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."

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

Soha Youssef, student: "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."

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

- **The Governance of Innovation**
- **Social Entrepreneurship & Public Policy**
- **Social Protection Policy**
- **Risk & Vulnerability**
- **Migration Studies**

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

5 Sep 2022

30 Sep 2022

[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:

Master Public Policy and Human Development

- • 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

3 Oct 2022

28 Oct 2022

[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 get determined in the interaction between public authorities and stakeholders. Actors and institutions such as branches of government

Master Public Policy and Human Development

(including the executive, legislative, and judiciary), political parties, interest groups, regulatory agencies, and 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, we 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 already implemented policies.

Course objectives

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.

After completing this course, students should be able to:

- 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 both experimental and non-experimental methods in their research problems
- Be able to analyse results and translate in actual policy recommendations

Prerequisites

- Participation in the quantitative track during periods 1a and 1b
- 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.

MPP4504

Period 2

31 Oct 2022

23 Dec 2022

[Print course description](#)

ECTS credits:

8.0

Instruction language:

English

Coordinators:

- [F. Gassmann](#)

- [B. Martorano](#)

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

Introductory Data Science & Statistics

Full course description

This course aims to teach in an interactive, hands-on manner the basic skills needed for working with and analysing data. The course starts with steps to "clean" data, and to describe its properties using statistics and visualisation. The course then introduces basic forms of inferential statistics. Throughout the course, the Stata statistical package will be used. The course prepares the student directly for the courses on Regression Analysis and Public Policy Analysis.

Course objectives

The course aims to

- (1) introduce students to the Stata statistical package;
- (2) give students experience in working with real-world datasets used for policy analysis and making;
- (3) give students a package of tools and steps to take to detect and remove problems in large datasets;
- (4) teach students how to visualise data in a way that communicates a clear message even to statistically illiterate recipients;
- (5) present students with essential concepts in descriptive statistics;
- (6) introduce students to basic inferential statistics.

Prerequisites

(none)

Recommended reading

- Smith, Gary. 2015. Essential Statistics, Regression, and Econometrics, 2nd edition. San Diego, CA: Academic Press
- Reader.

SKL4102

Period 1

5 Sep 2022

30 Sep 2022

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinator:

- [S. Dietrich](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:

Written exam

Keywords:

Data science; Statistics; Data cleaning; Visualization; Descriptive statistics; Probability theory;

Confidence intervals; Hypothesis tests; Stata

Maastricht Graduate School of Governance

Regression Analysis

Full course description

This course aims to introduce students to the analytical tool of regression analysis. In this first of part, students will be introduced to ordinary least-squares regression with one or more independent variables, including special types of variables such as dummies and interaction terms. In the second part, students will learn to critically assess regression models and will be introduced to a variety of econometric techniques that can be used on different kinds of data, going beyond the basic regression model. Students will explore real-world data to analyse policy-relevant questions and form conclusions on the basis of the evidence they uncover.

Course objectives

The course aims to introduce students to regression analysis and to teach students how and when to use different regression techniques for public policy analysis. Key components covered include: • OLS regression • Non-linear transformations for dependent and independent variables • Logit and probit-type regressions for binary dependent variables • Fixed effects estimation • Instrumental variables

Recommended reading

• Smith, Gary. 2015. Essential Statistics, Regression, and Econometrics, 2nd edition. San Diego, CA: Academic Press • Stock, James & Mark Watson. 2014. Introduction to Econometrics, updated 3rd edition. Boston, MA: Pearson. • Reader.

SKL4204

Period 1

3 Oct 2022

25 Nov 2022

Research Design

Full course description

Academic research is a craft that is concerned with the production (construction) of scientific knowledge. Like a contractor building a house, a researcher needs to plan ahead with an encompassing architecture (design) that specifies an appropriate combination of the right foundations (theory and literature), procedures (methodologies) and their connected materials (data) and tools (methods) to construct a scientific argument. These individual components of design need to interlink and function together to create a sound building that will meet the user's needs over time. When the user is a policy maker, or the results of research will inform policy processes, additional challenges confront the researcher. This course aims to familiarise students with the foundations of evaluating and designing academic yet policy-relevant social science research. It is grounded in discussions around the philosophy of science in order to critically assess how we come to know (scientifically) about the world. The course also enables students to assess existing research and review academic debates in order to identify areas where their own research can make a relevant contribution. The course then familiarises students with the process of designing their own research projects (such as their Master's thesis), discussing the need for a balance between the components of research question, theory, data, and methods. The course will combine both theoretical knowledge and hands-on application, and it makes use of online materials, lectures, tutorial sessions and applied methodological workshops. Students will apply their knowledge in a range of tutorial assignments and to the development of a research design "portfolio", a collection of different products related to different stages of research design.

Course objectives

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

- Define quality research and list the criteria that can be used to assess the quality of different research designs;
- Orient a topic of research within the larger literature and conduct a literature review that summarises a topic area while motivating key research design elements;
- Identify and formulate meaningful, feasible, and answerable research questions;
- Understand the advantages and disadvantages of qualitative or quantitative methodologies,

and be able to motivate the selection of specific methodological approaches in a given research context;

- Evaluate the quality of policy-relevant research, and be able to formulate critique in a meaningful, productive way;
- Design (hypothetical) research that would contribute to solving a public policy dilemma.

Prerequisites

There are no specific requirements for this course. However, students are encouraged to think early about a research area of interest, since the final assignment will ask them to write a research proposal on a topic of their choice (possibly leading to their Master's thesis topic).

Recommended reading

Reader

SKL4403

Period 2

28 Nov 2022

23 Dec 2022

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinator:

- [M.T. Vanore](#)

Teaching methods:

Lecture(s), Research, Presentations, Skills, Work in subgroups, Assignment(s)

Assessment methods:

Presentation, Final paper, Portfolio

Keywords:

Philosophy of science; Research design

Specialisation courses

Specialisation Migration Studies

Maastricht Graduate School of Governance

Introduction to Migration Studies

Full course description

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 actual flows and trends of 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 as well as an introduction to

Course objectives

The goal of this course is to give a broad overview of migration studies, the major theories of the movement of people (and money) and familiarity with country cases.

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

MGR4105

Period 4

6 Feb 2023

10 Mar 2023

[Print course description](#)

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; Remittance

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? These are some of the issues that are touched on in this class. Special attention is paid to labour market issues in the receiving country and development issues in the sending country.

Course objectives

The goal of this course is to explore both the positive and negative effects of migration and remittances in the migrant-sending and -receiving countries.

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

13 Mar 2023

6 Apr 2023

[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

Keywords:

Migration; Remittance; Development; Immigration; Emigration; Poverty

Maastricht Graduate School of Governance

The Migration Lifecycle: Journeys, Integ

Full course description

This course provides a further examination of the migration lifecycle including the journey, integration, and return experiences, and provides a unique introduction to scenario planning in migration studies. 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 module explores return migration including decision making, return policies, and reintegration experiences. The final module in the course provides an introduction to scenario planning as a methodology and tool. The focus on scenario planning is to take a wider perspective to migration to examine different mega-trends, how they interact with migration, and how scenarios can inform and shape future thinking.

Course objectives

The goal of this course is to provide an overview of irregular migration, integration, return migration, and scenario planning.

Prerequisites

(none)

Recommended reading

Reader

MGR4309

Period 5

17 Apr 2023

12 May 2023

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinators:

- K. Kuschminder
- [M.J. Siegel](#)

Teaching methods:

Assignment(s), Lecture(s), Presentations, Training(s)

Assessment methods:

Assessment, Participation, Presentation

Keywords:

Integration; Irregular Migration; Return Migration; Scenarios

Maastricht Graduate School of Governance

Comparative Migration Policy

Full course description

The final course in this specialisation deals with migration governance, emigration, immigration, and integration policy and migration policies more generally. Migration policy is a hot topic in most developed countries. It is the talk of political parties and a subject in new elections. The course covers global migration governance issues as well as understanding policy coherence for migration and development. Additionally, we explore migration entry and integration policies for different types of migrants across different receiving countries. A special comparative focus is made. The sending policies of origin countries are also studied: do they encourage or discourage migrations and from which groups? The last section of this course also focuses on getting students ready to enter the labour market with a week devoted to labour market entry.

Course objectives

The goal of this course is to make students familiar with different types of migration policies and the causes and consequences of these policies as well as global migration governance.

Prerequisites

(none)

Recommended reading

- Reader

MGR4408

Period 5

15 May 2023

9 Jun 2023

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [M.J. Siegel](#)

Teaching methods:

Assignment(s), Presentation(s), Paper(s), Research, Work in subgroups

Assessment methods:

Participation, Assessment, Presentation and paper

Keywords:

Migration; Migration Policy; Migration Governance

Global Governance for Development

Maastricht Graduate School of Governance

Global Governance and Human Development

Full course description

People around the globe are the central protagonists and beneficiaries of developmental efforts. This first course of the specialization of Global Governance of Development focuses on the mechanisms enhancing people's participation and contribution to human development. We will adopt the perspective of citizens in development within different global partnerships' 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 across the world. At the same time,

local knowledge and individual initiative are essential for informing and supporting the global SDG agenda. This course explores the mutually 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 organized in several modules, each of which combines an analytical perspective with a relevant skill 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 which responsibilities international organizations, governments, and citizens have in addressing human development. A workshop on international negotiations will equip the students with the skills crucial for policy cooperation in a multi-stakeholder context. A workshop on policy memo writing will provide practical tools for preparing background memos and position papers. In the following three weeks, the students will be putting the 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 week two, 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. The lectures will introduce a political perspective on human development and inclusive global governance. The tutorials in weeks two and three will take a case-study based approach to investigating the role of citizens in the global development agenda and transnational partnerships for human development.

Week three will investigate the changing modalities of participation and partnerships for human development in times of crises. The lectures will study the differentiated and lagged effects of major disruptive events such as natural disasters and humanitarian crises, and the role of international organizations and global governance efforts in addressing human development objectives next to immediate relief.

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

Course objectives

After this course, students should be able to:

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

Prerequisites

This course has no prerequisites.

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

6 Feb 2023

10 Mar 2023

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [T. Skripka](#)

Teaching methods:

Lecture(s), PBL

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 five 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).

Week three covers the WTO rules on market access, which deal with tariff barriers and non-tariff barriers to trade in goods and services. It also explores 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 and national security objectives).

Aside from (recorded) lectures and Q&A sessions 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', based on recent news items, ensure that students are aware of and can engage in discussion of topical issues of relevance to the course materials.

In addition, student group work in a simulation exercise, in the form of a dispute brought to the WTO for resolution, is included in this course to ensure that students understand the policy implications of the WTO legal framework 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.

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 international trade policy;
- (2) be conversant with the multilateral governance of trade through the WTO with special attention to mandate, the institutions, the membership, the decision-making procedures and the institutional imbalance and its impact on the WTO;
- (3) be acquainted with the WTO system for settling trade disputes and understand its current crisis;
- (4) have understanding of, and be able to apply, the WTO rules on non-discrimination and market access and be able to assess their implications for members' autonomy in policy making;
- (5) be familiar with, and be able to apply, the WTO rules balancing trade liberalisation and other societal values and interests (such as economic development, public health, national security, environmental protection, etc.) and be able to critically assess the scope they leave for members to pursue societal policies;
- (6) be informed of the challenges facing the multilateral trading system.

Prerequisites

None

Recommended reading

- Mandatory: Van den Bossche, P. & Prevoost, 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

13 Mar 2023

6 Apr 2023

[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), Research

Assessment methods:

Presentation and paper, Assessment

Keywords:

World Trade Organization, international trade law; trade policy-making; economic globalisation

Maastricht Graduate School of Governance

Governance of 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 lens of game theories (e.g., cooperation and coordination, the concept of self-enforcement, the bargaining theory of war). 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.

The second week takes an empirical approach to study conflict diffusion and development impact of wars. GIS will be used to teach students the basics of spatial data visualisation and conduct elementary spatial analysis. During this week students also look at the role of technology in humanitarian relief.

The third week focuses on liberal peacebuilding paradigms driving international efforts of conflict resolution and peacekeeping as prerequisites for development. 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.

The fourth week focuses on studying selected peacebuilding efforts in depth (e.g. the United Nations Interim Administration Mission in Kosovo (UNMIK), with a focus on the economic and social reconstruction of a post-conflict society. We will emphasise the roles of institutions of government and rule of law, democratic liberal governance, welfare and social justice and transitional justice as the key mechanism of conflict resolution and peacebuilding.

Course objectives

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

- explain the global governance of the interdependencies between conflicts, development, and sustainable peace;

Master Public Policy and Human Development

- list and evaluate policy options and partnerships that are available to actors to resolve a conflict;
- produce a map to explore a policy issue, to describe a situation and /or to test a hypothesis about peacebuilding and development;
- build a policy assessment framework for policy evaluation in the case of peacebuilding and development.

Prerequisites

There are no specific requirements for this course.

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

17 Apr 2023

12 May 2023

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [P.H. Wong](#)

Teaching methods:

Lecture(s), PBL

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 the specialization Global Governance of Development will scrutinize the governance of partnerships launched by different international organizations with regional, state, and local actors to address contemporary energy and climate challenges of development.

We live in the era of Anthropocene in which Earth is profoundly impacted by humans. During this period of expansive industrialisation propelled by fossil fuels, humans altered in a dangerous and unpredictable way planetary conditions and processes on which human societies depend. The deterioration of ecological conditions endangers the accomplishment of the 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 get acquainted with essential knowledge, analytical tools and professional skills related to the governance of Anthropocene challenges in partnerships of 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 the following question: How are the planetary challenges 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 the SDGs. We will also introduce project management tools which allow students to design, in local partnership, practical solutions to some aspects of planetary challenges meeting the SDG ambitions.

First week: we will introduce during two introductory lectures the basic feature of Anthropocene and the earth systems governance from the analytical perspective of Complex Social Systems and Global Regime Complex. With the use of these analytical perspectives, students will understand the complexity of global environmental, climate and energy policies as an evolving system of overlapping and complementary institutions, organizations and regimes. To understand the complexity of global planetary challenges and pathways to address them, we will use the simulation of the developmental interdependencies through the Integrated Sustainable Development Goals (iSDG) model. After an introductory workshop on project management in international organization, during 2 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 turn our attention to the challenges and solutions related to the human dependency on energy resources. We will study how the transition from fossil fuels to renewable energy sources is promoted by different international regimes. We will also analyse different international experiences and models of energy transitions from Asia, Africa, Europe and Latin America. During two tutorials we will continue our project design trajectory 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 an introductory workshop we will also develop during 2 tutorials the theory of change and a plan for problem-solving actions, and learn how to conceptualize and measure appropriate indicators.

Fourth week: we will discover practical experiences of dealing with planetary challenges at 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 the variety of tools (briefs, blogs, podcasts) to disseminate our proposed project solutions and policy recommendations.

Course objectives

After completing this course, students should be able to:

- Employ an appropriate analytical approach and research methods to recognise the complexity of the governance of planetary challenges;
- Distinguish and judge the role of global governance institutions in tackling climate and energy challenges;
- Identify and explain the relations between the planetary policies and challenges, the accomplishment of the Sustainable Development Goals and proposed project-based policy solutions to planetary challenges;
- Design and plan a project-based solution of a real-life societal problem emerging from the climate-energy-environmental nexus.

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

15 May 2023

9 Jun 2023

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [M.K. Natorski](#)

Teaching methods:

PBL, Lecture(s)

Assessment methods:

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 through the way we traditionally think about innovation, which also plays a key role in both understanding and addressing global challenges related to the SDGs.

This course offers an overview of what innovation is and why it is important in various contexts. Who are the relevant actors involved in the innovation process? How can innovation contribute to socio-economic development? How can we guide policymakers around the world 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 also learn that the innovation process is the result of the interactions among groups of actors who perform different functions within a certain context and under certain institutions. In other words, they will familiarize themselves with the innovation systems approach.

The second week will be dedicated to discussing the cases when the market fails in matching incentives to the value of the innovation activity. A key issue that innovators face comes from an appropriability problem. Students will 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. The students will explore the challenging question of how to observe and measure innovation at the firm, industry and country level. The objective is to familiarize students with tools and approaches such as innovation surveys, and to measure and interpret the appropriate quantitative indicators measuring the innovation inputs and outputs.

The fourth week we will turn to a global perspective 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 experts who are currently working in the field related to innovation and development at distinctive international organizations will be invited. The purpose of these guest lectures is to establish good connections between the material covered and their actual application, especially in the context of international organizations.

Course objectives

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

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

Prerequisites

(none)

Recommended reading

Reader

GID4105

Period 4

6 Feb 2023

10 Mar 2023

[Print course description](#)

ECTS credits:

4.0

Coordinators:

- [K. Haaland](#)
- [F. Visentin](#)

Teaching methods:

Lecture(s), PBL, Presentations, Skills

Assessment methods:

Written exam, Participation, Presentation and paper

Maastricht Graduate School of Governance

Local Knowledge, Systems and Policy

Full course description

Local economic systems do not innovate all 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. Modern ideas about knowledge imply that knowledge transfer is not as easy as was once thought. The diffusion of a new idea or capability to the many agents who might find it useful is a complex process, often involving informal institutions, face-to-face communication and demonstration. 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 localized and policy must take this into account.

In the first week of this course, we review local system approaches and examine how modern 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? E.g. Italian industrial districts have often been considered paradoxical: small, relatively isolated regions in Italy, apparently poorly connected to the outside world, 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 globalization 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

After this course, students should be able to:

- Describe in detail the concepts of Codified/Tacit knowledge, Knowledge Spillovers, Triple Helix (University-Industry-Government relations); Regional Innovation Systems; Smart Specialisation Strategies, Quality of Local Governance, Smart Cities, Smart Growth
- Apply theories and concepts from Innovation and Innovation Systems literature to local contexts.

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- Analyse how local agents interact and how they contribute to innovation activities (using scientometrics/bibliometrics, network analysis, taxonomies), and thus to the performance of local economy using various measures and indicators.
- Demonstrate analytical conceptualisation and applied skills based on systems thinking (system's constituents, interactions, temporality, embeddedness, performance) for local development.
- Prepare policy recommendations for specific regional development strategies.

Prerequisites

(none)

Recommended reading

Reader

GID4206

Period 4

13 Mar 2023

6 Apr 2023

[Print course description](#)

ECTS credits:

4.0

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

Maastricht Graduate School of Governance

Managing the Fourth Industrial Revolution

Full course description

New technologies associated with the Fourth Industrial Revolution (4IR) 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 - that includes 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 of 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. This may lead to various legal or political challenges.

These discussions suggest that attempts to maximise the benefits of these new technologies while minimising the social costs will involve a coordinated policy response. This course therefore identifies the opportunities and threats associated with emerging technologies and considers the appropriate policy responses to these new technologies. Week 1 will introduce 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 skill 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 4th industrial revolution.

Course objectives

After this course, students should be able to

- 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

Reader

GID4307

Period 5

17 Apr 2023

12 May 2023

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinators:

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

Teaching methods:

Lecture(s), PBL, Presentation(s)

Assessment methods:

Assignment, Written exam

Keywords:

Fourth Industrial Revolution, Global Value Chains, Innovation Policy, Trade and Industrial Policy, Labour Markets

Maastricht Graduate School of Governance

Innovation for Sustainability

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). Yet 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 respect, 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.

In the first week, 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: the hygienic sanitation and the shift to recycling and waste incineration (through policies to divert waste from landfilling). The second week contains lectures and readings about technology innovation system coordination issues, green industrial policy and the challenge of creating genuine solutions in developing countries. In the third week, 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: the Donut Model of Kate Raworth and the Economy of Common Good of Christian Felber.

The course will also involve a group assignment in the form of a paper about an eco-innovation for which they 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, social innovation that happened, and wider institutional change that is needed for wider diffusion. This task will be done in groups of 3-4 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

After this course, students should be able to

- 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 policy makers to design better policies to support eco-innovation and a Circular Economy.
- Be able to study the dynamics of specific eco-innovations and the need for new business models and alignment of multiple activities and strategies.

Prerequisites

(none)

Recommended reading

Reader.

GID4408

Period 5

15 May 2023

9 Jun 2023

[Print course description](#)

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 Social Entrepreneurship and Public Policy

Maastricht Graduate School of Governance

Introduction to Social Entrepreneurship

Full course description

Social entrepreneurship is a new and fast-growing field of academic and policy relevant study that requires academic, practitioner and policy actors' cooperation, as it lies at the intersection of the fields of entrepreneurship and social change. The course will compare and contrast emerging social enterprises with more "traditional" early stage ventures in the private sector and will draw on experiential knowledge of invited speakers. Students will learn the theory and practice of social entrepreneurship through experiential, interactive, and collaborative classroom sessions. Working individually and in teams, on social issues they care about, students will acquire skills in motivations of social entrepreneurs, their challenges, the legal framework and the entrepreneurial business model design. Students aiming to work in the fields of public administration or business will also benefit from a good understanding of how social entrepreneurship and social enterprises engage with traditional philanthropic, corporate and government organizations.

The first week will cover the definitions and processes of business entrepreneurship and social entrepreneurship to highlight their distinctions. It will cover topics such as: the entrepreneurial process in business enterprises vs. social ventures and tensions between the social and entrepreneurial identities of social ventures. Students will examine case studies to study the typology of social entrepreneurs and the social entrepreneurial process.

The second week will cover the practice of Corporate Social Responsibility (CSR) and social entrepreneurship by firms - national and multinational and explore their drivers - whether by own firm vision, societal context, regulation, market failures or policy failures. The topics covered will be, Shareholder Value Theory, Stakeholder Theory and topics that go beyond CSR such as the Bottom of the Pyramid approach and Shared Value approach.

The third week will focus on the legal framework of social enterprises where students will familiarise themselves with corporate and tax law that is relevant for social enterprises. In the tutorials students will study peculiarities of legal forms in different national systems.

The fourth week will focus on social entrepreneurship across the globe. Institutional and cultural contexts shape social entrepreneurship differently. Students will study the roles of culture, socioeconomic development, and governance institutions on the prevalence of social entrepreneurship.

This course overall is designed to provide students a socially relevant academic experience in gaining in-depth insights on economic and social value creation activities of social entrepreneurs and enterprises across a number of sectors.

Course objectives

After this course, students should be able to:

- Acquire and apply knowledge on social entrepreneurship, characteristics of social

entrepreneurs, social enterprises, entrepreneurial processes, and its drivers and barriers within innovation systems

- Acquire and apply knowledge on Corporate Social Responsibility and shared value theories
- Acquire and apply knowledge on the legal framework of social enterprises in the Netherlands and other countries
- Acquire and apply knowledge on the institutional, social and cultural context of social entrepreneurship

Prerequisites

There are no specific requirements for this course.

Recommended reading

Papers from scholarly journals, case studies, all of which will be described in the course manual.

SOE4105

Period 4

6 Feb 2023

10 Mar 2023

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [N. Es-Sadki](#)

Teaching methods:

Assignment(s), Presentation(s), Research, Work in subgroups

Assessment methods:

Written exam, Final paper

Keywords:

social entrepreneurship, intrapreneurship, Business plan, Legal framework

Maastricht Graduate School of Governance

Leveraging Social Entrepreneurship with Science, Technology and Innovation

Full course description

This course offers an in-depth understanding of social entrepreneurship and how it is intrinsically linked with innovation. We look at how the social entrepreneur or social enterprise is important for the overall innovation system. The course explores the various venues of how science and technology can be leveraged for the social entrepreneur as well as for the social enterprise by studying a wide range of real cases. The course focuses on emerging science and technology trends and the role of public policy.

In the first week, the stage is set with innovation theory. The various types of technological

innovation will be covered, as well as non- technological disruptive and inclusive and/or social innovation. From the perspective of innovation theory, the Schumpeterian regime Mark I and Mark II will be introduced, and we will discuss and interpret what it means for the business entrepreneur in this context using different case studies. We will explore how these findings can be applied to social entrepreneurship.

During the second week, we will take a step from the social entrepreneurship and turn to the social enterprise. The focus will be on industry characteristics and sectoral dimension. Special attention will be given to specific cases of social enterprises in ICT and Biotech industries, such as Fairphone and Mosameat.

The third week will focus on the potential and impact of emerging technologies for social entrepreneurship. These are technologies such as blockchain that open up enormous new opportunities for the social entrepreneur in the global value chain. Similarly, it will be examined how Artificial Intelligence, the bio-economy, nanotechnology, Big Data and Deep Data, and Internet of Things (IoT) are changing the face of social entrepreneurship.

The fourth week turns to Intellectual Property Rights (IPR) and explains the role of IPR for social entrepreneurship. This will range from patenting to Free/Libre Open Source, linking it to the sharing economy, and new issues such as joint ownership and blockchain. Concluding the course, policy challenges related to social entrepreneurship and IPR are discussed. During the course, social entrepreneurs will be invited to highlight connections between the material covered and their actual application. In terms of skills building, this course aims to equip students to understand the potential of emerging technologies and identify possible IPR pathways for social entrepreneurship projects.

Course objectives

After this course, students should be able to

- Describe social enterprise and the role of S&T, including definitions, concepts and conceptual framework.
- Understand how social entrepreneurship is related to social innovation and the social economy.
- The systemic obstructors or promoters of the diffusion and adoption of innovations by social entrepreneurs
- Be aware of sectoral dimension and industry characteristics relevant for leveraging S&T by social entrepreneurs and social enterprises.
- Understand how innovations have impact on societal challenges
- Identify emerging science and technology trends
- Understand IPR and the role of IPR for social entrepreneurship
- Be aware of relevant policy challenges.

SOE4307

Period 4

13 Mar 2023

6 Apr 2023

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

- [K. Haaland](#)

Teaching methods:

Assignment(s), PBL, Lecture(s), Skills

Assessment methods:

Attendance, Written exam, Presentation

Keywords:

Technological innovation, non-technological innovation, innovation carrier, emerging technologies and social enterprises

Maastricht Graduate School of Governance

The Social Entrepreneurship Public Policy Nexus

Full course description

In the first week, we will analyse the traditional public policy view that policy can stimulate all forms of entrepreneurship, including social entrepreneurship, and evaluate the effectiveness of public policy to drive entrepreneurs to solve societal policy issues by using science, technology, and varieties of innovation. Then we will discuss different types of entrepreneurship activity that are vital for inclusive, sustainable, economic growth, and their implications for public policy (e.g. mission-oriented policies, entrepreneurship policy, policy mixes; e.g. the Dutch Topsector policy and experiences with its cross-sectoral approach, which are valuable for solving social challenges)

In the second week, we will showcase how societal, corporate, and governmental social entrepreneurship can create value for citizens, industry experts, policymakers through evidence-based advocacy in policy (issue) networks, advocacy coalition networks, and multiple streams. Different legal forms that social enterprises take will be scrutinized this week. We will explore how social entrepreneurs engage in policy networks as a new mode of governance and how such engagement strategies exert influence on public policy. Meanwhile, social entrepreneurs may also present a policy problem related to their domain of activity to students for a change in public policy.

In the third week, we will concentrate on how bottom-up social entrepreneurship initiatives by societal, corporate, and governmental leaders influence public policy using evidence-based advocacy. We will scrutinize this by analysing social entrepreneurial engagement in different stages of a policy cycle (e.g. from agenda setting and design to implementation and delivery, and to monitoring and evaluation). We will study how in multiple streams, they can contribute to opening up new window of opportunities for policy and social change with their professional and societal communities.

In the final week, we will provide a skills component (for the use of appropriate policy design/analysis type, research method and argumentation). Students will apply evidence-based argumentation and critical analysis for a public policy design to build a social entrepreneurial policy plan and programme, which will be presented. In this manner, students will get a hands-on experience in critical thinking and analysis, formulation, and evaluation of social entrepreneurial cases and/or social entrepreneurial policy plan/programme.

Course objectives

After this course, students should be able to:

Master Public Policy and Human Development

- Understand the role of social entrepreneurship for attainment of the 2030 Agenda for Sustainable Development and European missions.
- Acquire knowledge on the interaction and engagement points in various stages of public policy cycle for social entrepreneurs (e.g. from agenda setting and design to implementation and delivery, and to monitoring and evaluation) in the context of evidence-based advocacy practices in participatory governance modes
- Apply theories of policy networks, advocacy coalition framework, and multiple streams analysis in order to analyse the influence of social entrepreneurship on public policy.
- Analyse how social entrepreneurship engages with public policy to act as citizen watchdogs and as knowledge and innovation communities of expertise/experts. .
- Critically examine a case relating to the design and use of technological, social, organisational innovations as solution for societal problems (e.g. sustainable production and consumption, sustainable communities, civic engagement.).
- Demonstrate use of appropriate research methods for evidence based argumentation on a public policy relevant advocacy case.

Prerequisites

There are no specific requirements for this course.

SOE4206

Period 5

17 Apr 2023

12 May 2023

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinators:

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

Teaching methods:

Assignment(s), Presentation(s), Paper(s), Research, Skills, Work in subgroups, Presentations

Assessment methods:

Participation, Portfolio, Presentation and paper, Final paper

Keywords:

social entrepreneurship, Evidence-based Advocacy, Corporate and Policy Issue Actors, Networks, Advocacy Coalitions, Public policy

Maastricht Graduate School of Governance

Solution Design and Policy Communication to Address Societal Challenges

Full course description

This course provides in-depth insights on how design thinking can be applied by organisations and policy makers to address contemporary societal challenges. Economic and social value creation

activities across a number of sectors are explored under four central themes: (i) systems representations and solution design frameworks to address contemporary societal problems; (ii) principles of design for organisational strategy and public policy; (iii) effective communication of policy and strategy rationale; and (iv) opportunities and limitations of social entrepreneurship and design thinking within a system. These elements are brought together in several skills building exercises, wherein students make a case for systemic change (e.g. change in organisational behaviour, change in public policy, other forms of innovation etc.) in the form of a solution design brief and a Pecha-Kucha style presentation of a social or public policy initiative. Students also produce outputs for the “live project” running throughout the track period to help local social entrepreneurs. Experienced professionals in science and policy communication will be invited for skills-building.

The first week will cover three main topics from a macro-perspective. First, students will learn to represent any context as a part of a complex evolving system by identifying the key economic actors, their inter-relations, their conflicting and complementary objectives, and other systematic characteristics. They will be introduced to solution design frameworks such as Multiple Level Perspective, SPITE and SISTER. Second, students will learn to link these frameworks to the core concepts of the previous courses of the track such as social entrepreneurship, technology and innovation, and public policy. They will also identify how these frameworks relate to the SDGs as well as their dissertation. Third, the basics of communication design for conceptualizing and implementing advocacy projects and providing policy intelligence will be covered. Students will understand how effective communication impacts policy and how sensitizing policy makers’ perception of public opinion is crucial.

The second week will introduce students to the principles of design thinking. Students will learn the details of the design thinking method and discover how it is different from traditional forms of research. They will have an opportunity to apply solution design techniques such as stakeholder mapping and characterisation to case studies of contemporary problems. Then, changing perspective to empathise with those at the receiving end, students will discover how individuals view change, what holds them back and how some tools can help them enable change in their own organizations and create positive impact in society. Skills building on communication will be continued with a workshop on the Pecha Kucha style presentations.

The third week will focus on the meso-level, at how organisations use design thinking and social entrepreneurship as strategic tools. The importance and potential of design thinking for sustainability will be made clear. They will get more opportunities to apply solution design frameworks such as MLP, SPITE and SISTER on case studies dealing with diverse SDGs. Students will appreciate the value of building a ‘Theory of change’ for road-mapping transformations, co-evolving strategies with outcomes and evaluating projects. Students will learn to apply practical techniques of collective thinking and collective solution design such as liberating structures, agile methods, co-design loop thinking and open-source thinking. They will gain insight on becoming efficient co-designers of tomorrow's sustainable society.

The fourth week will examine the limitations of triggering bottom-up change from the micro-level – either by the state or non-state players. The potential of integration of design thinking in policy innovations will be explored. They will demonstrate their ability to apply the solution design frameworks to formulate their own theories of change. Then the role of behaviour science based nudge strategies and their use by organisations and policy makers will be explained. Finally, students will be exposed to the limitations of design thinking for social entrepreneurs/enterprises and public policy.

Course objectives

After this course, students should be able to

- Apply the central concepts of solution design techniques to represent the systemic features of a societal challenge context and rationalise possible solution designs.
- Explain and rationalise the design and implementation of social initiatives as well as public policy using solution design frameworks.
- Provide examples to illustrate how design thinking based methodology integrates observations of typical and atypical users, addresses negative externalities and non-economic responses such as emotional one to design successful solutions.
- Explain how design thinking methodology is different from more traditional problem solving approaches.
- Create effective argument and theory of change to address a societal challenge in the form of a solution design brief, an effective pitch and a strategic report for a social enterprise or social entrepreneur.
- Provide examples to explain the advantages and limitations of design thinking and social entrepreneurship for organisations and public policy.

Prerequisites

You must have done the other courses of this Masters track as this is a wrap up in terms of skills building.

Recommended reading

Reader

SOE4408

Period 5

15 May 2023

9 Jun 2023

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [S.V. Ramani](#)

Teaching methods:

Presentations, Paper(s), Skills, Research, Work in subgroups, Working visit(s)

Assessment methods:

Participation, Presentation, Portfolio, Written exam

Keywords:

Design Thinking, Solution design, Stakeholder analysis, Theory of Change Communication Design

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 Specialization. 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 methods for vulnerability and risk mapping through hands-on GIS-based workshops using geospatial data including satellite imagery.

Course objectives

- Comprehend and interpret key definitions and conceptual frameworks related to risk and vulnerability and its assessment,
- Prepare GIS data analysis using QGIS software
- Analyse hazardous and vulnerable situations using both GIS techniques and conceptual frameworks
- Connect vulnerability and risk assessment to policy developments and international agreements
- Complete a well-structured report with proper references and a critical analysis

Prerequisites

(none)

Recommended reading

- Course reader

RSK4105

Period 4

6 Feb 2023

10 Mar 2023

[Print course description](#)

ECTS credits:

4.0

- Valerie Graw
- Davide Cotti
- Eleonora Nillesen

Building Resilience and Adaptive Governance

Full course description

Being able 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 increasing frequencies and magnitudes of geophysical risks, disease epidemics, violent conflict, and severe meteorological events among other extreme phenomena. Earth observation data nowadays plays a crucial role in the monitoring of a disaster as well as during the emergency response cycle. In this course, we 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 discuss concepts and options to manage different types of risks and contribute to building resilience. In the second part of the course students will learn how disasters can be monitored using earth observation data, and how such data can support disaster risk reduction behaviour at multiple levels. We will also learn how disaster monitoring can be linked to management strategies related to the Global Development Agenda, including the SDGs.

Course objectives

Students will learn how to:

- 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 solutions for the local level, including opportunities and limitations
- Learn basic concepts of optical and radar remote sensing
- Work with Earth Observation (EO) data to conduct disaster risk monitoring
- Understand the potential and challenges of the use of EO and GIS for disaster risk monitoring and management
- Learn how to use geospatial analysis to provide information about the Disaster Risk

Prerequisites

(none)

Recommended reading

- Course reader

RSK4206

Period 4

13 Mar 2023

6 Apr 2023

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinators:

- Valerie Graw
- Dominic Sett
- Eleonora Nillesen

Teaching methods:

Assignment(s), Lecture(s), Work in subgroups, Presentation(s)

Assessment methods:

Final paper, Presentation, Assessment

Keywords:

Disaster Monitoring, Disaster risk reduction & behavioural response; Resilience building;

Reconstruction and recovery; Adaptive governance; Climate change adaptation

Maastricht Graduate School of Governance

Risk Management in Crisis Situations

Full course description

What if crises and disasters indeed materialise? What can be done to manage crises better? How to identify and handle underlying tradeoffs in crises management? Does regulation matter? Key variables such as perceptions, feelings, trust, and social amplification through e.g. (social) media have been shown to affect individual beliefs and attitudes in the face of risky events. During this module, students will discuss these aspects (among others) while capitalising on social-scientific knowledge in crisis situations' analysis - in contemporary & often post-trust societies, discussing risks related to geophysical disasters, health, conflict, and cyber security.

Course objectives

Students will learn to:

Master Public Policy and Human Development

- Identify different crises management methods and tools
- Explain the role of social (media) networks in shaping beliefs and attitudes related to risk and its effect on policy responses towards risk management
- Evaluate present-day crises management occasions 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

17 Apr 2023

12 May 2023

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- F.E. Boudier

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 concept 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 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 for example in the case of vaccinations. By presenting relevant insights from the sociology, psychology, and economics of risk, this course intends to deepen the understanding of risk as a social-behavioural phenomenon, and consequently increase the options for effective risk management.

Course objectives

Students will:

- Be introduced to a number of key concepts, insights, and perspectives from the sociology, psychology, and economics of risk
- Learn how to apply these concepts, insights, and perspectives to a specific given risk.
- Develop skills for recognising and communicating relevant insights from academic research to policy-makers in the area of risk.

Prerequisites

None

Recommended reading

- Course reader

RSK4409

Period 5

15 May 2023

9 Jun 2023

[Print course description](#)

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:

Behavioral economics, Social psychology, policy design, communication skills

Specialisation Social Protection Policy

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 dealt with during 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 developed in the preceding courses.

In any society, social transfers account for a substantial part of national income. Distributive machines of this scale should be designed and operated with the utmost care to pursue the realisation of socially, economically, and fiscally optimal results. How do we finance a certain overall level of social protection? Or a certain new benefit (by taxes, through contributions, through private payments)? - Who is paying for what in the social protection system? - What would be the likely effect of the system, a new scheme or a new benefit on economic performance, on the government budget, other benefits in the system and the income distribution? - How do we organise the financial management and governance in such a way that makes best use of scarce resources? This course, in line with the previous courses, seeks to provide present and future financial planners and decision-makers in social protection with the tools for good financial, fiscal, and economic governance of national social protection systems.

Course objectives

Financing Social Protection is the fourth and concluding course of the specialisation. It brings together the issues that were dealt with during 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 developed in the preceding courses.

In any society, social transfers account for a substantial part of national income. Distributive machines of this scale should be designed and operated with the utmost care to pursue the realisation of socially, economically, and fiscally optimal results. How do we finance a certain overall level of social protection? Or a certain new benefit (by taxes, through contributions, through private payments)? - Who is paying for what in the social protection system? - What would be the likely effect of the system, a new scheme or a new benefit on economic performance, on the government budget, other benefits in the system and the income distribution? - How do we organise the financial management and governance in such a way that makes best use of scarce resources? This course, in line with the previous courses, seeks to provide present and future financial planners and decision-makers in social protection with the tools for good financial, fiscal, and economic governance of national social protection systems.

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.

SPF4105

Period 5

15 May 2023

9 Jun 2023

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [Z. Nimeh](#)

Teaching methods:

PBL, Lecture(s), Assignment(s), Paper(s), Skills, Work in subgroups

Assessment methods:

Participation

Keywords:

Social Expenditure; Fiscal Space; Financing mechanisms; Taxes; Political Economy; Governance
Maastricht Graduate School of Governance

The Global Social Challenge: Beyond Poverty & Inequality

Full course description

The evidence of mounting world poverty & inequality is compelling. There is a global challenge to move beyond sheer descriptions and consider holistic frameworks that can give the poor and vulnerable a sustainable access to the resources they need to be self-sufficient and to be able to contribute in their societies. And while the common perception is that, it is developing countries which experience severe poverty and/or inequality; this also extends to developed and industrialised countries. This course presents the students with a wide range of concepts, definitions, and theories of poverty and inequality. The main objective is to increase the students' knowledge and understanding of the diversity and complexity of 1) poverty, its forms and root causes and 2) inequality and its causes. This is done in conjunction with learning the basic technical skills on how

to measure poverty and inequality. Other topics that are discussed and elaborated on in the course include human development, social risks and vulnerability, patterns of economic and social development, migration as a form of social protection, morbidity patterns and health, demographic developments, formal and informal labour markets, social impacts of macro-economic (fiscal, monetary) policy, global governance, and international institutions.

Course objectives

- Explain the translation of theory into conceptual and measurement options for poverty, inequality, and vulnerability.
- 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.
- Identify and explain more complex inequality and mobility measurement methods
- 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.
- Houghton, J., & Khandker, S. R. (2009). Handbook on Poverty and Inequality. Washington D.C.: World Bank Publications.
- Reader

SPP4205

Period 4

6 Feb 2023

10 Mar 2023

[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, Written exam, Attendance, Presentation and 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. 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, established welfare states, emerging welfare states, and others will be presented and contrasted. The course will present the history of the welfare state, while conducting an in-depth study 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 foundations of the Welfare State and its history;
 - Discuss the emergence of new discourse such as the rights-based approach
 - Discuss the implication of the future of work and welfare states in the future
- Explain and Examine the principles and frameworks of Social Protection and the different instruments;
 - 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

- Castles, F. G., Leibfried, S., & Lewis, J. (2010). The Oxford handbook of the welfare state. Oxford Univ Press Grosh,
- 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

13 Mar 2023

6 Apr 2023

[Print course description](#)

ECTS credits:

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 thus to prevent people from falling into poverty. In many countries, they 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 deal with future uncertainties and complex interrelations between different systems. Quantitative analysis of the current situation and projections of social protection systems facilitate policy-makers to decide the design and monitor social protection systems. The course on “quantitative techniques for social protection policy design” will develop the understanding of students of advanced quantitative studies and actuarial modelling required for the sound financial governance of social protection systems, mainly on 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

The main aim of the course is to enhance the capacity of students on quantitative analysis and projection methodologies and to enable students to build simplified, country-specific models mainly on social insurance pensions. In addition, students will deepen their understanding on the policy and the design of social protection schemes and will be able to discuss and analyse major policy reform options based on sound quantitative analysis. At the end of the course, students will be better equipped 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.

SPP4408

Period 5

17 Apr 2023

12 May 2023

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [Z. Nimeh](#)

Teaching methods:

Assignment(s), Skills, Presentations, Work in subgroups, Lecture(s), PBL

Assessment methods:

Participation, Presentation

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 - By the end of February, students are required to register a thesis supervisor. With input from their supervisor, students are expected to finalise their thesis topic, and by the end of March the full thesis proposal is due.
3. Completion of the Thesis and Defense- From April to August, students are expected to work on their thesis under the supervision of their selected supervisor. The final thesis is due in August.

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.

Master Public Policy and Human Development

MTH4911

Year

1 Sep 2022

31 Aug 2023

[Print course description](#)

ECTS credits:

16.0

Instruction language:

English

Coordinator:

- [K.A. Kuschminder - de Guerre](#)

Teaching methods:

Research, Presentations, Skills, Work in subgroups, Assignment(s)

Assessment methods:

Attendance, Presentation and paper, Final paper

Keywords:

Philosophy of science; Research design