



**Scoping Paper on International  
Practices in Graduate Programmes in  
Governance and Public Policy**

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# International Practices in Graduate Programmes in Governance and Public Policy

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A PASGR Scoping Study  
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## Acronyms Used

AERC	African Economic Research Consortium
AERES	Agence d'évaluation de la recherche et de l'enseignement supérieur
AIAP	Africa International Affairs Programme
CDTR	Centre for the Study of Democracy, Toleration and Religion
CEMTPP	Centre for Energy, Marine Transportation and Public Policy
CES	Council for European Studies
CIBER	Centre for International Business Education and Research
CICR	Centre for International Conflict Resolution
CURP	Centre for Urban Research and Policy
DFID	Department for International Development
ENA	Ecole Nationale d'Administration
GIMPA	Ghana Institute of Management and Public Administration
GPPN	Global Public Policy Network
GRE	Graduate Record Examination
INSEAD	Institut européen d'administration des affaires
IPD	Initiative for Policy Dialogue
ISERP	Institute for Social and Economic Research and Policy
LKY	Lee Kuan Yew School of Public Policy
LSE	London School of Economics and Political Sciences
MIA	Master of International Affairs
MPA	Masters of Public Affairs
MPP	Master of Public Policy
OECD	Organisation for Economic Co-operation and Development
PESP	Public Administration in Environmental Science and Policy
PPG	Public Policy Group
SIPA	School of International and Public Affairs
SIWPS	Saltzman Institute of War and Peace Studies
SOAS	School of Oriental and African Studies
STICERD	Suntory and Toyota International Centres for Economics and Related Disciplines
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization

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## 1 Introduction

### 1.1 Scope of Study

The aim of this study is to support the process of PASGR's programme design by obtaining a clear picture of current practices in the design and implementation of graduate programmes focused on 'governance and public policy' in various international schools. PASGR is interested in lessons from international experience, not for the development of a new school of governance or public policy rather, to consider what international experience in the areas of programme design and teaching practices might be incorporated into an African collaborative MA programme. Essentially, the study should:

*“Compare features such as patterns of faculty recruitment, teaching content and pedagogical methods, student recruitment, student assessment, programme design/structure, relationship between research and teaching, the nature of partnerships with other schools and institutions (highlighting any activities specifically connected to African institutions, teaching and/or research), graduate employment etc and build a picture of trends and commonalities in practice as well as key differences.”*

This paper is structured largely along the issues (bullet points) listed in section 3 of the terms of reference (see Annex 1). The concluding section goes beyond the instructions of that paragraph and summarises, in broad terms, what is regarded as the four critical issues that the PASGR programme needs to address as it progresses.

### 1.2 Methodology

This study was carried out largely as a desk review, utilising information sourced through the web and reviewing previous studies where available. In addition, eight institutions were consulted about their programmes and activities by telephone and email, mainly through discussions with the Deans of the relevant department.

The study focused on the programmes offered by eight leading institutions in North America, the Middle East, Asia and Europe that offer graduate level programmes in the area of 'governance' or 'public policy'. The eight institutions reviewed were:

- Dubai School of Government, Dubai
- Hertie School of Governance, Berlin
- School of International and Public Affairs (SIPA), Columbia
- London School of Economics and Political Sciences (LSE), London
- Sciences Po, Paris
- School of Public Policy and Governance, Toronto
- Lee Kuan Yew School of Public Policy (LKY), Singapore
- Centre for Financial and Management Studies (SOAS), University of London.

The study restricted comparisons to basic programmes—either Masters in Public Administration, Public Management or Public Policy—in order arrive at comparable data about core curricula. Both core subjects and electives were examined; however, this was not an entirely straightforward exercise, as each institution has largely developed its own terms/classification. What is more, the various schools and departments define the focus of what is meant by “public” in different ways, sometimes equating it with the state and

its administrative structures, and in other instances extending its meaning to the provision of public goods, or the development of policies, programmes and practices for solving social problems.

For purposes of this paper, *Public Administration* is defined as the particular stewardship and accountability roles that describe the relationship of public servants to elected officials, as well as the geography and functions of state institutions. *Public Management* is concerned with the efficient and effective management of the state's organisations in order to maximise achievement of public service goals at minimum cost. *Public Policy* refers to policy making for the public good in general, as opposed to particular interests, incorporating normative considerations, the instruments of policy making, and technical tools for research and analysis. In reviewing the departments and schools of the institutions above, and in conducting the expert interviews, emphasis was placed on the institutions' teaching and research in the field of public policy primarily. The focus of research in most of the programmes is fundamentally connected to the public policy process and strong emphasis is placed on rooting research to address major practical issues faced by policy makers in government and its agencies.

The web analysis examined each institution under the following main headings:

- Vision: overarching vision/ethos of each institution
- Core facts: students, faculty, funding
- Core curricula: content, research training, orientation etc
- Teaching style/methods: use of case studies, projects, distance learning
- Collaboration: dual degrees, student exchanges, extent of African collaboration etc
- Research: agenda, research institutes, communication, funding, input to policy.

The full results of the web research are attached as Annex 2 (note that the main headings above refer to the specific numbered bullet points set out in section 3 of the terms of reference). The web-based analysis was supplemented by input gained from interviews with the following representatives of leading public policy schools:

- Tarik Yousef, Dubai School of Government
- Kenneth Prewitt and John Coatsworth, School of International and Public Affairs (SIPA), Columbia University
- Angus Steward and James Putzel, London School of Economics and Political Sciences (LSE)
- Francis Verillaud- Gerhard Friedberg, Sciences Po, Paris
- Mark Stabile and Ito Peng, School of Public Policy and Governance, Toronto
- Stavros Yiannouka, Lee Kuan Yew School of Public Policy (LKY), Singapore.

Other expert colleagues, such as Ken Weaver of Georgetown University, were consulted on specific issues; the study also followed up on links suggested in the course of interviews such as, a close connection of the programme with the African Economic Research Consortium, as proposed by Kenneth Prewitt- a Consortium Board Member. *Summary transcripts of these interviews are available upon request.*

## 2 Emerging Findings and Issues

Irrespective of their location (Asia, North America, Europe), development (young versus well-established) and academic standing (top tier versus other), schools of public policy face a number of tensions or dilemmas that are rooted in the very nature of the subject i.e. public policy is inter-disciplinary and involves all social sciences (economics, political science, sociology) in addition to law, management studies and accounting as well as aspects of history, geography and even psychology. Public policy is also inherently inter-sectoral, and while the emphasis is typically on government and the state's administrative system, the economy and civil society are also increasingly relevant, particularly in the context of governance issues and new public management approaches. Finally, public policy can be taught and researched at different levels: local, national and international.

Some schools of public policy make a conscious decision to privilege some disciplines (e.g., the prominent role of economics at the LSE public policy programme), sectors (the focus on government at the Lee Kuan Yew School or at the Dubai School of Governance) or geographical foci (the emphasis on California at UCLA's School of Public Affairs, international affairs at SIPA and Georgetown, Europe at Hertie, or Africa/Asia at SOAS).

However, even while setting priorities, schools of public policy (e.g., Hertie School of Governance, Science Po, University of Toronto) seek to find a balance across these dimensions in an effort to avoid problems of disciplinary dominance (usually by economics), professional capture (e.g., by planners, lawyers, public administrators and managers), dilution of purpose (too academic versus too applied), and overreach (too many policy fields and levels). They do so by emphasising strict inter-disciplinarity around a common core curriculum that includes economics, political science, law, research methods, and organisational/management studies. The inter-disciplinarity in teaching is complemented by deliberate attempts to develop and enact inter-disciplinary research agendas. Schools select a small number of thematic foci (research clusters, policy fields) and encourage an entrepreneurial academic culture to link excellence in research to relevance to current policy issues.

However, achieving such a balance can be a tall order, and requires skillful leadership of public policy schools, appropriate visions and support at presidential or provostial levels. As has become apparent not all schools have been equally successful in that regard. While there may be many reasons leading to varying levels of success in building a school of public policy, four stand out:

- **Short-term versus long-term investment** - Building a school of public policy is a ten to fifteen year effort, and the university leadership has to be prepared for the long haul and plan accordingly. For example, the Johns Hopkins Institute for Policy Studies had no long-term commitment on behalf of the University for much of its founding phase in the 1990s, which created serious developmental problems and encouraged short-termism as well as opportunistic behaviors. By contrast, the development of SIPA is part of a long-term strategy.
- **Patchwork versus new beginning** - Some schools of public policy started as amalgamations of previously separate departments or schools and began operating with significant inertia that slowed progress. New beginnings, or at

least enough of a fresh start, seem preferable. For example, the UCLA School of Public Affairs was put together when the School of Social Work and the School of Urban Planning were moved under a common roof as part of a cost saving exercise in the mid 1990 during one of California's budget crisis. Only the School's (now successful) Department of Public Policy was newly created at that time, all leading to early frictions and loss of momentum.

- **Buy-in from both academia and external stakeholders** especially potential employers - Successful schools early on, found legitimacy and buy-in from core constituencies in the academy and the world of policy makers prior to starting operations. For example, a period of consultations led to the founding of the Hertie School. This involved leading academics from both Germany and abroad, representatives of government ministries and major corporations. The Hertie Board composition reflects this bridge-building exercise to generate buy-in from both academia and potential employers. Similarly, the Dubai School started with a partnership between the local government and the newly founded MA programme.
- **Faculty composition and commitment** - A stable core of committed faculty members is indispensable for the successful establishment of any university department or school. This applies especially to the case for schools of public policy given the inter-disciplinary nature mentioned above, and the location of such schools at the inter-section of the worlds of academia and policy-making. Experts interviewed were fully aware of the challenges involved in putting together such a core faculty in terms of faculty recruitment and retention. To improve their career prospects, some candidates/faculty members may prefer schools with greater emphases on disciplines (usually on economics) and more conventional academic research. In terms of faculty recruitment, building a school of public policy requires steering a course between becoming the "second best" disciplinary programme on campus (e.g., when emphasis is placed on applied economics for the public sector, the best talent will be attracted to a conventional, "real" economics department) and an extension agent for government (e.g., when applied skills training dominates the curriculum and short-term policies drive the research agenda and "crowding out" top academics).

## 2.1 Vision

Against this background, there are some interesting differences in the core vision/philosophies of each School, as well as inevitable similarities in the extent to which inter-disciplinarity, inter-sectorality and internationality feature in mission and objectives statements.

- Most are international in orientation and are concerned with addressing issues of public policy that are international in scope and attract both an international student body and faculty.
- The LSE, while offering an inter-disciplinary degree, targets governments and public agencies.
- Two of the newest Schools, Dubai and LKY, see themselves as 'transformational', contributing to the advancement of good governance in their respective regions.
- Only two institutions explicitly mention the importance of research in their visions i.e. Dubai and Hertie.
- Only one, the University of Toronto, refers explicitly to 'real world problems'.

- Terms such as leadership, elite, high-skilled professionals etc, are frequently mentioned. Indeed, a majority see themselves as preparing students for public leadership positions in their respective countries. An example is Sciences Po which states: “...constant mission [is] to train the elites of public affairs in an international perspective and in tune with the demands of contemporary public action.” Half of the institutions emphasise the practical nature of their programmes. As the University of Toronto puts it: “...not only through a theoretical education within a classroom environment, but also a practical real world induction into the world of public policy”. SOAS’ mission stands out as being different, in that emphasis is placed on extending a university education to all, whatever their background. These differences can probably be attributed to influences of history and environment. It would be interesting to examine the extent to which such influences are evident in the curriculum of each institution and its research interests.

## 2.2 Core Facts about each Institution (including student and faculty profiles)

The main points are:

- Masters’ programmes run for a duration of two - years (except in the case of Dubai School of Government which is one-year).
- The numbers of students vary from 30 to 230. SIPA has an average number of around 90.
- All experts interviewed expect a moderate growth in student numbers driven by both increased supply, with more students interested in public policy, often in a shift away from business school, and demand mainly from governments, civil society organisations and corporations. The younger schools like Hertie have increased the size of the student intake by 50% over the last two years. Columbia, Toronto and Singapore stressed the strong demand for their courses. Indeed all those interviewed were rather positive about the future of public policy schools generally.
- The profile of the student population is highly international with foreign students comprising an average of 50% of the student body. Of these, very few are from Africa with the highest proportion of 10% found at SOAS. In comparison to business school, public policy schools are more international in composition. All the experts stressed the internationality of the student body as a plus, not only because it enriches the teaching experience for both faculty and students alike, but also because it provides a major network effect for the school and the alumni offering employment opportunities for students, diversified applicant pools for student recruitment for school, in addition to greater policy outreach and higher fundraising potential.
- The academic background of students is mainly in the social sciences, but some schools also encourage diversity so as to attract applicants with majors in the humanities and the natural sciences. However, LSE and Science Po, that have an international student body of over 80%, are trying to increase their share of domestic students to achieve a better balance.

- Although a professional background is desirable, only Dubai and Sciences Po require professional experience as a pre-condition to entry. In fact, the Dubai programme is designed as an MA for mid career professionals, and Science Po emphasises experience as a way to differentiate itself from *ENA*<sup>1</sup> and other *grands écoles*. For the other schools, the age of incoming students ranges between 23 and 26. To compensate for little or no professional experience, some schools require internships or allow for a professional year between the first and second year of study. Hertie is introducing a professional year model that combines practice training with academic mentoring and brief intense study periods. Internships are an important part of many programmes because they help to marry theory with practice and contribute significantly to the relevance of research, hence it's utility to public bodies. Capstone workshops are another way of achieving the same objective. For example, SIPA students are organised into small consulting teams and assigned a real-world issue with an external client. Each team produces an action report at the close of the workshop that is designed to translate into real change on the ground.
- Half of the institutions reviewed run a PhD programme. Some schools such as Columbia, LSE and Science Po offer a number of other PhD programmes and public policy graduates can apply to those as well. For others, such as Hertie, a PhD programme is seen as essential for attracting both the best faculty and postgraduate students. In other words, first rate research at public policy schools requires a PhD programme. However, all experts interviewed indicated that an MA should be the core business of any public policy school. A PhD programme should only be added once the Masters programme is well established and recognised as a “marketable” degree across disciplines and sectors. They also agree that establishing a MA and PhD programme at the same time would divert faculty attention away from the MA level.
- All the institutions, except SOAS and Toronto, run extensive executive education programme tailored to meet client needs. LSE as well, offers executive education through a specialised unit that serves all departments and programmes. At present, the LSE has embarked on the development of a new executive programme for UK government officials. It is envisaged that this programme will be funded by the government, hence risk free for the School. However, the core teaching faculty regard this programme as a diversion as such, it is not popular. Schools that offer executive education show a variety of approaches. These range from one month senior management programmes on leadership and governance for individuals with high level positions (LKY), periodic and customised executive development workshops (Toronto) to part time MPAs for mid-career professionals (Sciences Po). The benefits include first hand exposure of faculty to the current issues and agenda of senior professionals in public policy. The main risk is the diversion of time and resources from the core teaching and research tasks. For example, Hertie discontinued its executive education programme as it required investment of resources, financial, faculty input and administrative, at levels perceived to be too high relative to the needs of the MA programme at the time. With the MA well-established, the Hertie School now offers customised executive education on demand through which it has built a client base. As is the case with a PhD

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<sup>1</sup> The Ecole Nationale d'Administration

programme, experts agreed that executive education should be a second (and perhaps even third) priority. Many pointed to the need to incentivise faculty input appropriately, as academics generally do not regard teaching at the executive level as part of their core mission in contrast to business schools.

- Core faculty ranges widely in terms of numbers and origin. Dubai is a small school with a faculty totalling 12, while SIPA has a faculty of 60 and Sciences Po 173. International origin varies from 20% at Toronto to 80% at LKY; the average is about 40%. The international composition of faculty was seen as an asset by experts interviewed and in line with the student body. A major issue was the faculty composition in terms of core versus adjunct faculty where all experts warned against operating a public policy school with a core faculty too small relative to an extended group of adjuncts that are either in other university departments or, even more problematic, at other institutions. While adjuncts can usefully complement the profile and expertise of a given faculty, the core curriculum must be taught by core faculty. For example, as the core faculty of the Hertie School has grown in size, the number of adjuncts has shrunk in absolute and relative terms. A core faculty of at least twice the size of adjuncts has more coherence, buy in and commitment, thus preferred. Additionally, some accreditation agencies including the German Science Council require that at least 50% of all teaching is carried out by the core faculty. Science Po's Public Policy programme uses a different model: one that buys in teaching input from other departments and units at the university therefore only having a small core faculty. This model has the advantage of cost efficiency and flexibility as it allows the degree programme to bring in first class professors at variable rather than full costs. The potential disadvantages are greater uncertainty in curricular planning, quality control, and buy-in. While the Public Policy programme at Science Po has been successful in operating with this model, the Humboldt-Viadrina School of Governance in Berlin, by contrast, has encountered significant difficulties and has had to postpone the launch of its MA several times. Some schools such as the School of Public Policy at the University of Southern California have the special position of Professor of Practice. The idea of Professors of Practice is borrowed from the world of business schools to accommodate faculty members with significant practical experience but with less of a conventional academic career background. These positions are typically not tenured and funded outside regular faculty lines. They can prove very useful in building bridges between academia and the world of public administration and management helping create buy-in and legitimacy. However, they work best if the demarcation line between regular academic appointments and Professors of Practice is clear and uncontested.

### 2.3 Curricula

While there are considerable variations in both course labels and content, all schools nonetheless offer basic knowledge of the political, social and economic environment as well as a focus on analytical skills. The key common components are:

- Economic analysis for policy making - Typically an advanced micro-economic course. Some schools such as Hertie offer remedial courses for students with no or little background in economics (economics for non-economists) in the first semester. Other schools start at a more basic level of economics but offer it as a full year course.

- Quantitative and qualitative research methods and analysis - Here schools differ by the emphasis they put on either. Columbia and LSE stress quantitative methods and advanced statistical training. Georgetown requires a MA thesis that uses large-scale data sets for the quantitative analysis of testable propositions derived from a specified research problem. Hertie teaches both methods, including 'softer' approaches such as policy streams and stakeholder analysis, but covers less in terms of statistics beyond multiple regression models, for example. Experts agreed that a solid grounding in research methods and statistical techniques (with a comfort level at multivariate approaches) should be part of any policy studies MA. If students lack the necessary preparation to take on methods at graduate school level, programmes should offer remedial courses in the summer and tutorials during the year rather than scale down expectations.
- Political science and political analysis is a core part of all curricula - With an emphasis on models of government, governance, public administration, and the "tools of policy." In other words, whereas the economics curriculum is more generic, the political science elements covered are more specific to the needs of policy analysis.

The differences can be summarised in a number of ways:

- Some schools place an emphasis on public management e.g., Dubai, Hertie, Columbia, SOAS, with specific courses for example on financial management, contracts and bidding, accounting etc. SIPA has required courses on accounting taught by members of the Columbia Business School. About a quarter of the Hertie faculty are experts in finance and financial management for government (public budgeting) or corporations (controlling).
- Some schools stress a comparative approach on politics/policy development e.g., Hertie, SIPA, LSE, Sciences Po, LKY, but encourage the development of specific understanding of a region, while others, notably Dubai, Toronto place more emphasis on a specific region.
- Schools differ in the extent to which they cover all three sectors where public policy becomes relevant, i.e., government/state, economy/market firms, and civil society/NGOs. Dubai and Singapore are more government focussed, whereas Hertie and SIPA cover all.
- Enormous variation in the type and number of electives offered. Some focused on skills while others offer more comparative studies or topics such as ethics.

#### 2.4 Leadership Development

This is also a common element of the curriculum where preparing students for leadership positions is part of the core ethos or aim of all these schools. For example, the Dubai school states: *"We prepare the next generation of Arab policy makers and leaders to become effective agents of change"*. Sciences Po includes the following statement *"...we hope to train a new brand of leaders capable of promoting a new vision of policy making and change in a global environment."* Experts were unanimous on the importance of leadership as a topic at public policy schools; however, they differed on

how it could be taught and what would be taught. Nonetheless, demand for the course is high on the student side. Schools have dealt with this issue differently, including:

- Leadership and management: some schools bundle these two concepts together, while others argue that these are separate roles and should be taught as such.
- Teaching methods: teaching in the class room is only part of the story. Several argued that nurturing, mentoring and guiding leadership potential through a variety of experiential formats (for example: case studies) seemed more realistic than expecting students to “learn to lead” through lectures and seminars.
- Professional skills training such as learning to give presentations, conduct debates, negotiating skills, summarise and compare arguments are regarded as important elements of a public policy curriculum – but should not be seen as synonymous with leadership training.
- The debate about “how to teach” leadership extends to practices such as the use of psychologists to highlight the emotional aspects of leadership and ways of exposing students to different leadership styles so as to appreciate the importance of context in exercising leadership.

## 2.5 Teaching Style/Methods

There is considerable similarity in teaching methods using traditional mix of seminars and study groups while combining, in most cases, with the production of a research thesis. Five out of the eight schools also require students to participate in a ‘capstone project’ normally involving real world exposure to particular practical problems through an internship or consultancy with an external organisation. Others are:

- Only SOAS offers distance learning; a 1999 World Bank study (by William Saint) concludes that distance learning is a particularly appropriate method of learning for Africa because it is cost efficient (typically 40% of the cost of conventional courses) however, requires upfront investment. The start-up investments and costs required for improvements (given the rapid change on technological advancement in the field) in long distance learning would require reliable organisations. Only few of the schools are exploring webinars and similar web-based teaching at an experimental level (e.g., Georgetown and Hertie will offer a joint webinar in 2011-12). Some experts felt that emphasis on the distance learning option would come at the expense of cohort cohesion and networking among students.
- All schools make extensive use of case studies as part of their programmes. These range from those developed by individual academics to those produced centrally by the institution, as is the case of SIPA, LSE, and LKY. For example, LKY states that: *“the case development unit at the LKY school focuses on developing teaching resources on the real life situations and issues involved in public policy and administration in Asia. “...emphasis [therefore] on the use of case studies and problem solving throughout curriculum”*. SIPA has a global case studies series on public policy that focuses on the development of real world solutions drawing on rigorous analysis, practical implementation strategies,

sensitivity to local contexts, and knowledge of global influence and trends. Toronto utilises community projects as an alternative to cases for example, the *public good initiative* is a student-led project that pairs students with community organisations that can benefit from their pro bono consulting services. The projects run for four months by teams of two-three students. Schools generally agree that cases need to be selected to test and illustrate the methodologies being taught.

- Experts differed on what teaching methods are appropriate for a developing country setting, and indeed if there should be a difference in what is being taught in Africa as opposed to New York. In other words: should there be a distinctly African curriculum and teaching approach? Two experts suggested that this question should be taken up by an organising committee that would examine a wide range of teaching options (lectures, seminars, tutorials, case study approaches, workshops, group-led work etc). The experts from Science Po strongly argued for teaching methods and content suited to the African context in particular local policy conditions and challenges. They pointed to the failure of introducing the ENA model to some West African countries.

## 2.6 Collaboration and Cooperation between Schools

There is a considerable degree of collaboration between schools in the form of dual degrees, split-site teaching, student exchanges, faculty exchanges, general cooperation in teaching and research. The bases of such collaboration are:

- With the exception of Dubai and SOAS, all are part of or closely connected to the Global Public Policy Network (GPPN). This network brings schools together at three levels: student exchange, joint research, and faculty exchange. In addition, some of the schools are part of a new journal- Global Policy, with LSE's Global Governance under David Held, serving as the editorial office. Experience with GPPN has been very positive on the teaching side, with dual degrees linking all members (and Hertie); it has been mixed in terms of joint research and faculty exchange. According to the interviews, the reason for this is that faculty tend to be overcommitted and find it difficult to take on more projects, and even respond to new opportunities. GPPN could be an important source for the African initiative.
- Dual degrees or split-site teaching are common at five out of the eight institutions reviewed and involve 15 - 20% students. The main institutions involved are Hertie, SIPA, LSE, Sciences Po and LKY with a vast majority of exchanges taking place among these schools.
- Student exchanges are fairly common and involve a wide range of institutions; for example, SIPA has links with Mexico City University; Sciences Po with Tokyo and Beijing; LKY with Tokyo, Moscow and Geneva; and Hertie with Georgetown, Maxwell among others.
- There are also strong institutional links/cooperation on teaching and research with other universities and public bodies. The strongest links appear to be with "premier public policy institutions..." (see LKY web site). For example, Sciences

Po's MPA was created in partnership with LSE and SIPA. Faculty exchanges are mainly between Sciences Po, LSE and SIPA.

- Links with African universities are less common and less strong in general. Dubai, Hertie, SIPA, Toronto, and LKY have no formal links with African institutions. SOAS teaches students from across Africa in its distance learning programme. LSE and Sciences Po have the best developed links. LSE has an official partnership with the University of Cape Town, which is likely to lead to student and faculty exchanges. LSE also has links with Makerere, Ardhi and schools in South Africa. It also has established the Africa initiative “to inspire the exchange of ideas and expertise between Africa and the School”. Sciences Po has established partnerships with 13 different institutions in six African countries and has very close ties with the School of Governance and Economics of Rabat.

From the above, it appears that institutions are keen to collaborate with other “premier league” institutions in crucial areas such as dual degrees and teaching/research collaboration; however, aside from LSE and Sciences Po, many are not keen to develop ties with what may be perceived to be “second division” universities. The reasons for this are varied including: historical, the need to maintain standards, quality control etc.

When it comes to the split site option some experts preferred an approach that concentrates resources at one centre of excellence based on the fear that multi-site operations invite divergent expectations and politics (“mission creep”), require high transaction costs etc. Others favoured a model that either has a premier site and several satellites, or a decentralised system where units operate under an umbrella organisation charged with coordination and providing overall strategy and direction. None of the experts, however, saw the split site option as a model that is easily achieved. One expert suggested that the organisational form and structure should be decided by a local organising committee that brings key stakeholders and leading African academics together.

The brain drain phenomenon was mentioned by most experts interviewed, and they expressed concerns that graduates would move on to either positions or PhD programmes in the US, Canada or Europe. This was seen as the reverse of collaboration where a graduate from an African programme undertakes a PhD from SIPA or Georgetown and takes up a position at the World Bank as not the intended outcome. To make ensure as many graduates as possible remain in Africa and take up positions in African governments, corporations and civil society institutions, there would be need to build opportunities beforehand by approaching potential employers early. Further, it was suggested that there would need to be a wage compensation programme in place that could ensure graduates can take up positions that are adequately remunerated to prevent brain drain one or two years into an initial public policy position.

## 2.7 Research and Policy Input

All the institutions reviewed have major research programmes, covering an enormous range of interests. The details (see Annex 2) show a number of common themes in these programmes. The most referred themes are: political/economic nexus, regulation, and migration; other themes are regionally focused as in the case of LKY. Key points are:

- Five of the eight institutions have established research institutes - 12 in the case of SIPA, six in LSE and four in LKY. Some of these focus on human rights and conflict; Hertie is in the process of establishing a centre of budgets and public finance.
- Research interests - Programmes and centres typically follow demand and supply. Governments and foundations may signal interest in some topics, or issues and problems come up prompting development officers and faculty to respond according to their institutional and individual interests. The research of public policy schools shows a greater “coming and going” of topics when compared to more disciplinary departments. For example, the issues of the environment, globalisation, fiscal stability, civil society and corporate responsibility are likely to be taken up in the form of research programmes or centres. These may displace some of the older ones such as area studies.
- Funding - Most institutions have a mix of funding sources. Some such as Dubai and Hertie rely heavily on income from various foundations. For others there is an almost equal split between state funds and external sources of income such as consultancy, grants and sponsorship. For example, SIPA and LSE earn significant sums through consultancy (LSE has its own consultancy arm).
- Communication of research results - This is done using the common methods of website, seminars, high profile conferences, and working paper series. SIPA, LSE and Sciences Po all benefit from their high profile and favourable location. Most publish high profile journals, for example, SIPA's *Journal of International Affairs* and LSE's *Global Policy* journal. LKY launched the *Asian Journal of Public Affairs* in 2007.
- Policy input to government - Most of the institutions, six out of eight, assess their policy input as high. This is especially true of the established institutions such as SIPA-(links to UN), LSE—through public policy group, and Sciences Po. Both Hertie and Toronto make a strong input at local level, for example in the design of the labour ministry disability action plan. LKY Competitiveness Institute has received strong backing from the Singapore government. However, experts stressed that policy input to government takes time to establish and depends on, inter alia, quality of research, profile of institution and demand from government, i.e. having appropriate counterparts.

### 3. Conclusions

- a) Evolution of public policy departments - This takes time, typically 10 to 15 years; both donors and university leadership must be prepared for the long haul and plan accordingly. Additionally, both the design of the curriculum and research agenda must originate locally to ensure buy-in from academics and external stakeholders. Experience shows that some elements of a “new beginning” work best in overcoming inertia. Further, a stable core of faculty members is essential given the inter-disciplinary nature of the subject.

- b) Split-site teaching is not an easy option - Arguably, it only works where institutions are comparable and have similar levels of rigour. Some experts favour concentrating resources in one centre of excellence on the basis that multi-site operations risk divergent expectations and high transaction costs. Others favour a central site with several satellites or a decentralised system. Ultimately, the choice depends on issues of rigour, quality and on the degree of motivation of different institutions to work together.
- c) Quality - This is crucial in all respects and takes effort at all levels - curriculum design, selection of faculty, rigorous peer group review of teaching methods and, research. Most of all, it requires the development and enforcement of a culture of quality and the leadership to inspire it.
- d) Curriculum - Despite wide variations, the common core of programmes are economic analysis, quantitative and qualitative analysis; political science/political analysis; and an emphasis on leadership. Experts agreed that a solid grounding in research methods and statistical techniques should be part of any masters degree in public policy. Where students lack the necessary preparation, programmes should offer remedial courses rather than scale down expectations.
- e) Research collaboration - Production of high quality research puts a premium on local leadership to build and maintain academic rigour and momentum. Some possibilities to consider include: running joint research methods workshops, opening up international networks, funding access to international journals, inviting research proposals and subject them to a tough and formal evaluation, and incentivising senior researchers to act as mentors, given the time pressure on busy academics. Policy input to government takes time to establish and depends on the quality of research, profile of institution and demand from government; this can be done through having appropriate counterparts. It is also vital to base research on needs originating in Africa and to recognise the value added of an inter-disciplinary approach.

Finally, it is worth reflecting on those features which are present in elite schools that could be attractive to African institutions with the possibility of developing them jointly.

How can elite institutions best help? The following submissions are suggested by our findings but are not necessarily conclusive:

- Collaborating in the development of the curriculum of the school, particularly in the “core” areas;
- Assisting in the design and run research methods workshops, particularly in key areas such as quantitative methods;
- Developing and mentor some key academics;
- Evaluating and peer review research proposals;
- Providing access to international networks; and,
- Providing positive motivation over a sustained period.

## Annex 1 – TERMS OF REFERENCE

### PASGR SCOPING STUDY 02-2010 INTERNATIONAL PRACTICES IN GRADUATE PROGRAMMES IN GOVERNANCE AND PUBLIC POLICY

#### 1. Context

One of the major elements being designed for inclusion in PASGR involves a collaborative graduate degree programme that would offer African graduate students higher standards of social science research education than currently available at individual academic institutions. Design of this program will take account of different possibilities, not necessarily mutually exclusive, in particular

- A “collaborating schools” model that would involve a partnership among African universities willing to make a shared commitment to a common core curricula, uniform teaching standards and corresponding graduate degree that would be offered through each “collaborating” university;
- A programme that would appeal to graduate students across multiple disciplines within the social sciences, recognize course work from several departments within the collaborating universities and include a robust focus on *research and public policy*;
- A programme structure that would combine existing courses delivered at collaborating universities with enhanced curricula and possibly new courses, that would emulate the content and delivery methods commonly found in a “School of Government”, including the emphasis on development of future leaders;
- A model that could provide a core multi-disciplinary MA level programme with added path to Doctoral level studies for those whose careers interests combine scholarly research and teaching;
- Involvement of one or more international partner universities to enhance the credibility of the degree offered and contribute to capacity building of the participating African universities (such as curriculum development, teaching, skills, fellowships, scholarships, etc.);and,
- Agreement among collaborating universities on a selected number of policy-relevant research themes that could be pursued by faculty members, integrated into teaching and possibly used as part of a complementary PASGR thematic research programme across Africa.

It is important to note that these and other potential features are still subject to analysis and consultation. The final form of programme recommendations may be somewhat different than the above.

## 2. Overview

To support the process of programme design, it is first necessary to obtain a clear picture of current practices in the design and implementation of graduate programmes focused on “governance” and public policy in various international schools.<sup>2</sup> Equally important is to understand how such programmes approach the role of research in connection to the teaching process, faculty research interests and any institutional contribution to public policy development within or outside the schools’ home country.

The study will review the programme offered at seven leading institutions in North America, Europe, the Middle East and Asia, which offer graduate level (and Executive) programmes focused on “governance” or “public policy” including:

1. Dubai School of Government;
2. Hertie School of Government (Berlin);
3. Kennedy School of Government (Harvard);
4. London School of Economics and Political Science (MPA Programme);
5. Sciences Po- Master of Public Affairs (Paris);
6. School of Public Policy and Governance, University of Toronto; and,
7. The Lee Kuan Yew School of Public Policy (Singapore).

In addition, study will examine the role of two specific aspects of institutional collaboration across this group:

- **Programmatic partnerships**, where two or more schools collaborate in offering a joint degree or dual degree, teaching cross- appointments, joint research or other activities; and,
- **Standards and quality networks**, where schools participate in national or international accreditation, standards processes or other forms of institutional networking activities.

Essentially the study will compare features such as patterns of faculty recruitment, teaching content and pedagogical methods, student recruitment, student assessment, programme design/ structure, relationship between research and teaching, the nature of partnerships with other schools and institutions (highlighting any activities specifically connected to African institutions, teaching and/or research) , graduate employment, etc. and build a picture of trends and commonalities in practice as well as key differences.

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<sup>2</sup> A separate scoping study is being undertaken to look at graduate teaching programmes in social sciences and governance in Africa

### 3. Scope of Assignment

In addition to other areas of information suggested by the consultant(s) and agrees with PASGR, the study will comprise the following elements:

- A review of the programmes and courses provided at each institution in relation to MA and PhD offering as well as “executive” education activities that may or may not involve a graduate degree;
- The existence of intra and inter university collaboration such as joint degree programmes, cross -recognition of courses, faculty cross-appointments, with specific attention to the form and mechanisms for collaboration with schools across international boundaries;
- Linkages (teaching or research) with developing countries (especially African), specifying relationships, activities and funding sources;
- Information on the way in which market forces, the evolving political economy or other societal factors have shaped the definition of programmes as well as the research agenda at each institution;
- Information on criteria and processes pertaining to faculty recruitment and promotion, with particular reference to research, teaching (e.g. preparation of case studies), administration, and community service;
- Details of the recruitment processes and admissions criteria required for the programme/ course, and the numbers of students involved in each programme over the past five years. Where possible, include information on the breakdown for where applicants “come from”- i.e. direct entrants from undergrad, other MA programmes, mid- career professionals etc;
- Information on the processes for course approval and curriculum review in each institution with reference to participate in external accreditation processes and reciprocal recognition of courses ( intra and inter university);
- An overview and assessment of the role of accreditation networks (if any) such as Canadian Association for Public Administration (CAPPA), the European Association for Public Administration Accreditation (EAPAA) and any other national or international association connected to the institutions studied;
- Information on those who deliver the taught programmes- their qualifications and experience, highlighting the mix between academics and practitioners and the formal or informal links between the programmes and governments, think tanks or civil society organizations;
- Information on pedagogical approaches and methods including the degree to which teaching utilizes case studies and, if so, the source of case studies and degree to which they are developed by teaching staff;

- Examination of the way in which MA and Doctoral programmes demand or create opportunities for collaborative learning and acquisition of skills and experience in collective problem solving and participative research and policy analysis;
- Information on the examining or assessment methods used in evaluating the performance of students on the course, and details of any external review in the examining processes;
- A descriptive of the research “agenda” of each school including its evolution, thematic focus, use of grants, source of financial support, relationship to teaching, students and faculty and the mechanisms used to guide and manage research activities;
- An overview of the modalities for disseminating research findings to policy makers and others. The study will identify for each school a specific example where stakeholders ( government departments, parliamentary committee, NGOs etc) have requested research or policy analysis and the modality used to respond to such demand, including funding arrangements;
- A summary of the available internal or external programmed evaluations; and,
- A summary of the governance and management structures associated with each institution, highlighting any practices or mechanisms that appear innovative or noteworthy.

In addition to the above data, the consultant(s) will be expected to draw out the similarities and differences in approach taken to teaching and research across the programme studied. He/ she will be expected to provide impressions citing available evidence, of the effectiveness, difficulties and potential replicability of practices or features in the African context.

#### **4. Approach**

The study will be undertaken as a desk review, utilizing information sourced on-line and / or aggregated in previous studies, while also consulting individual institutions about their programmes or activities by telephone and email.

## Annex 2 - GLOBAL ANALYSIS TABLE

## 1) Core Facts

	Dubai School of Government	Hertie School of Governance, Berlin	School of International and Public Affairs, Columbia	London School of Economics and Political Sciences	Sciences Po, Paris	School of Public Policy and Governance, Toronto	The Lee Kuan Yew School of Public Policy, Singapore
Vision	The Dubai School of Government is committed to the advancement of good governance in the Arab world by serving as a platform for the creation of applied research, the dissemination of best practice and the education of policy makers in the region.	The mission of the Hertie School of Governance is to prepare students for leadership positions in government, business, and civil society institutions, to produce knowledge for good governance and policy-making, and to encourage responsible stewardship of the common good.	The MPA curriculum has been designed to develop public affairs professionals, who understand the increasingly complex issues shaping local and national level policies and projects and who have the analytical and managerial skills to apply their knowledge to real world situations.	The MPA is an interdisciplinary degree devised to meet the needs of government departments and public agencies in many countries for highly skilled and professional policy makers.	With the MPA, Sciences Po reinforces its constant mission to train the elites of public affairs in an international perspective and in tune with the demands of contemporary public action.	The programme focuses on providing our students with the tools for the analysis and development of public policy not only through a theoretical education within a classroom environment, but also a practical "real world" induction into the world of public policy	The mission of the School is to provide opportunities for the education and training of the next generation of Asian policymakers and leaders, with the objective of raising the standards of governance and improving the lives of the people in the region and, in so doing, contribute to the transformation of Asia.
Master's Programmes	MPA	MPP	MPA: 4 streams MPA Public Policy and Management MPA Environmental Science MPA Development Studies MPA International Affairs	MPA: 4 streams MPA Public Policy and Management MPA Public and Economic Policy MPA International Development MPA European Public and Economic Policy  (One year MSC also offered- see end notes <sup>i</sup> )	MPA (in English)	MPP	MPP  (Also offered: One Year MPA. More details see endnotes <sup>ii</sup> One year MPM <sup>iii</sup> )
Cost per annum	Single advance payment, AED 80,000 (\$20,000)	€12,500	\$38,000	£20,000	€23,000		\$20,000
Duration	One year (full time) three years (part time)	Two year	Two year	Two year	Two year	Two year	Two Year
No. Students	30	100	300 MIA 230 MPA	100 in MPA	90	30	100

Core Facts

	Dubai School of Government	Hertie School of Governance, Berlin	School of International and Public Affairs, Columbia	London School of Economics and Political Sciences	Sciences Po, Paris	School of Public Policy and Governance, Toronto	The Lee Kuan Yew School of Public Policy, Singapore
Student profile	For the first cohort of its MPA programme (2009-10) 12 countries from across the Arab world, and one from South Asia	International students constituting more than 50% of the student body.	International students more than 50% of the student body.	Africa-1.8% Asia 25.5% Europe (non UK) 29.5% Australasia 1.1% North America 19.8% UK 19% South America 3.3%	MPA class 2009-11 Asian- 41% Middle East/ African -18% Latin American – 14% European – 18% North American	Mostly Canadian	Alumni from over 57 (mainly Asian) countries.
Academic Background	Mixed	Social Sciences	Mixed	Social Sciences	Social Sciences- 50% Business- 24% Engineering/ Sciences- 10% Law- 4% Humanities- 12%	Mixed	Business and Law
Professional Background/ Necessary	Six years of professional experience required	Professional experience welcomed	Professional experience welcomed	Professional experience welcomed	Two years professional experience normally required. 2011 cohort: 29%- Public 16%- non profit 55%- private	No professional experience required	Professional experience welcomed for MPP  (For MPA/ MPM it is necessary)
PhD	No programme.	Hertie with Freie Universitat and WZB created the Berlin Graduate School for Transnational Studies in 2008. Research focuses on pressing issues in the transnational realm.  <a href="http://www.transnationalstudies.eu/home.php?nav_id=363">http://www.transnationalstudies.eu/home.php?nav_id=363</a>	SIPA have one programme: <a href="#">PhD in Sustainable Development</a> which combines elements of a traditional graduate education in social science, particularly economics, with a significant component of training in the natural sciences, the programme's graduates will be uniquely situated to undertake serious research and policy assessments with the goal of sustainable development. The programme includes a set of rigorous core requirements, but also provides students with the flexibility to pursue in-depth research.	The MPA provides a solid basis for progression to doctoral work in policy analysis and research. There are different forms of admission to the conventional PhD route in the Government Department: MPA students who undertake a 'research relevant' combination of options may be excused work on Year 2 of the doctoral programme The LSE Economics department now runs only a taught doctorate, for which the requisite level of economics training is high.	The Graduate School, with over 500 Ph.D. students, is a central element of the Sciences Po research infrastructure. Research at Sciences Po ranges from economics, law, history and sociology to political science and covers many interdisciplinary topics such as cities, political ecology, sustainable development, socioeconomics and globalisation.	No programme.	The School launched a Public Policy PhD programme in 2006. This initiative will boost the School's research capabilities and further its aim of becoming a centre of excellence for research and education in the field of public policy. The School plans to admit between five to eight candidates for subsequent cohorts of this elite programme

Core Facts

	Dubai School of Government	Hertie School of Governance, Berlin	School of International and Public Affairs, Columbia	London School of Economics and Political Sciences	Sciences Po, Paris	School of Public Policy and Governance, Toronto	The Lee Kuan Yew School of Public Policy, Singapore
Executive Education	<p>Executive Education: Over 1500 high level private and public officials from throughout the region have attended DSG executive education courses since they began in 2006. Some courses delivered in cooperation with the Kennedy School of Government at Harvard University.</p> <p>Diploma Programmes: The Executive Diploma in Public Administration, offered with the Lee Kuan Yew School of Public Policy at the National University of Singapore, began in March 2008.</p>	<p>The Executive Master of Public Management (EMPM) programme is aimed at experienced professionals from the private, the public and the non-profit sector.</p> <p><a href="http://www.hertie-school.org/content.php?nav_id=448">http://www.hertie-school.org/content.php?nav_id=448</a></p>	<p>The Picker Center is dedicated to meeting the educational needs of mid-career learners unable to attend school full-time. The Picker Center offers a Degree programme (EMPA) and Non-Degree programmes covering a wide range of topics and serving very diverse constituencies. The programme now has over 160 students taking courses and by May 2010, there will be over 500 graduates. The EMPA offers a cohesive curriculum of eight core courses, three context courses and four concentration courses.</p> <p><a href="#">The Executive Master of Public Policy and Administration (EMPA)</a></p>	<p>Offer a range of programmes that aim to help professionals from the corporate and public sector looking for opportunities to receive the latest thinking, and professional development, from LSE and its partners.</p> <p><a href="http://www2.lse.ac.uk/study/executiveEducation/home.aspx">http://www2.lse.ac.uk/study/executiveEducation/home.aspx</a></p>	<p>The MPA, in addition to its Master of Public Affairs programme, is developing executive education courses. The ultimate aim is to propose a part-time MPA designed for mid-career professionals from the public, the private and the non-profit sector who want to obtain a master's degree while continuing to work in their respective organizations.</p> <p><a href="http://www.mpa.science-s-po.fr/index.php?id=7">http://www.mpa.science-s-po.fr/index.php?id=7</a></p>	<p>Periodic "Executive Development Workshops" but no programme.</p>	<p>LKY Executive Programmes caters to the needs of time-constrained senior managers and professionals who wish to strengthen their managerial knowledge and skills. The School also provides a one-month Senior Management Programme (SMP) on leadership and governance for individuals with high-level positions in the private, public and non-profit sectors.</p> <p><a href="http://www.spp.nus.edu.sg/Executive.aspx">http://www.spp.nus.edu.sg/Executive.aspx</a></p>

**Core Facts**

	<b>Dubai School of Government</b>	<b>Hertie School of Governance, Berlin</b>	<b>School of International and Public Affairs, Columbia</b>	<b>London School of Economics and Political Sciences</b>	<b>Sciences Po, Paris</b>	<b>School of Public Policy and Governance, Toronto</b>	<b>The Lee Kuan Yew School of Public Policy, Singapore</b>
Quality control/ accreditation	The Dubai School of Government is officially licensed by the Ministry of Higher Education and Scientific Research of the United Arab Emirates to award degrees in higher education during the period from 1 July 2008 to 30 June 2011. The MPA Programme has been granted Initial Accreditation since October 1, 2008.	In February 2005, the School was granted official state recognition and given the authority to award the academic title 'Master of Public Policy' as an institution of higher learning by the Berlin Ministry of Science, Research, and Culture (Senatsverwaltung für Wissenschaft, Forschung und Kultur).		Part of Russell Group of Universities			

2) Curricula (MA; PhD; Executive Education)

	Dubai School of Government	Hertie School of Governance	School of International and Public Affairs, Columbia	London School of Economics and Political Sciences	Sciences Po, Paris	PPG, Toronto	The Lee Kuan Yew School of Public Policy, Singapore
Core Courses	<p>Seminar in Public Administration</p> <p>Economic Foundation for Policy</p> <p>Comparative Politics and International</p> <p>Relations in the Middle East</p> <p>Budgeting and Financial Management in the Public Sector</p> <p><a href="http://www.dsg.ae/ACADEMICPROGRAMS/MasterofPublicAdministration/Curriculum.aspx">http://www.dsg.ae/ACADEMICPROGRAMS/MasterofPublicAdministration/Curriculum.aspx</a></p>	<p>Development of governance</p> <p>Quantitative, and qualitative methods</p> <p>Applied economic analysis</p> <p>Political economy, law and governance</p> <p>The Policy Process</p> <p>Public management.</p> <p><a href="http://www.hertie-school.org/content.php?nav_id=2171">http://www.hertie-school.org/content.php?nav_id=2171</a></p>	<p><i>Politics of Policymaking</i> An introduction to political analysis</p> <p><i>Economic Analysis</i> Economic analysis and policymaking and their application to issues and problems in international affairs.</p> <p><i>Quantitative Analysis</i> Basic statistical techniques used in policy analysis.</p> <p><i>Public and Non-Profit Management</i> An introduction to basic concepts in organizational management.</p> <p><i>Financial Management</i> Courses on budgeting, accounting, and the economics of finance.</p> <p><a href="http://sipa.columbia.edu/academics/degree_programs/mpa/curriculum.html">http://sipa.columbia.edu/academics/degree_programs/mpa/curriculum.html</a></p>	<p>All MPA programmes have the same core courses:</p> <p><a href="#">Political Science and Public Policy</a></p> <p><a href="#">Micro and Macro Economics (for Public Policy)</a></p> <p><a href="#">Quantitative Approaches and Policy Analysis</a></p> <p><a href="#">Group Working and Leadership</a></p> <p>The additional courses vary according to stream. For example, the MPA Public and Economic Policy stream has an Economic Policy Analysis core course in the 2<sup>nd</sup> year.</p>	<p><a href="#">International Macroeconomics and Policy Making</a></p> <p><a href="#">Microeconomics for Public Policy</a></p> <p><a href="#">Situating Ourselves in Complex Settings</a></p> <p><a href="#">State Restructuring and Policy Change: Government and Governance</a></p> <p><a href="#">Comparative Public Management</a></p> <p><a href="#">Governing by Delegation</a></p> <p><a href="#">Statistics and Data Analysis for Policymakers</a></p> <p><a href="#">Globalization: Theory and Evidence</a></p> <p><a href="#">Reform versus Strategy: Making Choices at the End of the Administrative Era</a></p> <p><a href="#">Public Finance and Financial Management</a></p>	<p><a href="#">Governance and Institutions)</a></p> <p><a href="#">Microeconomics for Policy Analysis</a></p> <p><a href="#">Quantitative Methods for Policy Analysis</a></p> <p><a href="#">Integrating Seminar: Current Issues/Problems in Public Policy and Practice</a></p> <p><a href="#">The Policy Process</a></p> <p><a href="#">Macroeconomics for Policy Analysis</a></p> <p><a href="#">The Social Context of Policy-Making</a></p> <p><a href="#">Putting Policy into Action: Strategic Implementation of Public Objectives (</a></p> <p><a href="#">Globalization, Internationalization and Public Policy</a></p> <p><a href="#">Ethics and the Public Interest</a></p> <p><a href="#">Globalization, Internationalization and Public Policy</a></p>	<p><a href="#">Economics and Public Policy</a></p> <p><a href="#">Political and Organisational Analysis</a></p> <p><a href="#">Empirical Analysis for Public Policy</a></p> <p><a href="#">Statistical Techniques for Public Policy</a></p> <p><a href="#">Public Policy Research and Evaluation</a></p> <p><a href="#">Introduction to Public Policy and Analysis</a></p> <p><a href="#">Public Management and Leadership</a></p>
Taught Qual/ Quant methods	No	Yes	Yes	Yes	Yes	Yes	Yes

Curricula (MA; PhD; Executive Education)

	Dubai School of Government	Hertie School of Governance	School of International and Public Affairs, Columbia	London School of Economics and Political Sciences	Sciences Po, Paris	PPG, Toronto	The Lee Kuan Yew School of Public Policy, Singapore
Electives	<p>Elective Courses Strategic Planning and Performance Organizational</p> <p>Behaviour and Development</p> <p>Human Resource Management in the Public and Non-profit Sectors</p> <p>Information Strategy and Knowledge</p> <p>Management in the Public Sector</p> <p>Leadership in Public Management</p> <p>Comparative Public Administration and Policy Government-Market-Society Relations in the Middle East</p> <p>Socioeconomic Policy in the Middle East</p> <p>Globalization, Governance and Public Administration</p> <p>Public Policy in the Global Economy</p>	<p>Courses taken from the following concentrations:</p> <p>I. European and Global Governance</p> <p>II. Economics, Welfare, and Public Goods</p> <p>III. Public Management</p> <p>IV. Governance of Democratic Systems</p>	<p>Concentrations: 5 courses from following areas <a href="#">Economic and Political Development</a> <a href="#">Energy and Environment</a></p> <p><a href="#">Human Rights</a></p> <p><a href="#">International Finance and Economic Policy</a></p> <p><a href="#">International Security Policy</a></p> <p><a href="#">Urban and Social Policy</a> Specializations 3 courses: <a href="#">Advanced Policy and Economic Analysis</a></p> <p><a href="#">Applied Science</a></p> <p><a href="#">International Conflict Resolution Programme</a></p> <p><a href="#">International Media, Advocacy and Communications</a></p> <p><a href="#">International Organization Management Regional Specialization</a></p>	<p>In addition to the core course, 1.5-2.5 are taken from a wide menu of topics.</p> <p>List of courses here: <a href="http://www.lse.ac.uk/resources/calendar/courseGuides/graduate.htm#generated-subheading9">http://www.lse.ac.uk/resources/calendar/courseGuides/graduate.htm#generated-subheading9</a></p>	<p>8 electives following areas:</p> <p>Critical Policy Challenges</p> <p>Law</p> <p>Organizations and Leadership</p> <p>Polymaking In Transitional Situations</p> <p>Public Policy and Politics</p> <p>2 courses from these concentration areas: <a href="#">Economic and Territorial Development</a> <a href="#">Global Governance for Sustainable Development</a> <a href="#">Human Security</a> <a href="#">Multilevel Economic Governance</a> <a href="#">Risk Governance</a></p>	<p>Elective Course:</p> <p><a href="#">Panel Data Methods for Public Policy Analysis</a></p> <p><a href="#">Topics in Public Policy: Public Policy for Children</a></p> <p><a href="#">Priority Topics in Public Administration</a></p> <p><a href="#">The Future of Public Service</a></p> <p><a href="#">Reading Course</a></p>	<p>Electives provide a range of courses from various disciplines. Some help develop expertise in substantive policy areas such as regional development, social policy and the environment. Others are designed to provide supplemental courses in skill development in such areas as ethics, negotiations, and strategic planning and management. Students may also cross-register for courses offered in other postgraduate programmes (such as Business Administration, Economics, Political Science and Southeast Asian Studies).</p>

Curricula (MA; PhD; Executive Education)

	Dubai School of Government	Hertie School of Governance	School of International and Public Affairs, Columbia	London School of Economics and Political Sciences	Sciences Po, Paris	PPG, Toronto	The Lee Kuan Yew School of Public Policy, Singapore
Internship	No	Yes	Yes	No	Yes	No	Yes
Research Thesis	No	Yes	Yes	Yes	Yes (or capstone)		Yes but focused on policy analysis.
Capstone Project (normally, three month, group consultancy to external organization) <sup>iv</sup>	Yes	No but thesis undertaken with partner institution	Yes	Yes	Yes (or thesis)	Yes	No
Teaching style	Seminars	Seminars, group work	Seminars, group work	Lectures and seminars	Seminars, group work	Instruction on a small-group, cohort-based model.	Small classes and study groups
Evaluation of student performance	-	Mix: papers, exams, emphasis on presentations	Mix	Mix	Mix	Mix	Mix
Leadership components	Emphasis on training leaders but no specific classes.	8 Professional Development Classes as part of core curriculum some of which relate to developing leadership skills.	Professional Development Classes	Strong emphasis on taught leadership classes.  <a href="#">Group Working and Leadership</a> course at core of curriculum.  Involves over 40 hours of seminars, lectures and teaching. In addition students should attend 5 practitioner seminars in Michaelmas. Term run by Sir Richard Mottram GCB.			Special emphasis within management core curriculum. Special focus also within MPA and MPM programmes.

Curricula (MA; PhD; Executive Education)

	Dubai School of Government	Hertie School of Governance	School of International and Public Affairs, Columbia	London School of Economics and Political Sciences	Sciences Po, Paris	PPG, Toronto	The Lee Kuan Yew School of Public Policy, Singapore
Case study use	Use of Public Administration Capstone Exercise and Student Portfolio (PACE)	Two integrated workshops which provide students with guest speakers or work on specific case, some case study use within classes.	SIPA's use of case studies is high. Global Case Studies Series in Public Policy demonstrates the School's long-standing commitment to the development of real-world solutions that draw on rigorous analysis, practical implementation strategies, sensitivity to local contexts, and knowledge of global influences and trends. For decades the faculty, students, and alumni of the School have undertaken research and projects that bridge the academy and the world of practice, drawing on both global and local resources to create cutting-edge solutions.  <a href="http://sipa.columbia.edu/academics/case-study/index.html">http://sipa.columbia.edu/academics/case-study/index.html</a> Capstone Project also part of curriculum	Capstone	Capstone  Study Trip  Case study used as pedagogical instruments	Capstone on Integrating Issues in Public Policy  Strong practical component within curriculum: The Public Good Initiative (PGI) is a student-led project that pairs students from within community organizations that can benefit from our pro bono consulting services. The intention is to blend the unique attributes and voluntary ethos of the SPPG's students with the needs of public benefit organizations in and around Toronto. The projects are typically four months in duration and based on teams of 2-3 students. Each student commits to approximately 2-3 hours per week over a fixed term. <sup>v</sup>	High: emphasis on use of case studies and problem solving throughout curriculum. The Case Development Unit at the LKY School focuses on developing teaching resources on the real life situations and issues involved in public policy and public administration in Asia. The case studies cover a wide range of topics and are based on primary data collection as well as research on secondary sources of information such as academic or study papers, committee reports, newspaper reports etc. Though the case studies are all based on real events and situations, in some of the cases, some of the details have been disguised or altered for teaching purposes. These cases are used for teaching in one or more of the various Masters programmes <a href="http://www.spp.nus.edu.sg/Case-Studies.aspx">http://www.spp.nus.edu.sg/Case-Studies.aspx</a>

## 3) Collaborations/Co-operations

	Dubai School of Government	Hertie School of Governance, Berlin	School of International and Public Affairs, Columbia U. N.Y.	London School of Economics and Political Sciences	Sciences Po, Paris	School of Public Policy & Governance, Toronto	The Lee Kuan Yew School of Public Policy, Singapore
Dual degree	None	LSE SIPA Sciences Po	LSE SIPA Hertie LKYSPP FGV-EASP (Sao Paulo) GraSPP (Tokyo)	Sciences Po SIPA Hertie LKYSPP	LSE SIPA Hertie LKYSPP	None	LSE SIPA Sciences Po
Student exchanges	None	<a href="#">Georgetown Public Policy Institute</a> <a href="#">Lee Kuan Yew School of Public Policy Maxwell School of Citizenship and Public Affairs</a> <a href="#">Terry Sanford Institute of Public Policy</a> at Duke University, the <a href="#">School of Public Policy &amp; Management</a> at Tsinghua University <a href="#">Graduate School of Public Policy</a> at Tokyo University.	<a href="#">Mexico City</a> : Centro de Investigación y Docencia Económicas (CIDE)	None	The <a href="#">Graduate School of Public Policy</a> at The University of Tokyo The <a href="#">Hertie School of Governance</a> in Berlin The <a href="#">School of Public Policy and Management</a> at Tsinghua University in Beijing	None	1. Tokyo University, Graduate School of Public Policy, Japan 2. Moscow State Institute of International Relations University, Russia 3. University of St. Gallen, Switzerland 4. University of Geneva, Switzerland
Faculty exchanges			Sciences Po/ LSE	SIPA/ Sciences Po	SIPA/ LSE		
Internal cross-referencing of courses & professors					Can attend other SP courses		Can attend other NUS courses

Collaborations/Co-operations

	Dubai School of Government	Hertie School of Governance	School of International and Public Affairs, Columbia	London School of Economics and Political Sciences	Sciences Po, Paris	PPG, Toronto	The Lee Kuan Yew School of Public Policy, Singapore
General collaborations	<p>MPA intensive collaboration with Harvard Kennedy School</p> <p>EMPM intensive collaboration with Lee Kuan Yew</p> <p>Various Programme and Knowledge Partners: Arab Media Group, Brookings Institution, Cisco, Dubai Courts, Dubai Electricity and Water Authority, Dubai International Financial Center, Dubai Media, Inc., Etisalat, etc</p>	<p>Global Public Policy Network (GPPN) links but not full member?</p> <p>Strong institutional links in Berlin especially with WZB, Uni Potsdam and Freie Unvieristate. Increasing collaboration with Federal Ministries.</p> <p><a href="http://www.hertie-school.org/content.php?nav_id=384">http://www.hertie-school.org/content.php?nav_id=384</a></p>	<p>GPPN member (along with LSE, Sciences Po, and LKY SPP)</p> <p><a href="http://www.lse.ac.uk/collections/GPPN/">http://www.lse.ac.uk/collections/GPPN/</a></p>	<p>GPPN Member</p> <p>LSE has many different partners worldwide; however co-operation is limited to a small number of high-quality universities across the world. Most important institutional partnerships are with<sup>vi</sup>:</p> <p>Columbia University Sciences Po Peking University</p> <p>In 2010, LSE launch of the Middle East Centre - a multidisciplinary research centre focusing on modern Middle Eastern cultures, societies, economies, and international relations.<sup>vii</sup></p>	<p>GPPN Member</p> <p>The MPA was created in partnership with the LSE and SIPA. This partnership means that MPA can provide opportunities for cooperation in teaching and research.</p> <p>Many public entities are Sciences Po's partners in accompanying the development of its projects in France, including Ministries and local government.</p> <p>Sciences Po is now increasingly forming partnerships with international public entities, starting with the European Commission (particularly in relation to student mobility and research support), foreign governments (scholarships, guest professor chairs) or international organisations (UN, UNESCO, OECD, World Bank, etc.).</p>	<p>Some links with Canadian and American universities but few global links.</p>	<p>GPPN member</p> <p>Strong 15 year partnership with Kennedy School.</p> <p>Strategic Partners</p> <ol style="list-style-type: none"> <li>1. Harvard University, John F. Kennedy School of Government, USA</li> <li>2. Dubai School of Government, UAE</li> <li>3. Peking University School of Government, China</li> </ol> <p>Numerous partnerships with other premier public policy institutions in Asia, Europe and North America. These partnerships translate into faculty and students exchanges between institutions.</p> <p>The School is also a charter member of PolicyNet, an innovative initiative by Princeton University's Woodrow Wilson School of Public and International Affairs, which seeks to revolutionise public affairs research in schools by establishing an online public policy community.</p> <p>The School is also the first outside the United States to have a formal fellowship agreement with the European Commission in Brussels, creating the European Institutions Fellowship.</p>

Collaborations/Co-operations

	Dubai School of Government	Hertie School of Governance	School of International and Public Affairs, Columbia	London School of Economics and Political Sciences	Sciences Po, Paris	PPG, Toronto	The Lee Kuan Yew School of Public Policy, Singapore
African collaboration	No links	No links	<p>No formal institutional links but there is the Institute of African Studies (IAS) which is central forum and resource for African-cantered academic research, programme development, curriculum administration, student advisement, and local, national, and international dialogue and action on Africa.</p> <p><a href="http://www.ias.columbia.edu/">http://www.ias.columbia.edu/</a></p>	<p>Strong collaboration: One official partnership with the University of Cape Town. The partnership is likely to lead to student exchanges, visiting fellowships for academics, research collaborations and training programmes. A summer school in Africa and joint lectures using the internet to link audiences in London and Cape Town are further possibilities.</p> <p>However the School already has (and will maintain) links with other African institutions which include the universities of Makerere (Uganda), Ardhi (Tanzania), Witwatersrand, KwaZulu-Natal and Pretoria.</p> <p>LSE already has an Africa Initiative, which is designed to inspire the exchange of ideas and expertise between Africa and the School. The initiative is led by Professor Thandika Mkandawire, who holds LSE's first Chair in African Development.</p> <p>The LSE also had an Africa International Affairs Programme (AIAP) which is designed to promote greater understanding of the continent.<sup>viii</sup></p>	<p>Strong collaboration: Relations with African countries have been rapidly expanding at Science Po. The International Affairs Division has a mission to promote Africa and our respective partner universities in Sciences Po, and to promote our own institution abroad. These partnerships allow us to coordinate exchange programmes with these countries. Partnerships exist with 13 different institutions in six African countries.</p> <ul style="list-style-type: none"> <li>- <a href="#">Burkina Faso</a>- one</li> <li>- <a href="#">Cameroon</a>- one</li> <li>- <a href="#">Egypt</a> - three</li> <li>- <a href="#">Morocco</a>- three</li> <li>- <a href="#">Senegal</a>- one</li> <li>- <a href="#">South Africa</a>- four</li> </ul> <p>The <a href="#">School of Governance and Economics of Rabat</a> is a unique partner of Sciences Po, which has advised this school since its creation in 2009. These close ties permit us to foresee strong partnership projects today, including professor exchanges, common continued learning programmes and other projects.</p> <p><a href="http://www.mea.sciences-po.fr/en">http://www.mea.sciences-po.fr/en</a></p>	No links	No links

4) Faculty

	Dubai School of Government	Hertie School of Governance, Berlin	School of International and Public Affairs, Columbia U. N.Y.	London School of Economics and Political Sciences	Sciences Po, Paris	School of Public Policy & Governance, Toronto	The Lee Kuan Yew School of Public Policy, Singapore
Number of core faculty/ Background	35 Arab/ American <a href="http://www.dsg.ae/">http://www.dsg.ae/</a>	20 German/ International	60 International	Department of Government Full time academic staff- 53 (12 Fellows, 21 Lecturers, 16 Professors, 7 Readers) English/ International <a href="http://www2.lse.ac.uk/government/">http://www2.lse.ac.uk/government/</a>	173 French/ International	100 Canadian/ International	60 Asian/ International
Adjunct/ External Teaching	Many guest lectures	11 adjunct as well as many guest lectures	More than 200 adjunct faculty, scholars, and practitioners.	7 - affiliated 8 - visiting professors.	Over 80 visiting professors invited each year	13 fellows	11 adjunct
Core faculty recruitment procedure					Jobs advertised internationally Formal interview in front of selection committee Public Talk Interdisciplinary background Teaching background Professional background Public Procedure		

5) Research

	Dubai School of Government	Hertie School of Governance, Berlin	School of International and Public Affairs, Columbia U. N.Y.	London School of Economics and Political Sciences	Sciences Po, Paris	School of Public Policy & Governance, Toronto	The Lee Kuan Yew School of Public Policy, Singapore
Research agenda	<p>4 areas:</p> <p><a href="#">e-Government</a></p> <p><a href="#">Gender and Public Policy</a></p> <p><a href="#">Public Sector Management</a></p> <p><a href="#">Youth Inclusion</a></p> <p><a href="http://www.dsg.ae/RESEARCH/ResearchatDSG.aspx">http://www.dsg.ae/RESEARCH/ResearchatDSG.aspx</a></p>	<p>5 areas:</p> <p><a href="#">Fiscal Institutions and Budgeting</a></p> <p><a href="#">Welfare Regimes</a></p> <p><a href="#">Public Sector Performance and Integrity</a></p> <p><a href="#">International Orders</a></p> <p><a href="#">European Union</a></p> <p><a href="http://www.hertie-school.org/content.php?nav_id=2171">http://www.hertie-school.org/content.php?nav_id=2171</a></p>	<p>6 areas:</p> <p><a href="#">Economic and Political Development</a></p> <p><a href="#">Energy and Environment</a></p> <p><a href="#">Human Rights</a></p> <p><a href="#">International Finance and Economic Policy</a></p> <p><a href="#">International Security Policy</a></p> <p><a href="#">Urban and Social Policy</a></p>	<p>Department of Government is involved in dozens of areas both national and global.</p>	<p>7 research areas:</p> <p>Data, Infrastructure, Methods</p> <p>The Social and Political Embeddedness of the Economy</p> <p>The Changing Scale of Politics</p> <p>The Transformation of the State</p> <p>Inequalities and Democracy</p> <p>Politics of the Earth Cities and Politics</p> <p>New Forms of War and Peace</p> <p><a href="http://www.mpa.sciences-po.fr/index.php?id=24">http://www.mpa.sciences-po.fr/index.php?id=24</a></p>	<p>8 research areas</p> <p>The Employment</p> <p>Insurance Task Force</p> <p>Immigration</p> <p>Economic Transformation</p> <p>Cities- Ontario in the Federation</p> <p>Federal Fiscal Transfers</p> <p>Democratic Institutions and Processes</p> <p>The Environment</p> <p><a href="http://www.publicpolicy.utoronto.ca/MPPProgram/Pages/default.aspx">http://www.publicpolicy.utoronto.ca/MPPProgram/Pages/default.aspx</a></p>	<p>Research agenda focused on Asia especially viz. raising the standards of governance and improving the lives of the people in the region and, in so doing, contribute to the transformation of Asia.</p> <p>One major research project on risk and regulation which aims to develop a new assessment mechanism to evaluate the political and regulatory risk environment of Asia's economies.</p> <p><a href="http://www.spp.nus.edu.sg/Risk_and_Regulation_Project.aspx">http://www.spp.nus.edu.sg/Risk_and_Regulation_Project.aspx</a></p>

Research

	Dubai School of Government	Hertie School of Governance, Berlin	School of International and Public Affairs, Columbia U. N.Y.	London School of Economics and Political Sciences	Sciences Po, Paris	School of Public Policy & Governance, Toronto	The Lee Kuan Yew School of Public Policy, Singapore
Research Institutes	None	None	<p>12 research institutes at SIPA</p> <p><a href="#">Centre for International Business Education and Research (CIBER)</a></p> <p><a href="#">Centre for International Conflict Resolution (CICR)</a></p> <p><a href="#">Centre for Energy, Marine Transportation and Public Policy (CEMTPP)</a></p> <p><a href="#">Centre for the Study of Democracy, Toleration and Religion (CDTR)</a></p> <p><a href="#">The Centre for Urban Research and Policy (CURP)</a></p> <p><a href="#">Council for European Studies (CES)</a></p> <p><a href="#">Gulf/2000 Project</a> <a href="#">The Initiative for Policy Dialogue (IPD)</a></p> <p><a href="#">Institute for Social and Economic Research and Policy (ISERP)</a></p> <p><a href="#">Institute for the Study of Human Rights</a></p> <p><a href="#">The Picker Centre for Executive Education</a></p> <p><a href="#">Saltzman Institute of War and Peace Studies (SIWPS)</a></p> <p><a href="#">Security Council Report</a></p>	<p>6 research institutes in government department:</p> <p><a href="#">Political Science and Political Economy Group</a></p> <p><a href="#">Political Theory Group</a> <a href="#">Centre for Global Governance</a></p> <p><a href="#">Association for the Study of Ethnicity and Nationalism</a></p> <p><a href="#">Migration Studies Unit</a> <a href="#">Economic and Social Cohesion Laboratory</a></p> <p><a href="#">LSE Public Policy Group</a></p> <p><a href="#">Greater London Group</a></p>	<p>1 research institute:</p> <p>MPA programme directly linked to one institute: The Centre for Peace and Human Security is a thematic programme whose mission is to engage in academic and practical work in the field of peace studies and human security.</p> <p><a href="http://www.peacecenter.sciences-po.fr/">http://www.peacecenter.sciences-po.fr/</a></p> <p>Sciences PO has a further 10 research institutes.</p>	<p>1 research institute:</p> <p>The Mowat Centre for Policy Innovation has been set up to help inform and revitalize Canada's public policy agenda, given new Canadian and global realities.</p> <p><a href="http://www.mowatcentre.ca/">www.mowatcentre.ca/</a></p>	<p>4 research institutes:</p> <p>Asia Competitiveness Institute: aims to become a thought leader on competitiveness in Asia and in doing so influence regional policy.</p> <p>The Information + Innovation Policy examines the role of information in organizations, the economy and society, especially as it pertains to our capacity to innovate.</p> <p>The Institute of Policy Studies (IPS) is a think-tank dedicated to fostering good governance in Singapore through strategic policy research and discussion.</p> <p>The Institute of Water Policy undertakes research on water policy &amp; governance in Asia, provides opportunities for education and training on water policy and governance, and serves as a knowledge hub for water governance in Asia.</p>

Research

	Dubai School of Government	Hertie School of Governance, Berlin	School of International and Public Affairs, Columbia U. N.Y.	London School of Economics and Political Sciences	Sciences Po, Paris	School of Public Policy & Governance, Toronto	The Lee Kuan Yew School of Public Policy, Singapore
Research Communication		Website, seminars, use of podcasts and videos.	Website, seminars, use of podcasts and videos. High profile and favourable location.	Website, seminars, use of podcasts and videos. High profile and favourable location. Research newsletter.	Website, seminars, use of podcasts and videos. High profile and favourable location.	The school developed the PPG Portal which is a Web 2.0-enabled platform to support teaching, learning and collaborative projects in Canadian public policy and governance by providing authoritative concept explanations and resource materials along with the capacity for secure file-sharing and electronic communication.  <a href="http://www.publicpolicy.utoronto.ca/PPGReview/Pages/default.aspx">http://www.publicpolicy.utoronto.ca/PPGReview/Pages/default.aspx</a>	High profile conferences, website, research institutes communicate own work.
Publishing	Working Paper Series online	Working Paper Series online	SIPA publishes the <i>Journal of International Affairs</i> - a leading foreign affairs periodical published by the students at the School of International and Public Affairs at Columbia University. The <i>Journal</i> has earned worldwide recognition.  <a href="http://www.sipa.columbia.edu/academics/workshops/index.html">http://www.sipa.columbia.edu/academics/workshops/index.html</a>	8 Journal published at LSE including new "Global Policy" Journal  <a href="http://eprints.lse.ac.uk/">http://eprints.lse.ac.uk/</a>  <a href="http://www2.lse.ac.uk/researchAndExpertise/academicPublishing/home.aspx">http://www2.lse.ac.uk/researchAndExpertise/academicPublishing/home.aspx</a>	SP publish <u>10 scientific journals</u> in many different areas.  Les <u>Presses de Sciences Po</u> , which publishes close to 40 new works a year	PPG: Public Policy and Governance Review which publishes articles from Canadian Graduates  <a href="http://www.publicpolicy.utoronto.ca/PPGReview/Pages/default.aspx">http://www.publicpolicy.utoronto.ca/PPGReview/Pages/default.aspx</a>	LKYSPP has two journals: The Asian Journal of Public Affairs (AJPA) launched in the summer of 2007. The journal provides an avenue for international graduate students to publish their work on Asian-Pacific policy issues. The second, Policy and Society is published by Elsevier, UK, and sponsored by the LKY SPP. Policy and Society features leading articles and perspectives on policy issues at the local, national and international levels, presenting innovative applied and theoretical policy research.

Research

	Dubai School of Government	Hertie School of Governance, Berlin	School of International and Public Affairs, Columbia U. N.Y.	London School of Economics and Political Sciences	Sciences Po, Paris	School of Public Policy & Governance, Toronto	The Lee Kuan Yew School of Public Policy, Singapore
Impact of Market forces on Research agenda							
Consultancy	None	None	None	High e.g. LSE Public Policy Group (PPG) is an independent consultancy and research organisation. PPG provides thorough analysis and recommendations for a variety of clients; providing an interface between academia, the private, public and 'third' sector. Also LSE Consultancy brand. <a href="http://www.lse.ac.uk/collections/LSEPublicPolicy/">http://www.lse.ac.uk/collections/LSEPublicPolicy/</a>		None	Asia Competitive Institute undertakes consultancy projects to advise governments or companies on competitiveness and economic planning at the country/sector level.
Sources of Funding	External funding for example from the Mohammed bin Rashid Al Maktoum Foundation	Mix of internal (Hertie Foundation) and external (e.g. DFG).	Internal funding through Sponsored Projects Administration (SPA), serves as a central resource to support the research community at Columbia University  <a href="http://spa.columbia.edu/">http://spa.columbia.edu/</a>	Mix between external, internal and consultancy fees. E.g. Sponsors of ASEN Institute activities have included the Department of Sociology (LSE), the Centre for International Studies (LSE), STICERD (LSE), the London School of Economics, the British Academy and the Times Higher Education Supplement. Public Policy Group generates a significant amount of funding from consultancy fees. See endnote for more info <sup>x</sup>	State funding: about 50% of the Sciences Po budget comes from an annual financial grant which is renegotiated every 4 years after an evaluation of all of its activities (AERES).  The rest of funding comes from sponsorship and external grants.		Mix internal, external and consultancy: Consultancy:

**Research**

	Dubai School of Government	Hertie School of Governance, Berlin	School of International and Public Affairs, Columbia U. N.Y.	London School of Economics and Political Sciences	Sciences Po, Paris	School of Public Policy & Governance, Toronto	The Lee Kuan Yew School of Public Policy, Singapore
Policy Input to government		Increasing co-operation and input into German ministries. E.g design of labour ministry disability action plan <a href="http://www.hertie-school.org/content.php?nav_id=2850.g">http://www.hertie-school.org/content.php?nav_id=2850.g</a>  New governance report.	High, especially with links to UN in New York and different research institutes. E.g. One research institute published UN Security Council Report <a href="http://www.securitycouncilreport.org/site/c.gIKWLeMTIsG/b.1071693/k.1307/Security_Council_Report_Monthly_Forecast_September_2008.htm">http://www.securitycouncilreport.org/site/c.gIKWLeMTIsG/b.1071693/k.1307/Security_Council_Report_Monthly_Forecast_September_2008.htm</a>	High, especially through public policy group and LSE consulting. Location also important.  Many different institutes regularly consulted by UK government.	High, different research institutes, location etc.	Input at regional level. For example, one research institute focuses on specific Ontario issues.	High: Asia Competiveness Institute has received strong support from the Singapore Government, particularly from the Ministry of Trade and Industry.

<sup>1</sup> LSE MSC  
MSc Public Management and Governance  
MSc Public Policy and Administration  
MSc Public Policy and Administration (Research)

Duration: 12 months full-time, 24 months part-time  
Intake/applications in 2008: 32/285  
Minimum entry requirement: 2:1 or equivalent in any discipline ( )  
Fee level: £14,904

**Compulsory Courses**

- Approaches and Issues in Public Policy and Administration
- *either* Public Management Theory and Doctrine *or* Comparative Public Policy Change *or* The Politics of Policy Advice
- *either* Quantitative Analysis I: Description and Inference *or* Quantitative Analysis II: The Generalised Linear Model
- Dissertation of 10,000 words on a topic chosen in discussion with your supervisor

**Options**

A total of one full unit from the following:  
Public Management *or* Comparative Public Policy and Administration  
<http://www.lse.ac.uk/resources/calendar/courseGuides/graduate.htm>

<sup>ii</sup> LYSPM MPA programme is designed to enhance the effectiveness of mid-career professionals in managing and resolving complex multidimensional policy issues. The MPA programme places great emphasis on management and decision-making and also helps students develop policy analysis skills and leadership abilities. To be eligible for the MPA programme, students must have at least five years work experience. The MPA class comprises approximately 60 accomplished and motivated individuals who bring with them a wealth of diverse experiences to enhance the classroom learning experience.

The capstone examination is an intensive, week-long, integrative exercise held in the Special Term. You will be expected to demonstrate your ability to apply the concepts you have learned in the core curriculum to a complex real-world problem described in a case study. Your response may be required in the form of a memo or a report.

Core Modules

PP5501 Economic Applications for Public Organisations

PP5502 Public Administration in Theory and Practice

PP5503 Managing the Public Sector

PP5504 Public Finance and Budgeting

PP5505 Policy Analysis and Programme Evaluation

PP5506 The Art of Leadership

<sup>iii</sup> The KYSPP Master in Public Management (MPM) programme is designed to enhance the skills of senior managers working in the public, non-profit, and private sectors in the area of good governance. It is targeted at accomplished officials whose leadership role is acknowledged within their own organisations and who possess the potential to advance to more senior positions. MPM students are also introduced to American politics, society and culture through semester-long studies at Harvard University's Kennedy School of Government or Columbia University's School of International and Public Affairs. The average enrolment for an MPM cohort is around 20-25 students, of which approximately 75% are from overseas.

The core modules are:

- PP5301 Economic Reasoning and Policy
- PP5303 Public Management
- PP5308 Frameworks for Policy Analysis
- PP5311 Globalisation and Public Policy or PP5312 Public Financial Management

<sup>iv</sup> Description of Capstone at SIPA: Capstone workshops serve as the culminating educational experience for students in the Master of Public Administration (MPA), Master of Public Administration in Environmental Science and Policy (PESP), and, as of Fall 2010, Master of International Affairs (MIA). Workshops apply the practical skills and analytical knowledge learned at SIPA to a real-world issue. Students are organized into small consulting teams and assigned a substantive, policy-oriented project with an external client. Clients include public agencies (from the local to national level), international NGOs and multi-national organizations, and major firms in the private sector. Student teams, working under the supervision of a faculty expert, answer a carefully defined problem posed by the client. Each team produces an actionable report at the close of the workshop that is designed to translate into real change on the ground. Essentially, capstone workshops give students not only a chance to further refine their skills and knowledge, but to make a positive contribution to the world around them. And capstone projects provide valuable experience and contacts for post-graduate employment.

<sup>v</sup> Students work closely with both small and large non-profit organizations that are active in various policy areas, ranging from health to education to environmental issues. Since its inception in 2008, the PGI has worked with organizations that include Friends of the Greenbelt Foundation, Toronto City Summit Alliance, Maytree Foundation, People for Education, BC Centre for Social Enterprise, Mid Toronto Community Services and the Ontario Association of Food Banks.

<http://sppg.publicpolicyandgovernance.utoronto.ca/PGI/Pages/default.aspx>

<sup>vi</sup> The LSE's approach to cooperation with other institutions is normally with one of two objectives in mind:

(i) to create very deep and meaningful links that enable both the LSE and its institutional partner to provide innovative world-class education to their students and to undertake innovative world-class research, dealing with real problems and issues; or

(ii) to establish a regular exchange of students or staff at the sub-institutional level that adds to the lustre and research environment of the sponsoring LSE academic Department, Institute or Research Centre

<sup>vii</sup> The new Centre, which has received £9.2 million in initial support from the UAE's Emirates Foundation for Philanthropy and The Aman Trust, will collaborate with Middle Eastern universities, scholars, civil society, policy makers, and speak to a global audience about the region's strengths and challenges. Under the leadership of its inaugural director, Professor Fawaz A Gerges, and other prominent LSE scholars, the Middle East Centre will engage intellectuals and experienced practitioners to analyse and report on the region's economics, politics, and culture. The Centre will help train a new generation of specialists drawn from within the region and from the rest of the world. Throughout their careers, they will provide informed and balanced analysis of the nations of the Middle East, and the region's place in the international community.

<http://www2.lse.ac.uk/newsAndMedia/news/archives/2010/05/MiddleEastCentre.aspx>

<sup>viii</sup> The AIAP at LSE is broadly divided into five geographic parts but is united by three principle overarching themes. It covers the Magreb (The North Africa Initiative); the Horn; Southern Africa; Central and West Africa. In all of these areas, which mirror the regional economic communities, the AIAP envisages fostering collaboration and coordination with established and emerging scholars, universities and research centres through a series of seminars and conference meetings. Graduate workshops, working seminars and conferences, and oral history meetings from key actors also form a regular part of the programme. Secondly, it provides an electronic network for scholars, which is being expanded to include practitioners and policy makers. This is available through the LSE IDEAS website. The third element of the project comprises the support and encouragement of research and scholarship by African scholars, as well as foreign researchers wishing to further their studies in contemporary history and politics in the African region. <http://www2.lse.ac.uk/IDEAS/programmes/africaProgramme/about.aspx>

<sup>ix</sup> **LSE Public Policy Group**

The LSE Public Policy Group (PPG) was founded in 1998. The Group conducts a mix of commercial and pro bono activities, including consulting, research, seminar and conference organising, and publications. The Group undertakes consultancy and research work for:

- o Major government departments and Parliamentary agencies
- o Charities and interest groups
- o Media and public affairs organisations
- o Research councils and foundations
- o Major companies
- o Overseas government organisations
- o International organisations

The Group works closely with Enterprise LSE, who undertake project management and contract negotiations for all PPG consultancy activities, and with the LSE Research Grants and Contracts Office, who handle grant-funded research.

PPG's particular expertise is concentrated in the following areas:

- o Public policy evaluation and research
- o Public sector innovation
- o Public sector productivity
- o Analysis of new public management trends, especially privatisation, the private finance initiative, public-private partnerships, contracting, regulation and outsourcing issues
- o Government citizen relations including information exchange via face to face, paper based and online communication methods
- o The impact of new information and communication technologies on governance including digital era government
- o All aspects of e-government and e-governance
- o Simulations of electoral systems, institutional innovation in government, and democracy initiatives
- o Design and implementation of opinion polls, surveys and analysis (both online and conventional)
- o Use of focus groups and qualitative comparative analysis as research tools

<http://www2.lse.ac.uk/businessAndConsultancy/LSEConsulting/about.aspx>