Master Public Policy and Human Development

[Find another programme](#)

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
- Regional Integration & Multi-Level Governance
- Foreign Policy and 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 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)

Master Public Policy and Human Development

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."

[Regional Integration & Multi-level Governance - Master's in Public Policy & Human Development (subs)](#)

Video of Regional Integration & Multi-level Governance - Master's in Public Policy & Human Development (subs)

Regional Integration & Multi-Level Governance

Akorshi Sengupta, student: "The specialisation begins with understanding what regions are, how they function, how they can be used as a tool for development, and it goes on to identify the institutions, their structures, and integrating all of these aspects together so that we are actually able to do something fruitful for the society."

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

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

Foreign Policy and Development

Arushi Tangri, student: "I always wanted to find something where I could combine my law skills and my policy skills. This specialisation has been very helpful for me with regard to honing my negotiation skills because it offers real-life practical knowledgeable experiences such as UN simulation games which prepare you to represent your own country at international level."

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

- **The Governance of Innovation**

- **Social Entrepreneurship & Public Policy**

- **Social Protection Policy**

- **Risk & Vulnerability**

Master Public Policy and Human Development

- **Migration Studies**

- **Regional Integration & Multi-Level Governance**

- **Foreign Policy and Development**

Core Substantive Courses
Maastricht Graduate School of Governance

Public Policy

Full course description

This course serves as common ground for the MPP. It introduces students to the main concepts and dynamics that will be deepened further in the succeeding courses. The course introduces the policy process and public policy in general. The policy process and the behaviour of its participants are examined from a theoretical perspective. Public policy is examined as a process, introducing students to a systematic way to understand public policy while allowing insightful discussions. The course, therefore, examines how policies are formulated, implemented, and evaluated and addresses 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).

Prerequisites

(none)

Recommended reading

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

MPP4301
Period 1
30 Aug 2021
24 Sep 2021
Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinators:

- J. Marotta

Master Public Policy and Human Development

- V. Osei Kwadwo

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

Public Economics

Full course description

This course analyses the public sector including the allocation of resources and the redistribution of income. It discusses the role of the public sector, the difference between private and public goods, public choice and externalities. Tax policy is introduced, relying on two broad principles: equity and efficiency. The key public expenditure categories are analysed. Finally, the course looks at the situation of developing countries and the role of public finance in such a context.

Course objectives

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

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

Prerequisites

(none)

Recommended reading

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

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

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

Master Public Policy and Human Development

MPP4302
Period 1
27 Sep 2021
22 Oct 2021
[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 (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

Master Public Policy and Human Development

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
25 Oct 2021
17 Dec 2021
[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 basic skills needed in working with and analyzing data. The course starts with steps to "clean" data, and to describe its properties using statistics and visualization. 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.

Master Public Policy and Human Development

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 visualize 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
30 Aug 2021
26 Sep 2021
[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

Master Public Policy and Human Development

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
27 Sep 2021
21 Nov 2021
Period 2
25 Oct 2021
17 Dec 2021
[Print course description](#)
ECTS credits:
6.0
Instruction language:
English
Coordinator:

- [S. Dietrich](#)

Teaching methods:
Lecture(s), Paper(s), Assignment(s)
Assessment methods:
Written exam
Keywords:
Inferential statistics, regression analysis, Multinomial OLS regress, Econometric methods, Stata
Maastricht Graduate School of Governance

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), 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

Master Public Policy and Human Development

SKL4403
Period 2
22 Nov 2021
19 Dec 2021
[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 comparative migration studies.

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)

Master Public Policy and Human Development

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
31 Jan 2022
25 Feb 2022
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

Master Public Policy and Human Development

Population Movements in the Modern World. 6th revised edition. Red Globe Press

MGR4206
Period 4
7 Mar 2022
1 Apr 2022
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 lifecyle 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)

Master Public Policy and Human Development

Recommended reading

Reader

MGR4309
Period 5
11 Apr 2022
6 May 2022
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)

Master Public Policy and Human Development

Recommended reading

- Reader

MGR4408
Period 5
9 May 2022
3 Jun 2022
[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

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
- Analyze 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

Master Public Policy and Human Development

Prerequisites

(none)

Recommended reading

- Course reader

RSK4105
Period 4
31 Jan 2022
25 Feb 2022
[Print course description](#)
ECTS credits:
4.0
Instruction language:
English
Coordinators:

- Valerie Graw
- Davide Cotti
- Eleonora Nillesen

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

Building Resilience and Adaptive Governance

Full course description

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 behavior 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.

Master Public Policy and Human Development

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 Management Cycle

Prerequisites

(none)

Recommended reading

- Course reader

RSK4206
Period 4
7 Mar 2022
1 Apr 2022
[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

Master Public Policy and Human Development

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:

- 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
11 Apr 2022
6 May 2022
[Print course description](#)
ECTS credits:
4.0
Instruction language:
English
Coordinator:

- F.E. Bouder

Teaching methods:

Master Public Policy and Human Development

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
9 May 2022
3 Jun 2022
[Print course description](#)
ECTS credits:
4.0

Master Public Policy and Human Development

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
Maastricht Graduate School of Governance

Introduction to Regions

Full course description

The course lays the foundations for the specialization on regional integration and multilevel governance. This course serves a triple purpose: to explore regionalism as an empirical phenomenon spanning across the globe, to investigate the dynamics of region building from an analytical perspective, and to acquire a set of professional skills essential for policy careers in international environments. During the four weeks of the course, the participants of 'Introduction to Regions' will gain expertise in regionalism taking similar and yet distinct forms in Africa, the Americas, Asia, Europe, Eurasia, and the Middle East. They will form a comprehensive understanding of the various driving forces behind regional development and change. Through a selection of case studies from different parts of the world, students will explore how economic, political, security, and identity dynamics interweave in shaping and reshaping regional cooperation. The academic perspective on the phenomenon of regionalism will be complemented with the relevant skills training. Course participants will receive instruction in policy-relevant memo writing and international negotiations, as well as opportunities to practice these skills and receive feedback on their performance and learning.

Course objectives

This course aims to equip the students with the tools necessary for analysing complex region-building processes. After completing the course, students should be able to demonstrate knowledge of regionalism across the world; identify and analyse different dynamics of regional development; explain specific outcomes of regional cooperation using appropriate theoretical or analytical frameworks; execute independent academic research; prepare and present the synopsis of qualitative information in the format of an executive memo; and develop and plan negotiation strategies.

Prerequisites

(none)

Master Public Policy and Human Development

Recommended reading

- Reader

RIG4105
Period 4
31 Jan 2022
25 Feb 2022
[Print course description](#)
ECTS credits:
4.0
Instruction language:
English
Coordinator:

- [T. Skripka](#)

Teaching methods:
Lecture(s), PBL, Skills, Research, Paper(s)
Assessment methods:
Participation, Final paper
Keywords:
Regions; Regional cooperation; Regionalism; Regional governance
Maastricht Graduate School of Governance

Comparative Regionalism

Full course description

This course will take over from the introductory course to explore in-depth the performance of regional integration organisations in different parts of the world and their different institutional forms. It will compare regionalisms in Asia, Europe, Latin America, Africa, and North America. Regionalisms will be compared and evaluated on the basis of their organisational performance, forms, and substance. Empirical focus of the course will allow comparing security, political, human rights, and economic dimensions of regionalisms. Analysis of the varied institutional dimension of regional cooperation will build bridges to the introductory course on the one hand, and the next course on multi-level governance on the other hand. The course will pay particular attention to concepts and methodologies developed and applied by different International Organisations (OECD, EU, World Bank) to evaluate organisational capacity and performance as well as development activities.

Course objectives

This course aims at deepening the knowledge of institutional aspects of regional integration around the world and developing analytical skills of evaluating institutional performance in international context. After completing this course, students should be able to:

1) Understand institutional dynamics of regional integration to be able to evaluate professionally performance of Regional Integration Organisations (RIOs) in political, security, and economic policy areas;

Master Public Policy and Human Development

2) Recognise, explain, and employ basic concepts and typologies converting them into criteria and measures to evaluate organisation performance of RIOs;

3) Design and explain research project of the evaluation of performance by applying the criteria of relevance, effectiveness, efficiency, and impact;

4) Execute and report an empirical evaluation of the institutional performance of RIOs by applying appropriate research methods to collect and analyse necessary data;

5) Employ and/or create comparative sectoral rankings, indicators or indices to measure organisational performance of RIOs;

6) Express, appraise, and negotiate results of individual research on the evaluation of RIOs performance by respectfully contributing to team discussions and offering and receiving constructive feedback to peers;

7) Employ appropriate comparative methods to draw general conclusion and lessons from comparison of evidence-based evaluation of individual case studies; and

8) Prepare actionable policy recommendations for improvement of organisational performance based on evidence-based evaluation.

Prerequisites

(none)

Recommended reading

- Reader

RIG4206
Period 4
7 Mar 2022
1 Apr 2022
[Print course description](#)
ECTS credits:
4.0
Instruction language:
English
Coordinator:

- [M.K. Natorski](#)

Teaching methods:
Presentation(s), Research, Skills, Assignment(s), Paper(s)
Assessment methods:
Final paper, Presentation, Participation
Keywords:
Comparative regionalism; Applied research methods, performance, evaluation
Maastricht Graduate School of Governance

Regionalism and Multi-Level Governance

Full course description

This course explores complex forms of governance in which a variety of state and non-state actors in different jurisdictions cooperate for public policy provision. Students will investigate new types of complex policy challenges and the range of institutional shapes that multi-level governance can take to address them. They will study the effects of different multi-level governance design solutions on policy practice and outcomes, and the toolbox available to policymakers to facilitate collaboration. Additionally, the course will address the issues of legitimacy and democratic accountability of multi-level governance. Students will analyse multi-level governance by applying the existing theoretical approaches and analytical models to original case studies developed individually and in teams. Throughout classes and assignments, academic perspectives will be combined with applied policy approaches to advance the course participants' skills and competences in critical policy analysis from the governance perspective.

Course objectives

In this course, students will learn to understand, assess, and make informed choices regarding the design of complex governance arrangements. By the end of the course, students should be able to identify, map and analyse multi-level governance design by applying appropriate conceptual and analytical frameworks; explain the outcomes of multi-level governance; and develop and execute policy-relevant and academic research on multi-level governance.

Prerequisites

(none)

Recommended reading

- Reader

RIG4307
Period 5
12 Apr 2022
8 May 2022
Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinator:

- T. Skripka

Teaching methods:
Lecture(s), Work in subgroups, Skills, Training(s), Assignment(s), Research
Assessment methods:
Final paper, Participation, Presentation

Global Policy Challenges in Comparative Regionalism

Full course description

The final course analyses the contribution of regional organisations to addressing contemporary global challenges, and, in particular, to the accomplishment of Sustainable Development Goals (SDGs). Lectures and tutorials will provide framework for the discussion of different SDGs relevant for the specialisation, for example, climate change, poverty and inequalities, food security, gender equality, and energy transformations. Importantly, the course will consider the specificities of the main regional entities and how they adapted to address shared challenges. Moreover, students will develop their practical ideas and proposals contributing to the accomplishment of different SDGs.

Course objectives

The ultimate goal is to provide students with the project management tools allowing them to link the conceptual, geographic, and policy issues with possible project-based solutions employed to address specific challenges and problems. By the end of the course, students will be able to

1) distinguish and judge the contribution of Regional International Organisations and other stakeholders to the achievement of Sustainable Development Goals;

2) Apply research skills relevant to project-oriented policy problem analysis and stakeholder analysis;

3) Employ project management tools to recognize the variety of complex policy problems, actors involved, and required institutional solutions;

4) Design and plan your project-based solution of a real societal problem existing in different non-European geographical locations; and

5) Explain and justify the connection between project-based policy solutions of global policy challenges and the accomplishment of Sustainable Development Goals.

Prerequisites

(none)

Recommended reading

- Reader

RIG4409
Period 5
9 May 2022

Master Public Policy and Human Development

3 Jun 2022
[Print course description](#)
ECTS credits:
4.0
Instruction language:
English
Coordinator:

- [M.K. Natorski](#)

Teaching methods:
Presentation(s), Research, Skills, Work in subgroups, Assignment(s)
Assessment methods:
Final paper, Presentation, Portfolio, Participation
Keywords:
Global challenges; Sustainable Development Goals; Project management; Logical Framework Analysis
Maastricht Graduate School of Governance

International Trade: Theory, Policy, Environment and Development

Full course description

In principle, international trade and factor movements are advantageous for the citizens of countries. Households can buy goods and (factor) services where they are cheaper. Firms can specialize in goods in which they are better than their international competitors, making them cheaper again for households. This is the basic idea behind trade liberalization, including trade in labour and capital services. However, there are disadvantages as well, which are well known not to overthrow the advantages if taken into account properly by economic policy. Many of them are not taken into account though: they are mostly ignored in the trade negotiations and abused as arguments in favour of protectionism. This course teaches the basics needed to understand these conflicts and find sophisticated solutions. Parallel to this course also starts our skills-training series in foreign policy: a negotiation skills training that culminates with a multi-day simulation of international negotiations.

Course objectives

Acquisition of broad orientational knowledge to understand international economic flows and their effects on national economies. Practicing data analysis incl. regression and presentation skills. Students will also acquire skills in planning and undertaking diplomatic negotiation in a simulated environment.

Prerequisites

Basic microeconomics; Regression Analysis I; Regression Analysis II.

Master Public Policy and Human Development

Recommended reading

- Krugman, P.R., M. Obstfeld and M.J. Melitz, International Economics, 10th edition, 2014.

  E-Reader.

The Law and Policy of the World Trade Organization

Full course description

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 has 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 Organisation 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 gives an introduction to the institutional and substantive law of the World Trade Organisation, on the basis of 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 policy objectives. The course culminates in a moot court simulation exercise.

Course objectives

This course aims to provide students with an overview of the institutional structure and main substantive rules of the World Trade Organisation. During the course, students will: (1) examine the

role of law in international trade; (2) become conversant with the mandate, the institutions, the membership, and the decision-making procedures of the WTO, with special attention for the institutional imbalance and its impact on the WTO; (3) become acquainted with the WTO system for settling trade disputes and understand its current crisis; (4) acquire an 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) become familiar with, and be able to apply, the WTO rules balancing trade liberalisation and other societal values and interests (such as public health, national security, environmental protection, economic development, etc.) and critically assess the scope they leave for Members to pursue societal policies; and (6) be informed of the challenges facing the multilateral trading system.

Students will also acquire skills in preparing and presenting a country's position in a simulated trade dispute.

Prerequisites

(none)

Recommended reading

- Van den Bossche, P. & Prevost, D. Essentials of WTO Law, Cambridge University Press 2016; or
- Van den Bossche. P & Zdouc, W., The Law and Policy of the World Trade Organization. Cambridge University Press 2017;
- Scholarly papers/articles listed on Canvas

GTD4206
Period 4
7 Mar 2022
1 Apr 2022
[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:
Written exam, Presentation and paper
Keywords:
International trade law; Trade policy-making; Economic Integration
Maastricht Graduate School of Governance

International Intellectual Property Law and Policy

Master Public Policy and Human Development

Full course description

In the modern world of sophisticated high technology and international communication many professionals need to understand the legal issues arising from the use of intellectual property law. This course will provide an introduction to international intellectual property and policy issues and their connection with efforts to free world trade (WTO) and of regional integration, such as the European Union, NAFTA, and ASEAN, to create an internal market with a level playing field for the protection of intellectual property and economic development in innovation and creativity. The course will provide an overview of substantive and procedural matters, as well as international obligations and economic and policy questions involving intellectual property acquisition, enforcement and exploitation. Account will also be given of diverging perspectives on topics ranging from the protection of traditional knowledge and folklore to high technology.

Course objectives

During the course, students will:

- Appreciate the basic treaty and economic principles covering intellectual and industrial property (i.e. copyright, trade marks, patents, and unfair competition).
- Become conversant with the substantive provisions of the WTO Agreement on Trade-Related Aspects of Intellectual Property Rights, and the legal and policy implications of an intellectual property agreement within an international trade law system.
- Explore current legal and policy issues concerning TRIPS under consideration in the WTO and other international forums, especially from the perspective of regional integration and developing economies.
- Identify the current developments and issues that are at the centre of current discussions and negotiations for the further development or modification of the international intellectual property system, such as technology transfer, file-sharing, protection of folklore, and access to essential medicine.

Prerequisites

(none)

Recommended reading

- WIPO Intellectual Property Handbook,
  http://www.wipo.int/edocs/pubdocs/en/intproperty/489/wipo_pub_489.pdf
- Reader

GTD4307
Period 5
11 Apr 2022
6 May 2022
[Print course description](#)
ECTS credits:
4.0
Instruction language:
English
Coordinator:

Master Public Policy and Human Development

- [A.W.J. Kamperman Sanders](#)

Teaching methods:
PBL, Presentation(s), Lecture(s)
Assessment methods:
Assignment, Presentation
Keywords:
International Intellectual Property Law & Policy; WTO; Regional Integration; Copyright; Trade Marks; Patents; Unfair Competition
Maastricht Graduate School of Governance

Development and Human Rights

Full course description

This course focuses on the inter-relationship of development and human rights, with contributions from many different disciplines. We start by looking at human rights in an international context, with emphasis on the right to development, and explore related issues, e.g. poverty. We then look at the relation between development and conflict, and how the duration and intensity of conflicts amongst countries affect development. Finally, the course addresses some of the formal (and informal) options available at an international level to solve conflicts.

Course objectives

This course aims to provide a comprehensive overview of issues relating to the many perspectives of development and lack thereof, from its sources (non-fulfilment of human rights, poverty, conflict) to ways of alleviating it and the assessment of their effects.

Prerequisites

(none)

Recommended reading

- Reader and on-line sources and materials

FPD4408
Period 5
9 May 2022
3 Jun 2022
[Print course description](#)
ECTS credits:
4.0
Instruction language:
English
Coordinators:

- [A.P.M. Coomans](#)
- P. H. Wong

Master Public Policy and Human Development

Teaching methods:
Assignment(s), Lecture(s), PBL, Presentation(s), Skills
Assessment methods:
Participation, Oral exam, Presentation and paper
Keywords:
Human Rights; Human Development; Poverty; World Bank; Conflict & Development; Conflict Prevention; Conflict Resolution; Conflict Resolution Mechanisms

Specialisation Social Protection Policy

Maastricht Graduate School of Governance

The Global Social Challenge: Beyond Poverty & Inequality

Full course description

The evidence of mounting world poverty & 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 patters 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.

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Prerequisites

(none)

Recommended reading

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

SPP4205
Period 4
31 Jan 2022
25 Feb 2022
[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

Master Public Policy and Human Development

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
7 Mar 2022
1 Apr 2022
[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:

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

- Cichon, Michael; Scholz, Wolfgang; van de Meerendonk, Arthur; Hagemejer, Krzysztof; Bertranou, Fabio; Plamandon, Pierre (2004). Financing Social protection, Geneva: ILO/ISSA
- 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
- Reader

SPP4408
Period 5

Master Public Policy and Human Development

11 Apr 2022
6 May 2022
ECTS credits:
4.0
Instruction language:
English
Coordinator:

- [Z. Nimeh](#)

Teaching methods:
Assignment(s), Skills, Presentations, Work in subgroups
Assessment methods:
Participation, Presentation and paper, Written exam
Keywords:
National Accounts; Social Protection; Pensions
Maastricht Graduate School of Governance

Financing Social Protection

Full course description

Financing Social Protection is the fourth and concluding course of the specialisation. It brings together the issues that were 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

This course aims at providing students of social protection with a methodological toolbox for sound resource management in social protection, which permits them to design and maintain a system of financing of national social protection schemes that ensures an effective and efficient use of available resources on the community, national, and international level. After completing this

Master Public Policy and Human Development

course, students should be able to understand the intricate financial linkages between the government budget and the social protection system; conduct a fiscal space analysis for social protection programs; examine and review the political economy and governance aspects of social protection programmes,policy prioritisation, and consolidation; and understand the complexities involved in the design and implementation of social protection programmes and policies.

Prerequisites

(none)

Prior knowledge of Excel is highly recommended

Recommended reading

Van de Meerendonk, A. (forthcoming). Draft chapter on 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.

Reader

SPF4105
Period 5
9 May 2022
3 Jun 2022
[Print course description](#)
ECTS credits:
4.0
Instruction language:
English
Coordinator:

- [Z. Nimeh](#)

Teaching methods:
PBL, Lecture(s), Assignment(s), Paper(s), Skills
Assessment methods:
Participation, Assessment
Keywords:
Social Expenditure; Fiscal Space; Financing mechanisms; Taxes; Political Economy;, governance
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 the way we have traditionally been thinking about innovation, and it 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. Besides the traditional approach, we will also understand how innovation process can address social agendas, and describe new and emerging issues and types of innovation (social innovation, innovation for inclusive development, public sector innovation, user innovation, user-based innovation, grassroots innovation).

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 policy and the role of the state. The National Innovation System will be discussed, along with the Triple Helix concept. Innovation system dynamics and the role of policy along with the role of state will conclude the course.

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, public sector innovation, user innovation, user-based innovation, grassroots innovation.

Master Public Policy and Human Development

3. Understand the nature of the innovation process in the firm
4. Understand the rationale behind innovation policy
5. Identify relevant policy instruments related to innovation
6. Acquire hands-on-knowledge on a broad range of quantitative indicators to measure the innovation performance (firm, industry, country) and learn how to critically apply them

Prerequisites

(none)

Recommended reading

Reader

GID4105
Period 4
31 Jan 2022
25 Feb 2022
[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.
- 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)

Master Public Policy and Human Development

Recommended reading

Reader

GID4206
Period 4
7 Mar 2022
1 Apr 2022
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

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managing megadata in analysing science, technology and innovations. The second and third skill development lectures will introduce machine learning and provide an overview of methods from natural language processing. Week 3 focusses on the dark side of innovation, discussing the "unintended" negative effects of new technologies and the risks and concerns of big data. 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
- 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
11 Apr 2022
6 May 2022
[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

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 looks at the sources of carbon-lock-in and the chequered history of Bt cotton (a genetically modified pest resistant plant cotton variety) in India and Europe. The second week, we look at the institutional dimension and the relevant actors (including consumer collectives, cooperatives and intermediary organizations) using the technological innovation system as a framework for evaluating the generative processes and barriers to the diffusion of green technologies. The third week is devoted to the issue of policy. Here we will examine the need for policy mixes and policy evaluation, especially for governance of innovation for sustainability. In the fourth and final week, we will look at the circular economy as a new perspective for business and government. With the help of class presentations, student will learn about cultural, regulatory, market and technological barriers to a circular economy and the role of design thinking, collecting systems, collaborative business models and regulatory policies for increasing the circularity of the national economy.

Besides attention to the academic and policy literature, the course will also provide hands-on skills development component. This will take 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. This course will also engage directly with stakeholders. This will take the form of field trips to local organizations engaged in the sustainability transitions.

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 their macro-economic and social impacts.
- Acquire hands-on knowledge and analysis skills in conducting research on small- and medium-sized samples and populations (e.g. QCA and Q Methodology) and subject research articles to

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a critical analysis from a causality point of view.

Prerequisites

(none)

Recommended reading

Reader.

GID4408
Period 5
9 May 2022
3 Jun 2022
[Print course description](#)
ECTS credits:
4.0
Instruction language:
English
Coordinators:

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

Teaching methods:
Lecture(s), PBL, Presentation(s)
Assessment methods:
Assignment, Presentation and paper
Keywords:
Innovation, Sustainability, lock-in, transition, circular economy
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.

The second week will go deeper into the business models of the social ventures and student assignments. Students will study the typology of social entrepreneurs and the psychological traits and characteristics of social entrepreneurs and the entrepreneurial process.

The third week will focus on the legal framework of social enterprises were 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 cover the practice of 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, Corporate social entrepreneurship (e.g. Yves Rocher) and Social Entrepreneurship by Foundations (e.g. Gates Foundation).

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 knowledge on social entrepreneurship, characteristics of social entrepreneurs, social enterprises, entrepreneurial processes, and its drivers and barriers within innovation systems
- Integrate the best of public/non-profit and business practices for missions geared toward creating social benefits and value
- Develop skills in using the frameworks of Business Model Canvas to show how social entrepreneurs can adapt to uncertain environments

Prerequisites

There are no specific requirements for this course.

Recommended reading

Papers from scholarly journals, case studies.

Background material on Busines Models and Business Canvass:

Osterwalder, A., Pigneur, Y., In Clark, T., & Smith, A. (2010). Business model generation: A handbook for visionaries, game changers, and challengers.

Osterwalder, A., Pigneur, Y., Bernarda, G., & Smith, A. (2015). Value Proposition Design: How to Create Products and Services Customers Want. (Value proposition design.) Hoboken: Wiley.

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SOE4105
Period 4

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31 Jan 2022
25 Feb 2022
Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinator:

- N. Es-Sadki

Teaching methods:
Assignment(s), Presentation(s), Coaching, Work in subgroups
Assessment methods:
Presentation and paper, Written exam
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

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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 promotors 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
7 Mar 2022
1 Apr 2022
Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinator:

- 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

The recent 2015 report by Social Enterprise UK - Think Global Trade Social - argues that social entrepreneurship can play a key role in the achievement of the UN's Sustainable Development Goals

(SDGs). Considering 17 SDGs, this course will concentrate on the interactions between societal, corporate, and governmental social entrepreneurship and public policy. This course builds upon the first one by delving deeper into the interrelationships between public policy and social entrepreneurship.

In the first week, we will analyse the traditional public policy view that policy can stimulates 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). We will finalize the week by scrutinizing the evaluation of 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 create value for citizens, industry experts, policymakers through evidence-based advocacy in policy (issue) networks, advocacy coalition networks, and multiple streams. 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. Finally, two to three local social enterprises and/or civil society advocacy groups will present a problem 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 influences 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 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 development component (use of appropriate research methods and argumentation). Students will apply evidence-based argumentation and critical analysis of public policy to build an advocacy case for the invited guests of the second week. The advocacy cases developed by the students will be presented to the invited advocacy groups/social enterprises for feedback. In this manner, students will get a hands-on experience in critical thinking, formulation, and evaluation of advocacy cases.

Course objectives

After this course, students should be able to:

- Understand the role of 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. .

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- 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.

SOE4206
Period 5
11 Apr 2022
6 May 2022
Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinators:

- S. Turkeli
- R. Kemp

Teaching methods:
PBL, Assignment(s), Presentation(s)
Assessment methods:
Participation, Assignment, Presentation
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 skill-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 policy brief, a Pecha-Kucha style presentation of a social or public policy initiative, and an educational video. 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 thesis. Third, the basics of communication design for conceptualising and implementing advocacy projects and providing policy intelligence will be covered. Students will understand how effective communication impacts policy and how sensitising 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. The importance and potential of design thinking for sustainability will be made clear. They will have an opportunity to apply solution design techniques to case studies of contemporary problems. Then, viewing from the recipient side, students will understand how people think about change, what holds them back, and how to use tools that will help them enable change in their own organizations and thereby 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 integration of solution design techniques in public policy will be explored. Students will appreciate the value of building a 'Theory of change' for road-mapping transformations, co-evolving strategies with outcomes and evaluating projects. Differences in the application styles of design thinking and social entrepreneurship will be examined. Finally, tools used in corporate social responsibility programs such as ISO26000 standards, liberating structures, agile methods, co-design loop thinking and open-source thinking will be presented.

The fourth week will examine the potential of triggering bottom-up change from the micro-level. Students will be exposed to the limitations of design thinking for social entrepreneurs/enterprises and public policy. They will demonstrate their ability to apply the solution design frameworks to identify, compare, and analyse the evolution of change makers of diverse kinds including whistle blowers. Then the role of behaviour science based nudge strategies and their use by organisations and policy makers will be explained. Finally, the implications of COVID-19 for social entrepreneurship as a mechanism to build back a better future will be explored.

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.
- Provide examples to explain the advantages and limitations of design thinking and social entrepreneurship for organisations and public policy.
- Explain how design thinking methodology is different from more traditional ways of evidence- and theory-based public policy.

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- Create effective argument and theory of change to address a societal challenge in the form of a policy brief, an effective pitch, a strategic report for a social enterprise or social entrepreneur and an educational video – as a social innovation.

Prerequisites

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

SOE4408
Period 5
9 May 2022
3 Jun 2022
Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinator:

- S.V. Ramani

Teaching methods:
Presentations, Paper(s), Skills, Research, Work in subgroups
Assessment methods:
Participation, Presentation, Portfolio
Keywords:
Design Thinking, Communication Design, Dutch and European public policy, Evaluation of opportunities and impact
Thesis
Maastricht Graduate School of Governance

Master Thesis Qualitatitive Track

MTH4913
Year
1 Sep 2021
31 Aug 2022
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinator:

- K.A. Kuschminder - de Guerre

Maastricht Graduate School of Governance

Master Thesis Quantitative track

MTH4912
Year
1 Sep 2021
31 Aug 2022
[Print course description](#)
ECTS credits:
0.0
Instruction language:
English
Coordinator:

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